

# Azusa Pacific University



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UNIVERSITY

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**AZUSA PACIFIC**  
UNIVERSITY

(626) 969-3434 + [www.apu.edu](http://www.apu.edu)

# Azusa Pacific University





## Message from the President

The Azusa Pacific University catalog you hold in your hands is a road map for your educational future. As you read through the pages of course descriptions, policies, and programs, you will soon discover the array of opportunities available to you for learning and development here at APU. Each semester of courses will move you closer to your academic goals while at the same time challenge your faith development. From the moment you arrive until the day you graduate, you will know that we are a university aligned with our mission and Four Cornerstones: Christ, Scholarship, Community, and Service.

For 114 years, Azusa Pacific has held the motto *God First* as the highest call we place on our students and ourselves. We believe that each student will, in the course of his or her journey with us, be exposed to a Christian worldview—a worldview that holds the value of each person in light of the value that God has placed on him or her, a worldview that places human history in the context of God's eternal plan.

We are a community dedicated to academic excellence. The faculty are distinguished men and women who are gifted teachers with a commitment to scholarship. Your academic expedition includes immersion in the liberal arts because we believe that education should prepare you to think and reason as you become a lifelong learner. The skills and abilities you acquire at Azusa Pacific will prepare you for a world that is changing at the speed of light, yet desperately in need of women and men who can chart a course into and through turbulent times.

We believe in community. The fabric of diversity woven together around our Christian faith is a wonderful laboratory, unlike any other, from which we can gain wisdom and knowledge. As you discover the amazing benefits that come from being a member of community, our hope is that you will take this memory with you to form other Christ-centered communities, where you will welcome and include others just as you were welcomed and included here.

Service may be the most significant experience you will be involved in while a student at APU. Service opportunities fulfill the call that we all have to give back to a needy world because of all we have been given. It defines our faith and informs our actions. Whether you give a cup of cold water, a warm coat, a semester of tutoring, or four weeks of practical ministry to a third-world country, service will prepare you to be a contributor to the economy of God.

I welcome you to this journey of faith and scholarship. There are great challenges and opportunities waiting for you both as a student and as a Kingdom citizen. I pray that your journey will take advantage of all that God has given to you to do and to become.

Jon R. Wallace, DBA  
President

El catálogo de Azusa Pacific University que Ud. tiene en sus manos es un mapa para su formación futura. Al leer las páginas que describen los cursos, las reglas y los programas, Ud. descubrirá la gama de oportunidades disponibles para su aprendizaje y desarrollo aquí en APU. Cada semestre de cursos lo acercará a sus metas académicas al mismo tiempo que desafiará el desarrollo de su fe. Desde el momento en que llegue, hasta el día que se gradúe, sabrá que somos una universidad alineada con nuestra misión y cuatro valores fundamentales: Cristo, Erudición, Comunidad y Servicio.

Por 114 años Azusa Pacific ha mantenido su lema "Dios Primero" como el más alto llamado que hacemos a nuestros estudiantes y a nosotros mismos. Creemos que cada estudiante, en el curso de su jornada con nosotros, será expuesto a una visión del mundo cristiana—una visión del mundo que mantiene el valor de cada persona a la luz del valor que Dios ha puesto en él o ella, una visión del mundo que pone la historia humana en el contexto del plan eterno de Dios.

Somos una comunidad dedicada a la excelencia académica. El profesorado está formado por mujeres y hombres distinguidos que son maestros talentosos con un compromiso a la erudición. Su expedición académica incluye la inmersión en las artes liberales porque creemos que la educación debe preparar al estudiante a pensar y razonar para convertirse en un aprendiz para toda la vida. Las aptitudes y habilidades que usted adquiera en Azusa Pacific lo prepararán para un mundo que está cambiando a la velocidad de la luz, pero que también está desesperadamente en necesidad de mujeres y hombres que puedan trazar un curso en medio de, y a través, tiempos turbulentos.

Creemos en la comunidad. La tela de la diversidad tejida alrededor de nuestra fe cristiana es un laboratorio maravilloso, distinto de cualquier otro, del cual podemos ganar sabiduría y conocimiento. Al descubrir los extraordinarios beneficios que resultan de ser un miembro de la comunidad, nuestra esperanza es que usted guarde esto en su memoria para formar otras comunidades Cristo-céntricas, donde usted le dé la bienvenida e incluya a otros, tal como usted fue bienvenido e incluido aquí.

El servicio puede ser la experiencia más significativa en la que usted se involucre mientras sea un estudiante en APU. Las oportunidades de servicio llenan la necesidad que todos tenemos de devolverle al mundo necesitado por todo lo que nos ha sido dado. El servicio define nuestra fe e informa nuestras acciones. Ya sea que usted dé un vaso de agua fría, un tibio abrigo, un semestre de tutoría o cuatro semanas de ministerio práctico a un país del tercer mundo, el servicio lo preparará a ser un contribuyente a las finanzas de Dios.

Yo le doy la bienvenida a este viaje de fe y erudición. Hay grandes desafíos y oportunidades esperándolo/la a usted, como estudiante y como ciudadano del Reino. Yo le pido a Dios que su viaje le saque ventaja a todo lo que Dios le ha dado para hacer y para llegar a ser.

Jon R. Wallace, DBA  
Presidente

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### Regarding the Catalog

This catalog is produced for the university by the Offices of the Provost and University Relations. It contains general academic and administrative information and specific descriptions of the courses of study offered.

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

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

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

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

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

Students who wish to obtain specific information about the university not contained in the catalog are advised to make a personal inquiry to the Office of Undergraduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., Azusa, CA 91702-7000, (626) 812-3016 or (800) 825-5278, [ugadmissions@apu.edu](mailto:ugadmissions@apu.edu) or consult the university's website at [www.apu.edu](http://www.apu.edu).

International students please contact the International Center, 901 E. Alosta Ave., P.O. Box 7000, Azusa, CA 91702-7000, USA, +1-626-812-3055, [international@apu.edu](mailto:international@apu.edu).

# General Information

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## The University's Christian Worldview

The Faith Statement, Mission Statement, Essence Statement, Cornerstones, and Motto of Azusa Pacific University provide a solid foundation on which to build positional statements of the institution as an evangelical Christian university. These documents evidence a strong Christian commitment and form the core of the increasingly far-reaching nature and scope of the APU community. They give expression to a strong, clear, unwaveringly evangelical Christian worldview that permeates the university and guides its activity. As its guiding center, the university is able to grow more effectively in the confidence that its Christian nature will flourish.

The documents that have been part of the growing history of APU serve as a cohesive core. Each evolves from the other, providing consistency and natural coordination that demonstrates the university's worldview as thoroughly Christian.

1. The **Faith Statement** is the central statement of the university in matters of identity and nature. It provides an evangelical Christian declaration of the *theological underpinnings* on which the university is built. It contains a clear description of faith and living as a reflection of the institution's heritage of integration of right belief and right living.
2. The **Mission Statement** provides the *direction and task* to which the university applies its resources and effort, with the understanding that the integrative nature of faith cannot be fulfilled apart from a mission of transformation consistent with a Christian commitment.
3. The **Essence Statement** describes the nature of the university in living out *core values* in the pursuit of its mission.
4. The **Cornerstones** serve as a *strategic guide* to focus the efforts needed to fulfill the university's mission. They reflect the strategic emphases of implementation.
5. The **Motto** expresses the *foundational commitment* on which the university statements and policies rest.

## Faith Statement

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

We believe that there is one God, creator of heaven and earth, eternally existent in three persons — Father, Son, and Holy Spirit.

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

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

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

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

We believe in the spirituality of believers in our Lord Jesus Christ.

## Daily Living Expectations

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

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

## Mission Statement

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

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

## Essence Statement

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

## Christian

*We are Christians who:*

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

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

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

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

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

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

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

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

## GENERAL INFORMATION

### Academic

*We are scholars who:*

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

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

Exhibit intellectual curiosity, flexibility, and critical openmindedness.

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

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

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

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

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

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

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

### Developmental

*We are persons who:*

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

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

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

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

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

### Service

*We are servants who:*

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

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

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

### The Cornerstones

#### Christ

Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God's love that informs all our pursuits: academic, service, and community.

*"He is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together. And he is the head of the body, the church; he is the beginning and the firstborn from among the dead, so that in everything he might have supremacy."*

*Colossians 1:15–18*

#### Scholarship

We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts is central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers.

*"Get wisdom, get understanding; do not forget my words or swerve from them. Do not forsake wisdom, and she will protect you; love her, and she will watch over you. Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding. Esteem her, and she will exalt you; embrace her, and she will honor you. She will set a garland of grace on your head and present you with a crown of splendor."*

*Proverbs 4:5–9*

#### Community

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

*"May the God who gives endurance and encouragement give you a spirit of unity among yourselves as you follow Christ Jesus, so that with one heart and mouth you may glorify the God and Father of our Lord Jesus Christ. Accept one another, then, just as Christ accepted you, in order to bring praise to God."*

*Romans 15:5–7*

#### Service

Service is at the heart of our local and international outreach, missions, and service-learning endeavors. Our students often find these experiences to be among the greatest of their lives.

*"Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honor one another above yourselves. Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with God's people who are in need. Practice hospitality."*

*Romans 12:9–13*

#### The Motto

The earliest declaration of the university motto, *God First*, was originally adopted in the early part of the twentieth century to reflect the desire and commitment that this institution remains spiritually alive and vitally Christian. An early publication stated that "it is the foremost thought of our every activity, the principal lesson of every class, and the utmost desire of every soul." The foundational proclamation, *God First*, continues to be central to sustaining the identity, mission, and purpose of Azusa Pacific University.

## Student Learning Goals

While it is impossible to define the total educational process, it is possible to pursue selected goals that reflect the university's mission and priorities. The following outlines broad learning goals the university seeks to accomplish, foundational goals upon which to build specific discipline- or program-based student learning outcomes at the undergraduate and graduate levels.

Students who complete degrees at Azusa Pacific University shall:

### Christ

1. Explain the relevance of Jesus Christ and His teachings to their major discipline, personal and professional values, ethics, and commitments.

### Scholarship

2. Demonstrate effective written and oral communication skills.
3. Critically evaluate, integrate, and apply knowledge.
4. Achieve quantitative, technical, linguistic, and informational literacy.
5. Demonstrate competence in the content and methods of their chosen discipline or professional program.
6. Practice skillful collaboration within small group settings.

### Service

7. Apply acquired competencies through service in various community contexts.
8. Articulate their own intellectually informed values and cultural perspectives as well as those of others.

### Community

9. Demonstrate respectful and equitable relationships with persons from diverse backgrounds in a manner that values differences

APU anticipates its students will continue to develop and use their knowledge, abilities, attitudes, and faith throughout their lives to benefit society, the Church, and themselves.

## Commitment to Student Learning Goals

Azusa Pacific University is committed to university-wide assessment processes. The set of Student Learning Goals serves as a foundation upon which all curriculum and program outcomes stand.<sup>1</sup> Building on this foundation, each program and department devises student learning outcomes for its own unit. These student learning goals help APU accomplish several initiatives related to assessment and evaluation:

1. Itemize attainable and measurable outcomes within programs and among students.
2. Provide a mandate for academic programs and student life units to define and assess student learning outcomes and bolster the requisite institutional capacities to support these outcomes.
3. Provide a basis for planning, budgeting, assessment, and program review.
4. Meet WASC expectations and assist in a synergistic effort toward continuous improvement.

This institution's assessment policy allows individual departments latitude in formulating their own specific student learning outcomes to support the broader student learning goals listed on this page. The university-wide goals and the department-specific outcomes define expectations.

<sup>1</sup>The Student Learning Goals were devised by the University Assessment Council in 2005 and approved by the Academic Cabinet on November 15, 2005.

## Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in its mission, academic vision, positional statements and the institution's strategic plan. As part of Azusa Pacific University's commitment to God-honoring diversity, each individual should expect to be treated with respect regardless of personal background and abilities.

## Statement of Academic Freedom

At Azusa Pacific University, we believe that all truth is God's Truth, and that God has made it possible for humankind to access, discover, and understand truth. We also affirm that the knowledge of truth will always be incomplete and that people, including those with educational credentials, are fallible and may interpret data and ideas imperfectly. Therefore, academic freedom from a Christ-centered perspective must be carried out with civility, mature judgment, and the awareness of the broad representation of Christian faith that exists within this institution. Accordingly, Azusa Pacific University affirms its commitment to freedom of inquiry and expression in academic endeavors.

The university recognizes that academic freedom has historically been defined both by broadly accepted academic standards and by the mission and character of the institution in which it is practiced.

Azusa Pacific University seeks to maintain an academic community in which faculty are free to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the evangelical Christian tradition. In addition to this freedom, Azusa Pacific University seeks to pursue scholarly inquiry and expression in a way that extends and enriches the academic disciplines from the unique resources provided by the institution's identity.

Thus, at Azusa Pacific University, academic freedom is defined both by the commonly accepted standards of the academy and by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central commitments which shape the academic community, and thus the practice of academic freedom at Azusa Pacific University should embrace: a belief in God as the Creator of all things, in Jesus Christ as Savior and Lord, in the Holy Spirit as teacher and guide, in Scripture as God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world.

The university follows these principles in its practice of academic freedom:

- Faculty are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, faculty are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times, faculty should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Faculty are entitled to freedom in the classroom in discussing their subject. Faculty should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While faculty are members of the global community, as scholars and members of the Azusa Pacific University community, faculty should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.

## GENERAL INFORMATION

- In the practice of the academic vocation, complaints against faculty may be generated. Faculty shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with those commitments articulated in the documents that are central to the university's identity as a Christian university shall be investigated, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay. Alleged violations of the academic freedom policy should be referred to the dean of the school/college in which the faculty member teaches. The dean may recommend a sanction appropriate for the case at hand including counseling, disciplinary action, or termination of employment.
- In the event that a faculty member believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing faculty grievance procedure as articulated in the Faculty Handbook.

### Accreditation

- Azusa Pacific University is accredited by the Western Association of Schools and Colleges\* (WASC).
- The School of Business and Management is accredited by the International Assembly for Collegiate Business Education (IACBE).
- The School of Nursing's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the Board of Registered Nursing (BRN).
- The Bachelor of Social Work program is accredited by the Council on Social Work Education.
- The Master of Social Work program is accredited by the Council on Social Work Education.
- The Doctor of Psychology program is accredited by the American Psychological Association (APA).
- The Bachelor of Arts in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
- The Doctor of Physical Therapy program is accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE) of the American Physical Therapy Association.
- The School of Theology's master's and doctorate programs are accredited by the Association of Theological Schools (ATS).
- The Department of Art and Design programs are accredited by the National Association of Schools of Art and Design (NASAD).
- Azusa Pacific University offers teacher education programs approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE).
- The School of Psychology program is accredited by the National Association of School Psychologists (NASP).
- The School of Music programs are accredited by the National Association of Schools of Music (NASM).
- The American Language and Culture Institute (ALCI) is accredited by the American Association of Intensive English Programs (AAIEP).

Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of students from foreign countries.

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

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



### University History

#### ***More Than 100 Years of God First—Azusa Pacific's History***

*God First* since 1899. More than a century later, Azusa Pacific remains committed to the vision on which it was founded—preparing disciples and scholars to go out and make a difference in the world for Christ.

#### ***Modest Beginnings***

Azusa Pacific University, one of the largest Christian universities in the nation today, began on March 3, 1899, when a group of men and women passionate about creating a place for Christian education gathered to form the Training School for Christian Workers. It became the first Bible college on the West Coast geared toward preparing men and women for ministry and service. Meeting in a modest home in Whittier, California, and led by President Mary A. Hill, the school grew to an enrollment of 12 in its first term.

The early years of growth saw the school relocate and change leadership several times. Then, following mergers with three Southern California colleges, the university relocated city of Azusa in 1949, where it resides today.

#### ***Leading the Way***

The mergers and early growth of the university brought great strides, as well as great challenges, and yet the focus on the school's core vision never wavered. In 1939, Cornelius P. Haggard, Th.D., became the school's 13<sup>th</sup> president, serving for 36 years.

Haggard's early years as president were fraught with adversity—enrollment was down and donations from the prior year totaled only \$27. Among his many accomplishments, Haggard launched a variety of innovative fundraising efforts, including the annual Dinner Rally that continues today. He traveled the U.S. to raise resources for the school, always trusting God would provide a miracle to meet the university's needs.

After Haggard's death, Paul E. Sago, Ph.D., became president, serving until 1989. Among his many accomplishments, Sago encouraged the development and growth of off-site educational regional centers throughout Southern California, and presided over the addition of master's degree programs and the development of schools within the university.

Richard E. Felix, Ph.D., became president in 1990. Felix played an instrumental role in initiating the university's first doctoral programs. He also reframed the university's values as Four Cornerstones—Christ, Scholarship, Community, and Service—and oversaw the construction of seven new buildings, a doubling of student enrollment, and the quadrupling of graduate programs.

**Carrying on the Legacy**

In November 2000, Jon R. Wallace, DBA, an Azusa Pacific alumnus and former student body president, assumed the role of university president. Prior to becoming president, Wallace served in numerous roles at the university, including dean of students and vice president. Known for his passion, energy, and connection with the campus community, Wallace began building upon the legacy of his predecessors and envisioning the next level of God-honoring excellence for APU. His entrepreneurial approach to management, program development, and meaningful, transformational scholarship, has led the university through a period of growth, including overseeing completion several new buildings.

Under Wallace's leadership, and working closely alongside the Office of the Provost, APU continues to advance its commitment to comprehensive, relevant scholarship through the development of rigorous academic programs and recruitment of high caliber faculty. Looking to the future, in 2012 Wallace announced his Vision 2022, grounded in the following vision statement: *APU will be a premier Christian university and a recognized leader in higher education, a city on a hill that reflects the life of Christ and shines the light of Truth.* The vision focuses on four key components: advancing APU's Christ-centered mission, enhancing academic reputation, continuing to value people, and pursuing financial excellence.

**A Leader in Christian Higher Education**

Today, APU offers 57 bachelor's degrees, 40 master's degrees, 14 certificates, 10 credentials, and 9 doctoral programs at the university's main campus in Azusa, seven regional centers, and online. The university earned a 9-year reaccreditation from the Western Association of Schools and Colleges in 2013, and holds 14 other specialized accreditations.

Currently, the university's award-winning intercollegiate athletic program consists of 19 teams. The athletics program has won an unprecedented eight consecutive National Association of Intercollegiate Athletics (NAIA) Directors' Cup awards, and began membership in the National Collegiate Athletic Association (NCAA) Division II in fall 2012. APU also belongs to the Pacific West Conference in all sports except for football, which belongs to the Great Northwest Athletic Conference (GNAC).

Through all this, Azusa Pacific continues advancing its core mission, preparing and graduating students who go on to make a difference in the lives of others.

**Location and Campus**

Azusa Pacific University is located in the San Gabriel Valley city of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus.

Situated on the 52-acre East Campus are the university administrative facilities, library, classrooms, student union, gymnasium, residence halls, and student apartments. The purchase of 53 additional acres on Foothill Boulevard has provided the university with room to grow. The West Campus now houses the Schools of Nursing, Education, Behavioral and Applied Sciences, and Theology, as well as numerous classrooms and faculty offices, administrative facilities, the Hugh and Hazel Darling Library, a food court, a bookstore, the 3,500-seat Richard and Vivian Felix Event Center, the Duke Academic Complex and James L. Stamps Theological Library, and the state-of-the-art Segerstrom Science Center.

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

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

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

**Regional Centers**

APU has seven regional centers that serve graduate and undergraduate students throughout Southern California, including the High Desert, Inland Empire, Los Angeles, Murrieta, Orange County, San Diego, and Ventura County areas. For more information on these locations and programs offered, visit [www.apu.edu/locations/](http://www.apu.edu/locations/).

**Antidiscrimination Policy**

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

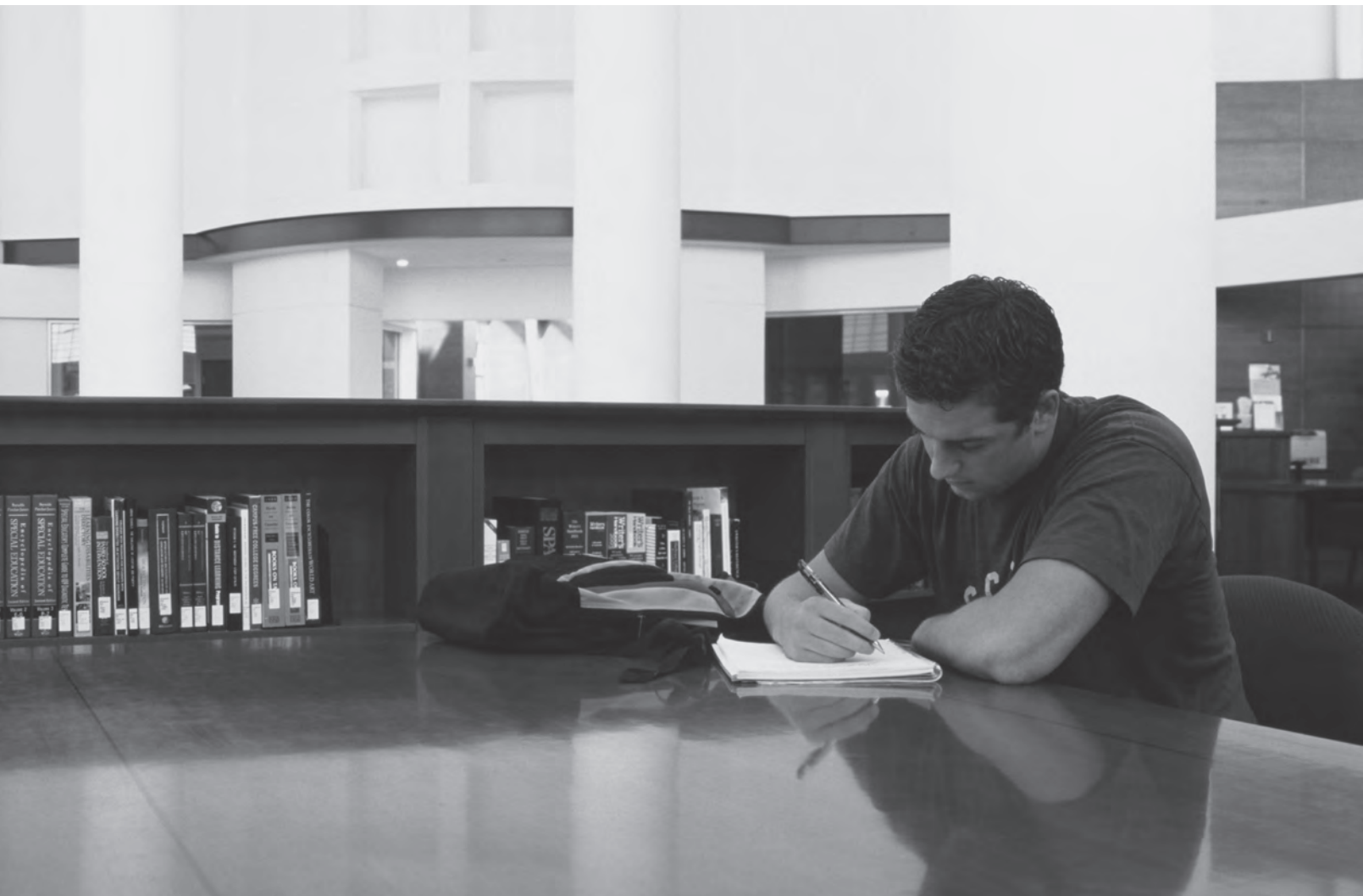
The executive director of human resources is the compliance officer, and inquiries concerning undergraduate student issues related to discrimination should be made to the executive director of human resources, (626) 815-4526.

**Harassment Policy**

Employees of the university work to assist students in all facets of university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that if at any time an employee or student believes that he or she is being harassed (verbally or in any other manner) by anyone in a public contact or an inquiry situation, he or she should immediately end the conversation and report the matter to his or her supervisor, chair, dean, or student life representative.

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## University Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (East Campus), the Hugh and Hazel Darling Library (West Campus), the James L. Stamps Theological Library (West Campus), and seven regional center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Murrieta, High Desert, and Ventura County. Regular hours for the three campus facilities can be found on the libraries' webpage located at [www.apu.edu/library/information/hours/](http://www.apu.edu/library/information/hours/). Special hours may be set for final exam weeks, vacation breaks, and holidays. The regional centers' libraries support the academic programs at each center. For more information about library services, please call (626) 815-5060.

## Learning Enrichment Center

The Learning Enrichment Center (LEC) provides a wide range of academic support services for APU students seeking to enhance their learning. The LEC is open from August 16 through June 15, and is closed June 16–August 15. Services include:

- Free tutoring in individual or group format
- Supplemental instruction in selected courses
- Support and training for the Peer-Led Team Learning Program (PLTL)
- Individualized learning strategies assistance
- Disability services and academic accommodations
- Placement testing in mathematics, reading, and writing
- College Level Examination Program (CLEP)
- Proctoring services for correspondence and continuing education courses

## Mission Statement

The Learning Enrichment Center (LEC) staff is dedicated to helping each person experience maximum intellectual development and growth. Every LEC program and service is built upon a foundation of caring relationships in which staff members actively seek to know and understand students as whole persons, and interact with them in a compassionate, direct, and honest manner consistent with Christian values.

## Tutorial Programs

Tutoring services are available for numerous undergraduate academic subjects. This service, provided by undergraduate peer tutors, empowers students to become more confident, effective, and independent learners.

Two types of tutoring are available, **both free** of charge to APU students:

- One-on-one tutoring sessions (by appointment) in which students meet individually with a tutor
- Small-group tutoring sessions in which three or more students meet as a group with a tutor

## Tutor Subject Areas

- Accounting
- American Government
- American Sign Language
- Anatomy and Physiology
- Biochemistry
- Calculus
- Chinese
- College Algebra
- Conducting
- English
- Exodus/Deuteronomy
- Finance
- French 101, 102, 201, 202
- General Biology
- General Chemistry
- German I and II
- Hebrew
- Italian
- Japanese
- Macroeconomics
- Microeconomics
- Math Concepts
- Microbiology
- Music and Worship
- Music Fundamentals
- Music History/Civilization
- Music Theory I and II
- Music Theory/Practical
- Musicianship
- Neuroscience
- Nursing Fundamentals
- Organic Chemistry
- Organic Chemistry Theory
- Physics
- Principles of Accounting
- Principles of Language
- Quantitative Analysis
- Spanish 101, 102, 201, 202

Note: Additional subjects are added upon demand and availability of a qualified tutor.

## Supplemental Instruction

Supplemental Instruction (SI) helps students in difficult courses master course content while they develop and integrate effective learning and study strategies. SI leaders attend course lectures, take notes, read all assigned materials, and conduct three to five out-of-class study sessions per week. Selected classes designated for SI support are announced in class at the beginning of each semester. Additional information about SI sessions can be obtained by contacting the LEC at (626) 815-3849.

## Accommodations for Individuals with Disabilities

The LEC is the designated office for:

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

Disability verification and accommodations include students in the undergraduate and graduate programs as well as adult professional programs such as APS and ELM.

Accommodations are individualized based on the learning needs of each student and upon documented verification of disability. Accommodation examples include: advocacy, academic support, registration assistance, assessment referral, and liaison with university resources and community agencies.

### Request for Disability Accommodations

1. Complete an Academic Accommodations Application available in the LEC or at [www.apu.edu/lec/disabilities/](http://www.apu.edu/lec/disabilities/).
2. Provide documentation of the disability. Documentation must be current within three years.\*
3. Schedule a meeting with the associate director of the LEC.

Note that academic accommodations at APU do not include:

- Individualized diagnostic testing or evaluation.
- Special programs for students with learning differences or disabilities.
- Personal care assistance or equipment.
- Separate or special tutorial programs.
- Reduced standards of academic performance.
- Waiver of academic courses or requirements.
- Waiver of professional licensure requirements such as internship hours, clinical practicums, student teaching, etc.

\*Contact the LEC for additional documentation requirements.

View the university's Disability Grievance Policy for Students at [www.apu.edu/lec/disabilities/grievance/](http://www.apu.edu/lec/disabilities/grievance/).

### Personal Care Assistance or Equipment

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

### Continuing Semester or Term Accommodations for Students with Disabilities

A Semester Accommodation form must be completed each term to continue disability accommodations. It is the student's responsibility to obtain a copy of the form from the LEC or from the website and submit it in time for faculty notification.

For further information about disability accommodations or to obtain guidelines for disability documentation, stop by the LEC or call (626) 815-3849, or for deaf and hearing impaired callers, TDD (626) 815-3873.

## Mobility Limitations and Parking Accommodations Students with Temporary Mobility Limitations

Students with a physician's or appropriate professional's verification may be granted a parking exemption that is valid for a limited period of time, usually less than one 15-week semester or term. The documentation must contain:

- Diagnosis and extent of physical injury or functional limitation
- and —
- Anticipated length of time for injury to heal.

Eligibility for a parking exemption is determined after the student:

1. Submits a completed LEC Service Request form.
2. Submits appropriate documentation.
3. Meets with the LEC director or associate director.

If approved, a temporary parking exemption will be issued. The exemption allows a student to park in the campus lots designated for general parking. The student is required to hold a current student parking permit. This parking exemption (obtained from the Department of Campus Safety) must be displayed on the dashboard or in accordance with the current parking regulations. The exemption is valid only for the registered vehicle of the individual named on the form.

### Students with Permanent or Chronic Conditions

A student with sufficient documentation to justify the need for special and long-term parking accommodations (more than one semester) is required to apply for a Disabled Person permit and placard or a "DP" license plate from the State of California Department of Motor Vehicles, if he or she does not already have one. In addition, the student is required to hold a current student parking permit. The student is allowed to park in any parking space designated as "handicapped parking," or any time-limited space (without having to observe the specified time limit). The placard or license plate must be displayed properly and registration must be verified by the Department of Campus Safety. This exemption does not include faculty spaces, reserved spaces, or red zone areas.

No exceptions will be made for exempt parking privileges. A citation and fine will result if these guidelines are not followed. Note that illegally parking in a handicapped parking space carries a fine of \$330 payable to the City of Azusa in addition to a citation and fine based on the APU vehicle code.

Direct inquiries to the Learning Enrichment Center, (626) 815-3849 or fax (626) 815-3859, or the Department of Campus Safety, (626) 815-3805.

## Accommodations for Campus Activities, Conferences, Guest Speakers, Etc.

APU, as a place of public accommodation, offers programs and events that are open to the public and must be accessible to those with disabilities. Conference registration forms, public announcements, or advertisements should include a statement regarding accessibility and whom to contact to request disability accommodations.

Accommodations may include sign language interpreters, captionists, amplification devices, wheelchair access, or other reasonable accommodations. Note that services to individuals or participants with disabilities are the responsibility of the activity host, which includes academic departments, theater, graduation, athletics, or other groups.

The Learning Enrichment Center is not responsible for providing accommodations for out-of-classroom activities that are not related to achieving a degree or credits for a degree. However, the director or associate director of the LEC is available to serve as a resource or consultant to the group or department in meeting individual requests for disability accommodations at such events.



### Service Animals as a Disability Accommodation

The Americans with Disability Act (ADA) defines a service animal as “any guide dog, signal dog, or other animal” individually trained to provide assistance to an individual with a disability.” In addition, a service animal is required to have a harness, leash, or other tether and must not disrupt or impact the safety or fundamental purpose of the learning environment.

The assistance of a service animal on campus, including campus housing, is afforded to students who have a *documented disability* and who have discussed their accommodation needs with an advisor in the Learning Enrichment Center. Animals whose sole function is that of a family pet or to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote emotional well-being are not afforded legal protection as service animals under the ADA and are not considered a disability accommodation.

To document a need for a service animal, a student must:

1. Complete an LEC Accommodations Application.

Application forms are available by request from the Learning Enrichment Center (LEC) or by download from the LEC website.

2. Call and schedule an appointment with an LEC advisor.

Documentation of disability is required at this appointment and must be current within three years. In addition, verification of the tasks the dog has been trained to accomplish needs to be documented. Furthermore, an appropriate professional must verify the necessity of an animal as an accommodation.

3. Be prepared to discuss current needs and disability accommodations.

\*Note: The definition of service animal excludes rabbits, farm animals, ferrets, rodents, reptiles, and other members of the wild kingdom.

### Study Abroad Disability Accommodations

Students requiring disability accommodations for study/travel abroad are encouraged to meet with an advisor in the Learning Enrichment Center (LEC) as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not extend to other countries, physical accessibility and other accommodations cannot always be provided or may not be equal to services provided in the United States. However, the LEC works with students to develop strategies to address their disability needs.

Each student is different and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while abroad. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by both the Center for Global Learning & Engagement and the Learning Enrichment Center. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations abroad.

1. Meet individually with an advisor in the Center for Global Learning & Engagement to identify the best program fit in relation to the student's goals and academic needs.
2. After a study abroad program has been selected, the student should meet with an advisor in the LEC to discuss disability documentation and appropriate accommodations that are considered on a case-by-case basis.
3. LEC advisors will research the case and communicate with the director in the Center for Global Learning & Engagement to determine the feasibility of providing accommodations at the anticipated location abroad.

4. A follow-up meeting at the LEC will be held with the student to discuss available accommodations at the location abroad and a possible plan of action.

### Testing and Proctoring Services

The Learning Enrichment Center (LEC) implements many test-oriented services as a support to the APU academic community and general public. The LEC is a member of the National College Testing Association (NCTA), an organization of testing professionals in post-secondary institutions and testing companies, and subscribes to their professional standards and guidelines.

#### Proficiency Testing – Freshmen

The LEC coordinates testing in the areas of reading, writing, and mathematics including Ability to Benefit testing. Proficiency testing is available to all entering freshmen and transfer students entering with fewer than 28 units. It is also available to students who have not completed their mathematics and/or writing course requirements. Students are allowed to test without cost once per semester. Testing is available in the LEC by appointment only, Monday through Friday.

Proficiency test results in English, math, or reading from other academic institutions may be acceptable provided that the test is a nationally normed exam and the institution does not incorporate additional data into the score. Course recommendations based on test results may or may not correspond to APU course requirements. For evaluation, forward or fax a printout of the exam results to the LEC at (626) 815-3859 along with a contact name and number from that institution's assessment center.

#### Reading Proficiency Requirement

Students who are admitted to APU with SAT Verbal or ACT Reading scores at or below the minimums listed below are required to complete a reading course and pass with a minimum grade of C. College Reading and Critical Thinking (ENGL 099) is required during the student's first semester at APU and does not count toward graduation degree units.

Required Course	SAT I Verbal or Critical Reading	ACT Reading
College Reading and Critical Thinking (ENGL 099)	470 and below	19 and below
Waiver of Reading Course	480 and up	20 and up

Students may test out of the College Reading and Critical Thinking course one of two ways:

- Achieve an appropriate score on the COMPASS Reading test.
- or —
- Achieve an appropriate score on the Nelson-Denny Reading test.

The COMPASS test is an untimed, computerized test of reading comprehension that consists of approximately seven paragraphs, each of which is followed by multiple choice questions. Skills assessed include identification of main idea and major details, making inferences, sequencing, identifying cause-effect relationships, and other higher level critical reading skills.

The Nelson-Denny is a standardized achievement test in paper-pencil format. It is a timed, 35-minute, multiple-choice test, in three parts. This includes vocabulary, reading rate, and comprehension. The vocabulary section has 80 items while the comprehension section contains seven reading passages with 38 questions.

The COMPASS Reading test is available by appointment Monday through Friday. The Nelson-Denny test is offered on the first day of the College Reading and Critical Thinking class and only during the first two weeks (add/drop period) of the semester.

## ACADEMIC RESOURCES AND AUXILIARY SERVICES

### Writing Proficiency

Students who are admitted to APU with SAT Verbal or ACT Writing scores at or below the minimums listed below are required to complete a basic writing course and pass with a minimum grade of C. Writing Strategies (ENGL 100) is required during the student's first semester at APU but does not fulfill General Studies requirements.

Required Course	SAT I Verbal and Critical Reading	ACT Writing
Writing Strategies (ENGL 100)	470 and below	19 and below
Freshman Writing (ENGL 110)	480 and up	20 and up

Students may test out of the Writing Strategies course in one of two ways:

- Achieve an appropriate score on the COMPASS Writing test.  
— or —
- Successfully complete a prompted writing sample.

The COMPASS Writing Test is an untimed computerized test of sentence and paragraph skills and writing style. Skills assessed include standard use of grammar, punctuation, usage, and style. Students are asked to identify and correct errors in essays, then edit and revise each essay by choosing words to fit meaning and function, while maintaining the established level of style and tone.

The timed (one-hour limit) writing sample prompt was developed by APU faculty. Evaluation of this essay by faculty in the Department of English determines a student's placement in either Writing Strategies (ENGL 100) or Freshman Writing Seminar (ENGL 110).

### Mathematics Proficiency

Transfer students who have not completed their mathematics requirement and enter without SAT or ACT scores are required to take the math placement test before they are allowed to register for any math course.

Recommended Course	SAT I Math	ACT Math
Elementary Algebra (MATH 090)	430–490	18–20
Intermediate Algebra (MATH 095)	500–530	21–22
College Algebra (MATH 110) or Analytic Inquiry (MATH 115) or Contemporary Math (MATH 120)	540–590	23–25
Math Requirement Waived	600 and up	26 and up

The COMPASS Math Test is an untimed, adaptive, computerized test of math skills ranging from basic mathematical functions through college-level algebra. The number and type of problems each student receives depends upon the student's performance on each problem. A four-function, scientific or graphing calculator is allowed. Acceptable types of calculators include the TI-83 or TI-84.

The ASSET Advanced Mathematics test is a paper-pencil test designed to provide placement recommendations for students who are currently enrolled in or who have tested (SAT/ACT) into Elementary Algebra, Intermediate Algebra, or College Algebra. Each test is 25 minutes.

COMPASS or ASSET test scores in mathematics are valid for two (2) years. If a student does not complete the recommended course(s) within those two years then a retest is required to ascertain current skill levels.

The ACT website at [www.act.org/compass/sample/index.html](http://www.act.org/compass/sample/index.html) contains sample problems for the reading, writing, and math tests.

### Advanced Math Placement Test

Students planning to enroll in the advanced series of mathematics courses are expected to demonstrate their skill preparation for those courses. Accomplishing an appropriate placement score on the COMPASS Advanced Math test will verify this prerequisite. Courses in the advanced math sequence include: Applied Calculus, Quantitative Analysis, Precalculus, and Calculus I.

Students applying to the School of Business and Management are required to complete College Algebra (MATH 110) with a grade of B or better. This requirement can also be satisfied by an appropriate score on the COMPASS Advanced Math test or the College Algebra CLEP test.

### FLATS Foreign Language Testing

To meet the APU language requirement, students must complete one year of college-level study in a foreign language. A waiver of the language requirement may be a viable option for students who have mastered a certain level of proficiency in a foreign language.

The Foreign Language Achievement Testing Service (FLATS) at Brigham Young University, a viable option for many students, offers more than 50 languages through correspondence tests.

The tests for **non-BYU** students are pass-fail only, and are available for **waiver** only at APU—**not** course credit. The tests cover listening, reading and grammar; are in multiple-choice format; and students are allowed two-and-a-half hours to complete. Waivers are available for 101, 102, and 201. No FLATS test waivers will be accepted in a student's final (graduating) semester.

### American Sign Language (ASL) Test

Students who demonstrate proficiency in American Sign Language may waive (no course credit) the APU language requirement with an exam and passing score of 75 percent. Waivers are for ASL 101 and ASL 102. The test covers vocabulary, grammar, deaf culture, and a receptive and production assessment.

Students are allowed two hours for the written portion and one hour for the signing assignment. The test is available by individual appointment only. There is a \$50 non-refundable registration-scoring fee. A six-month wait is required between exam retests. Allow three weeks for review and scoring. Note that the ASL test is not available in a student's final (graduating) semester. Please visit the LEC for a registration form and more information.

### STEPS:

1. Register at <http://flats.byu.edu>.
2. On the top menu click on: **General Information, About FLATS**
3. On the left menu, at the bottom of the list, click on: **Tests by Correspondence** for a list of available tests.
4. Click on **Registration**.
5. Complete the registration form making sure to select **Azusa Pacific University** as your **Current University**.
6. Pay for the test.
7. Check that all information is correct, click **Submit**.
8. Call the LEC at **(626) 815-3849** to schedule a date and time to take the exam.

There is a \$20 exam proctor fee for the FLATS.

**NOTE:**

- It is the student’s responsibility to call the LEC.
- Tests not taken or scheduled within 30 days of receipt in the LEC will be returned to BYU.

**PLAN AHEAD:**

- Allow four to six weeks for completion of the test, scoring, and reporting.
- Study materials are not available through BYU or the LEC.
- Check the BYU website for the most recent exam list and fee information.

**Examination Proctoring**

The LEC is a test-proctoring center for students enrolled in correspondence, continuing education, or online courses. To request an LEC-proctored exam:

- Contact the institution for approval to have the LEC designated as the proctor center.
- Send all exams to the LEC, Attention: Office Manager.
- Call the LEC at (626) 815-3849 to notify the office of the exam’s pending arrival.

When the exam arrives, the office manager will call the student to schedule an appointment. Failure to show for a scheduled exam will result in the exam being returned to the institution of origin.

**College Level Examination Program (CLEP)**

CLEP is a national program that allows students to obtain credit by examination. CLEP examinations are computer based and create instant score reports. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Each exam is 90 minutes long and primarily comprises multiple-choice questions; however, some exams do have fill-ins. Note that examinations in composition and literature have an additional 90-minute essay section. At APU, an unlimited number of credits can be earned through CLEP.

The CLEP program’s long-standing policy limiting test retakes to every six months provides students an opportunity to spend additional time preparing for the exam or the option of taking a classroom course. Please note that no CLEP units will be accepted in a student’s final (graduating) semester.

To take a CLEP exam, students must:

- Submit a completed registration form to the LEC and make an appointment.
- Submit a check or money order payable to APU in the amount of \$20, which is a nonrefundable service fee.
- Pay the exam fee on the day of the exam by credit card, check, or money order made payable to CLEP. Cash is not accepted.
- Bring two forms of picture ID on the day of the test.

Note: There is a \$10 fee for the CLEP essay in College Composition Modular and/or Analyzing and Interpreting Literature or any other optional essay. The fee is due on the day of the examination. Essay exams are read by faculty in the Department of English, and their decision is final.

**Military CLEP Candidates**

CLEP exams are free to eligible military personnel. See the chart for candidate eligibility. To reserve an appointment time, military personnel are required to pay a nonrefundable administration fee of \$20 per test (check or money order made payable to APU).

<b>Candidate Status</b>	<b>CLEP Fee</b>
<b>Active Duty Military</b> Air Force Army Marine Corps Navy Coast Guard National Guard and Reserve Component	No Fee <sup>1</sup>
<b>Spouses and Civilian Employees of:</b> Air Force Reserve Air National Guard Army National Guard Army Reserve Coast Guard	No Fee <sup>1</sup>
<b>DOD Acquisition Workforce Personnel*</b> <small>*Are eligible for the following exams only</small> Principles of Macroeconomics Principles of Microeconomics Principles of Marketing	No Fee <sup>1</sup>
<b>Veterans</b>	Veterans must pay the CLEP fee in advance and seek reimbursement from the Veterans Administration using their canceled check or credit card statement as proof of receipt. <sup>2</sup>

<sup>1</sup>Tests are funded by DANTES. Questions regarding eligibility for DANTES-funded CLEP exams should be directed to DANTES (850) 452-1063.

<sup>2</sup>Veterans are eligible for reimbursement of the CLEP fee under provisions of the Veterans Benefits Improvement Act of 2004.

All eligible candidates MUST present a current military identification card and a second form of government-issued photo ID with signature at the time of the exam.

Registration forms are available in the LEC or on the LEC website ([www.apu.edu/lec/clep/form/](http://www.apu.edu/lec/clep/form/)). Study guides are available in the University Bookstore or any local bookstore. In addition, visit the CLEP Prep Center on the College Board website ([www.collegeboard.org/clep/](http://www.collegeboard.org/clep/)) for useful tips on assessing and preparing for any of the CLEP exams.

## ACADEMIC RESOURCES AND AUXILIARY SERVICES

### Credit for College Level Examination Program (CLEP)

CLEP allows students to demonstrate mastery of college-level subjects.

Subject	Score	Units	Course Equivalent
<b>Business</b>			
Financial Accounting	50	4	BUSI 120
Business Law, Introductory	50	3	Not acceptable for BUSI 296, Elective, Non-General Education
Information Systems and Computer Applications	50	3	BUSI 240 or CS 205
Management, Principles of	50	3	BUSI 210
Marketing, Principles of	50	3	BUSI 360
Macroeconomics, Principles of	50	3	BUSI 250
Microeconomics, Principles of	50	3	BUSI 251
<b>Composition and Literature</b>			
American Literature*	50	3	Not acceptable for ENGL 344, 354, Elective, Non-General Education
Analyzing and Interpreting Literature*	50	3	ENGL 111*
College Composition	50	3	ENGL 100
English Literature*	50	3	Not acceptable for ENGL 222, 232, Elective, Non-General Education
College Composition Modular*	50	3	ENGL 110*
<b>Modern Languages</b>			
French Language	50	8	FREN 101, 102
	65	11	FREN 101, 102, 201
	77	14	FREN 101, 102, 201, 202
German Language	50	8	GERM 101, 102
	52	11	GERM 101, 102, 201
	63	14	GERM 101, 102, 201, 202
Spanish Language	50	8	SPAN 101, 102
	62	11	SPAN 101, 102, 201
	74	14	SPAN 101, 102, 201, 202
<b>History and Social Sciences</b>			
American Government	50	3	POLI 150
Educational Psychology, Introduction to	50	3	Elective, Non-General Education
History of U.S. I: Early Colonization to 1877	50	3	HIST 151
History of U.S. II: 1865 to the Present	50	3	HIST 152
Human Growth and Development**	50	3	PSYC 290**
Humanities	50	3	Elective, Non-General Education
Psychology, Introductory	50	3	PSYC 110
Social Sciences and History	50	3	APS – Elective credit only – Non-General Education
Sociology, Introductory	50	3	SOC 120
Western Civilization I: Ancient Near East to 1648	50	3	HIST 120
Western Civilization II: 1648 to the Present	50	3	HIST 121
<b>Science and Mathematics</b>			
Calculus	50	5	MATH 161
	65	9	MATH 161, 162
College Algebra	50	3	MATH 110
	54	3	Required for business majors
College Mathematics	50	3	MATH 090
General Biology	50	8	BIOL 151, 152
	57	8	Required for biology/chemistry majors
General Chemistry	50	8	CHEM 151, 152
	52	8	Required for biology/chemistry majors
Natural Sciences	50	3	APS – Elective credit only – Non-General Education
Precalculus	50	3	MATH 150

\*Essay is required to receive APU course equivalency. Note that essays are evaluated after a passing score on the multiple-choice section of the CLEP is achieved.

\*\*This test is not acceptable as equivalent course for students in the liberal studies major seeking the multiple subject (K-12) teaching credential.

## Writing Center

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

The Writing Center equips its staff members (undergraduate and graduate students) with valuable experience in assisting others with their writing in one-on-one and in small group situations. Staff training emphasizes the collaborative nature of writing and develops the interpersonal skills necessary for successful writing conferences.

### Writing Center Use

While walk-in sessions are often available, making an appointment ahead of time is recommended to guarantee a convenient time slot. Appointments may be made in person or by phone during operating hours. Handouts and print resources are available for use without an appointment. The Writing Center welcomes visits from students as well as faculty and staff. Graduate Regional Center and online writing support are in development.

The center is open September through May, Monday through Friday, from approximately 10 a.m. to 8 p.m. (hours may vary slightly). Summer hours are available on a reduced schedule. Contact the center at (626) 815-6000, Ext. 3141.

## Math Center

The Department of Mathematics and Physics sponsors a Math Center for assistance with mathematics and physics courses. Housed in Segerstrom Science Center 170, the Math Center provides an out-of-classroom setting where students gather to actively learn and teach math and physics. The Math Center is especially useful for students who are just beginning to develop their abilities in math and physics. The room is fully equipped with computer workstations, white boards, and plenty of large tables. Skilled student tutors (APU math and physics majors) staff the center for walk-in tutoring Monday through Thursday, throughout each semester.

In addition to tutoring, the Math Center offers an excellent environment for math and physics learners to practice skills and collaborate with others. Many students regularly work on their homework at the center knowing that help is nearby should it be needed. For more information, contact the Department of Mathematics and Physics at (626) 815-6470.

## International Tutoring Center

The International Tutoring Center (ITC) provides specialized writing support to students whose first language is not English. Specially trained and culturally sensitive graduate consultants provide client-centered, non-directive grammar feedback while offering support in the following areas: understanding an assignment, APA/MLA/CMS style, thesis development, use of support, organization, and audience awareness. Students may make a 30-minute appointment at [apuitc.mywconline.com](http://apuitc.mywconline.com). For further information, contact [intltutoringcenter@apu.edu](mailto:intltutoringcenter@apu.edu).

## Academic Advising and Retention

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

Students are strongly urged (and often required) to meet with an advisor each semester while attending APU before preregistering for the upcoming semester. The advisor is a resource person available to explore life, vocational, and educational goals and growth, as well as aid in academic planning and course selection related to the major. Full-time faculty members are also available to advise students throughout the semester as well as during registration and pre-registration periods.

A faculty advisor for the major is selected when a student declares a major. Students who have not declared a major will be advised by faculty in a department corresponding to their general interests or will meet with an undeclared major advisor in the Office of Academic Advising and Retention.

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

The Office of Academic Advising and Retention, open to all current undergraduate students, provides help in the following areas:

- General information regarding academics at APU
- Academic advising for undeclared students
- Academic advising for students considering changing majors
- Assistance for students on academic probation
- Answers to questions regarding General Education requirements and academic policies
- Options and strategies for academic difficulties

Retention at Azusa Pacific University focuses on holistic strategies that support the overall success of a student. Two specific programs include an Early Alert Referral System and Student Ambassador Programs.

The purpose of the Early Alert Referral System is to collaborate with faculty in identifying students who need support academically, behaviorally, and socially. The Office of Academic Advising and Retention will contact each student and work with him or her to reach a solution to support their success. Although most critical in the early weeks of the semester, students can be referred anytime.

Reasons to refer a student:

- Has missed three or more classes
- Has missed major assignments
- Does not meet academic standards
- Not adjusting to the APU community
- Personal issues affecting the student
- Obvious change in the student's demeanor, appearance, or work
- Other behaviors or actions that are concerning

The Success Ambassadors coordinate communication to specific populations in an effort to increase retention, success, and graduation. Populations are selected based on trends in APU data. Current populations are sophomores, athletes, and first-generation students. Through needs assessment, programs and holistic support are provided by the ambassadors, faculty, and the Office of Academic Advising and Retention.

## ACADEMIC RESOURCES AND AUXILIARY SERVICES

Additional resources are available to assist in the many areas of planning and growth that occur during a student's collegiate years. The Office of Undergraduate Admissions and One Stop | Registrar process the official records concerning a student's progress toward academic completion of a program of study. The Office of Student Life, the Learning Enrichment Center, the Writing Center, the Math Center, and Office of Career Services all provide individual guidance to students through testing, skills-development programs, counseling, and information sharing.

### Noel Academy for Strengths-Based Leadership and Education

The mission of the Noel Academy for Strengths-Based Leadership and Education is to transform educational practices by equipping college and university faculty and staff to identify and nurture students' strengths as the foundation for engaging students in the learning process and helping them to thrive.

The following "TRIAD" of activities enables the Noel Academy for Strengths-Based Leadership and Education to fulfill its mission:

- **Training:** consulting with colleges and universities to train faculty and staff to conduct strengths-based advising, coaching, teaching, teambuilding, and curriculum design
- **Research:** conducting impact studies of strengths-based educational practices and functioning as a clearinghouse for research that is conducted on strengths-based practices
- **Interventions:** creating standardized strengths-based interventions that can be implemented on college campuses
- **Assessment:** creating a standardized impact measure for strengths-based interventions, along with a protocol for student interviews and focus groups
- **Dissemination:** through the website, periodic newsletters, and biannual conferences, disseminate the best practices in strengths-based education, along with the results of the research and ways of connecting with other strengths-based educators

### Student Post Office

All undergraduate students are required to have a university postal unit box located in the Student Post Office. All unit boxes are the property of APU and are operated by APU university staff. Keys are issued to new students during registration weekend. Students are required to sign an agreement to pay a replacement fee of \$25 for a lost key. New students may call the Student Post Office at (626) 812-3030 after August 1 of each new school year to obtain their new unit box number. Students maintain the same unit box during their attendance at APU.

The Student Post Office is located on East Campus next to the Office of the Student Government Association. Patrons may purchase postage stamps, mail letters and packages via the United States Postal Service, send intracampus mailings to professors and friends, and receive mail from off campus. The additional service of mailing packages by United Parcel Service, Federal Express, and OnTrac can be accomplished at the Mail Center. The center is located behind the Darling Library on West Campus.

### University Bookstore

Located on West Campus across from the Hugh and Hazel Darling Library, the University Bookstore offers a wide range of merchandise and services. The University Bookstore provides for the purchase and/or rental of new and used textbooks, as well as electronic versions (if available). Selling back of textbooks is offered several times throughout the year. In addition to all the materials needed for students' courses, a broad selection of Christian books, Bibles, and reference materials are carried. The University Bookstore is a one-stop source for everything needed to show school spirit and for gift

giving. Students may also purchase graduation announcements, class rings, and nursing pins and badges, as well as purchase art and office supplies. For students' convenience, a fax sending and receiving service is offered as well. Many books that are not carried by the University Bookstore are available by special order. In addition, imprinting, balloon bouquets, and complimentary gift wrapping are available.

Online textbook ordering is available at [www.bookstore.apu.edu](http://www.bookstore.apu.edu), or at (800) 933-1950 or (626) 815-5044. The regular University Bookstore hours are:

Monday–Thursday	8:30 a.m.–6 p.m.
Friday	8:30 a.m.–4:30 p.m.

### Duplicating, Evoke, and Screen Printing Duplicating

Duplicating Services assists university departments in the reproduction of documents utilizing resources, technology, and service opportunities. Services include online job submission, scanning documents, black and white copies, full-color copies, data merging, and DVD/CD transferring and burning. Finishing services include binding, stapling, pref/core, cutting, etc. Duplicating Services is located on West Campus behind Darling Library. For additional information, visit [www.apu.edu/auxiliaryservices/duplicating](http://www.apu.edu/auxiliaryservices/duplicating) or call (626) 815-5418.

<b>Fall/Spring hours:</b>	
Monday–Thursday	8 a.m.–6 p.m.
Friday	8 a.m.–4:30 p.m.

<b>Summer hours:</b>	
Monday–Friday	8 a.m.–4:15 p.m. (Hours may vary.)

### Evoke, a Print Studio

Evoke is a self-serve resource lab open to the APU community and to the public. The staff can help students create professionally finished presentation reports, banners, posters, and brochures finished to specifications. Products and services include, black and white copies, color copies, buttons in various sizes, T-shirt transfers, and faxing services. Both Mac and PC are available with CS5. Finishing services include cutting, binding, lamination, paper craft punches, cutting tools (X-Acto knife, Mat cutters), and foam core to mount projects. Evoke is located at 936 E. Alosta Ave., Azusa, CA 91702. For additional information, visit [www.apu.edu/auxiliaryservices/evoke](http://www.apu.edu/auxiliaryservices/evoke) or call (626) 815-5078.

<b>Fall/Spring hours:</b>	
Monday–Thursday	8 a.m.–6 p.m.
Friday	8 a.m.–4:30 p.m.

<b>Summer hours:</b>	
Monday–Friday	8 a.m.–4:15 p.m. (Hours may vary.)

### Screen Printing

Screen printing is a new service at Evoke, producing shirts and garments for special events and offering a wide range of colors and fabrics. There are no minimum or maximum orders. For additional information about screen printing, contact Evoke at (626) 815-5078.

<b>Fall/Spring hours:</b>	
Monday–Thursday	8 a.m.–6 p.m.
Friday	8 a.m.–4:30 p.m.

<b>Summer hours:</b>	
Monday–Friday	8 a.m.–4:15 p.m. (Hours may vary.)

## Computers

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

Acknowledging the importance of computing as an integrated part of the learning process, APU partners with HP and Apple to offer notebooks for the power of mobility. For more information, please visit [www.apu.edu/computerstore/](http://www.apu.edu/computerstore/), call (626) 815-5096, or email the staff at [computerstore@apu.edu](mailto:computerstore@apu.edu).

Students may use the following as a guide for minimum standards when purchasing a computer for use at APU.

### PC

- Pentium 4, 2.4 Ghz Processor
- 512 MB of RAM
- Minimum 100MB of free HDD space
- 10/100 Base-T Ethernet card
- 802.11g compatible wireless card
- Windows XP

### MAC

- G4, 1.0 Ghz Processor
- 512 MB of RAM
- 10/100 Base-T Ethernet card
- 802.11g compatible wireless card
- OS X 10.5

## Information and Media Technology (IMT)

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information in the area of technology for Azusa Pacific University. IMT supports administration, faculty, staff, and students. For more information:

- Visit [www.apu.edu/imt](http://www.apu.edu/imt) and [reznet.apu.edu](http://reznet.apu.edu)
- Call (626) 815-5050
- Call toll free (866) APU-DESK (866) 278-3375
- Submit requests via email at [support@apu.edu](mailto:support@apu.edu)
- The Support Desk provides assistance for students experiencing trouble with [home.apu.edu](http://home.apu.edu) accounts or requesting a classroom setup. It is also the location where camcorders can be checked-out for class projects.
- Home.apu.edu, APU's intranet service is a free benefit offered to every student, providing the necessary tools to communicate with other students and faculty. A [home.apu.edu](http://home.apu.edu) account provides a free email account, free disk space for webpages, and access to critical campus resources such as grades, chapel attendance records, financial information, and library online resources.
- AP UWIFI is APU's name for the wireless network. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, search library resources, etc., from various locations on campus, including outdoor green spaces, without using cables. Any 802.11g/n wireless card is compatible with APU's AP UWIFI wireless network.

- Antivirus protection is provided through a corporate license with Symantec. Symantec Endpoint Protection will be installed upon the first use of the APU network and will be updated with each subsequent use. This free service precludes the use of any other antivirus software when using the APU campus network.
- IMT provides computers in locations where students spend the majority of their time such as the libraries, and the student union. These computer centers are equipped with PC and MAC workstations and access to network printers. Software available includes SPSS, Microsoft Office Suite, medical programs, databases, a variety of discipline-specific programs, and full Internet access. Lab technicians are available during operational hours.
- Video production, located on West Campus, includes video editing suites, a live sound stage video control room, and equipment checkout for mass communication students.

## Internet Acceptable Use Policy

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

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

### User Requirements

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

### Acceptable Uses

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

### Unacceptable Use

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

### Enforcement and Violations

Action may be taken by system management, subject to the guidance and authority of the Internet Policy Committee, to prevent possible unauthorized activity by temporarily deactivating any member. Reasonable efforts will be made to inform the member prior to disconnection and to re-establish the connection as soon as an acceptable understanding has been reached. Any disciplinary action deemed necessary will be handled through the normal channels as explained and set forth in the undergraduate catalog, Student Handbook, or other materials published by the Office of the Dean of Students.

### Student Phone Service

Azusa Pacific University provides telephone service to all students maintaining residency in the residence halls. Each residence hall is equipped with two telephones per floor, each located in common areas. The university owns the phone lines in the specified living areas, therefore, students may not request any other long distance provider. The university is unable to offer any special packages such as call waiting, caller ID, or call blocking. For complete phone service information, please visit [www.apu.edu/imt/telecommunications/](http://www.apu.edu/imt/telecommunications/). Please contact the IMT Support Desk at (626) 815-5050, [support@apu.edu](mailto:support@apu.edu), or Ext. 5050 from on campus for further information.

### On-campus Dialing

From the residence halls, students can dial on-campus locations using the four-digit extension number, which is also the last four digits of the phone number. On-campus dialing includes all university offices.

### Off-campus Dialing—Local Calls

The university provides local service at no charge. Students can make free calls to the following cities, all within an approximate 12-mile radius of Azusa Pacific University: Arcadia, Azusa, Baldwin Park, Claremont, Covina, Diamond Bar, Glendora, El Monte, La Puente, Monrovia, Pomona, San Dimas, San Gabriel Canyon, and Sierra Madre. To dial a local or toll free number, first dial "9" and include "1" plus area code if dialing outside of the 626 area code.

### Off-campus Dialing—Long Distance Calls

To place any calls outside of the free radius, students can purchase a calling card to be used from the common area phone. Please see the section on calling cards for more information. The university blocks all 900 and 976 numbers.

### Calling Card Use

Personal calling cards may be used from the common area phones. Since the telephone lines in the residence halls are university property, students are not permitted to order a calling card against the telephone number. Students must choose calling cards that utilize either a local or toll-free number.

### Telephone Abuse

The university reserves the right to discontinue, deny, or restrict telephone service without notice for any student it determines is abusing the telephone system. Abuse includes, but is not limited to: physical damage to equipment, harassment of any type via telephone, use of an unauthorized PAC number, ordering a calling card against the residence hall's phone number, or nonpayment of a bill. Unauthorized use of a PAC number will be investigated. Those found guilty will be referred to the dean of students for judicial action, and a \$75 fine will be imposed.

### Collect Calls

Under no circumstances are students to accept collect or third-party calls.

### Students Living in Campus Apartments

Local telephone service for all campus apartments is to be obtained through Verizon Telephone Company. To establish phone service with Verizon, call customer care toll free at (800) 483-4000.

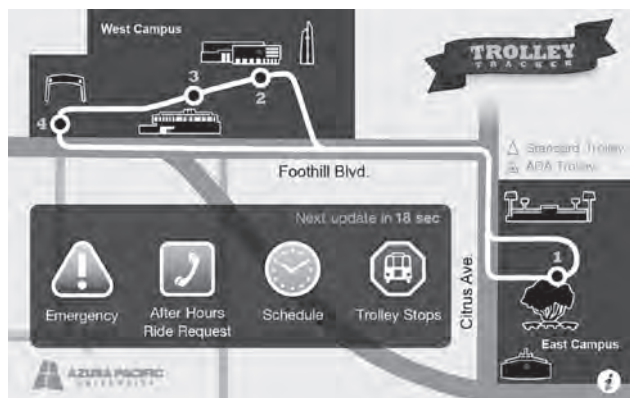
The university's sole responsibility to these living areas is to provide one working jack per living area. To report problems with a phone line, please contact the IMT Support Desk at (626) 815-5050, or [support@apu.edu](mailto:support@apu.edu). An Azusa Pacific University technician will determine if the problem is with the university's wiring. If this is the case, the technician will repair it. If the technician determines the problem is with Verizon or their equipment, the technician will advise the student to report the issue to the Verizon repair line at (800) 483-1000.



## Trolley Service

For the convenience of students, staff, and faculty, APU provides a trolley service to and from each campus area in proximity to East Campus. Due to decreased demand, the service does not operate during the summer.

Download the Trolley Tracker App at [www.apu.edu/trolleytracker/](http://www.apu.edu/trolleytracker/).



## Turner Campus Center

Located in Azusa Pacific's Turner Campus Center are the dining hall, Banquet Services, the Student Post Office, Cougars' Den Café, and the One Card Office where students may purchase meal plans, add Cougar Bucks to their ID cards, or replace an ID card.

In addition, the Student Government Association functions as a part of the campus center. The SGA's ability to influence the APU community is derived from its representation of student opinion, and its effectiveness lies in its ability to turn that representation into service. The SGA administrative council provides a laboratory for citizenship, social responsibility, and leadership.

## Daytime Schedule

Monday–Friday, 7 a.m.–4 p.m.

Four vehicles (two ADA equipped) operate from 7 a.m. to 4 p.m. daily. The trolleys run counterclockwise from East Campus to West Campus at the Felix Event Center, to the Segerstrom Science Center, to the Soccer Field, and back to East Campus. In general, a vehicle arrives at each stop every 7 to 10 minutes.

## Evening Schedule

Monday–Friday, 4–11 p.m.

One ADA-equipped trolley runs counterclockwise from East Campus to West Campus, at the Felix Event Center, to the Segerstrom Science Center, to the soccer field, and back to East Campus. A vehicle arrives every 15 minutes.

## After Hours – Campus Safety Shuttle Service

Monday–Friday: 10 p.m.–2 a.m.

Saturday–Sunday: Dusk–2 a.m.

Call the Department of Campus Safety at (626) 815-3898 to request a ride.

For more information regarding the APU shuttle service, contact Facilities Management (626) 812-3002.



# Admissions Policies

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## Undergraduate Admission to the University

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

Freshman applicants are not required to complete a specific set of courses; however, the following college preparatory courses are strongly recommended: English (four years), mathematics (including first- and second-year algebra and geometry, as well as a third-year course), science (two years, including a laboratory science), foreign language (two years), United States history and government, and strong academic electives (including fine arts courses). Prospective students interested in the nursing programs must take, at the least, biology (one year), chemistry (one year), and algebra (two years) in high school.

The applicant's previous scholastic record is considered an important indicator of potential success at the university. Applicants are required to achieve a minimum grade-point average of 3.0 in high school or 2.2 in previous college work. Grade-point averages are determined by the university. (For information on admission with provisional or probationary status, see the section of this catalog titled "Admission Status.") While each applicant is considered for admission on individual merit, certain criteria are used in the selection process. However, meeting the minimum requirements **does not** guarantee admission to the university. These criteria are delineated in the following sections. In some cases, the Admissions Committee may request a personal interview with the applicant. Azusa Pacific University, in compliance with federal regulations, does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran.

To apply for admission to Azusa Pacific University, request an application from the Office of Undergraduate Admissions, Azusa Pacific University, PO Box 7000, Azusa, CA 91702-7000; visit [www.apu.edu/apply/](http://www.apu.edu/apply/); or call (626) 812-3016 or (800) TALK-APU [(800) 825-5278].

Prospective freshman students may apply for "Early Action." The Early Action applicant must be a high school senior and Azusa Pacific University should be one of his/her first-choice colleges. Candidates not accepted for Early Action may be notified that they will be reconsidered for admission under Regular Decision. This will allow time for additional materials to be submitted that might strengthen the overall file (e.g., fall grades and/or additional SAT/ACT scores).

## Admission Deadlines

### For the spring semester (*first-year/freshmen and transfers*)

Priority Application Deadline	October 15
All applications should be submitted by	December 1 (Final Deadline)

### For the fall semester

#### Early Action\* (*first-year/freshman applicants*)

Application Deadline	November 15
Notification	January 15
Final Notification	April 1

#### Regular decision (*first-year/freshman applicants*)

Application Deadline	February 15
Notification	April 1
Final/Firm Deadline for all Application Materials	June 1

#### Regular decision (*transfer applicants*)

Priority Application Deadline	February 15
Final Deadline	June 1

\*Early Action is not available to transfer students.

## Policy Regarding False Information

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

The full fraudulent records policy may be obtained from the One Stop | Undergraduate Enrollment Services Center.

## Freshman Applicants

The following information is required prior to evaluation of admissibility:

### Application and Statement of Agreement

These forms should be completed, signed, and submitted along with the Personal Statement.

### Application Fee

A \$45 nonrefundable application fee is required and must accompany the application. The check or money order should be made payable to Azusa Pacific University. Online applicants may choose to pay by credit card when submitting their application.

## ADMISSIONS POLICIES

### Transcripts

Applicants are responsible for submitting transcripts from the high school from which they graduated and each college or university they attended. An official transcript is one which Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and which bears the official seal of that high school, college, or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s). High school students applying for admission as freshmen should submit a preliminary transcript showing courses and marks for freshman through junior year, or through the first semester of the senior year if the application is made after the completion of that semester. A final transcript must be sent following graduation. The transcript and other documents submitted as part of the application become the property of APU and cannot be returned to the student or forwarded in any form to another college or university.

### Pre-admission Tests

All freshman applicants are required to submit scores from the American College Testing (ACT) Program or the Scholastic Aptitude Test (SAT I). It is recommended that all high school applicants take the ACT or SAT I by October of their senior year. Applicants may secure detailed information on testing schedules from their high school. The minimum SAT I score is 910, specifically with 480 critical reading and 430 math. The essay portion of the SAT I will **not** be considered during the admissions process. The ACT minimum score is 19. Meeting minimum test score requirements **does not** guarantee admission to Azusa Pacific University.

### References

Applicants are required to supply a reference from someone who is familiar with their character. The university suggests a pastor, youth director, or other spiritual leader. Family members and peers may not fill out these forms.

### Transfer Applicants

Azusa Pacific University welcomes applications from transfer students. There is **no minimum unit requirement** that transfer students must complete before applying to the university. The same items are required as for freshman applicants (see above) with the following exceptions:

1. If 28 or more semester units have been completed at an accredited college or university, high school transcripts are not required.
2. A minimum grade-point average of 2.2 (academic GPA) for all college work completed is required for admissions consideration.
3. Transfer students who have been dismissed from previous colleges must complete two additional semesters prior to applying; take a minimum of 12 core units each semester; receive no *Ds*, *Fs*, or withdrawals; and maintain a minimum 2.0 grade-point average.

In addition, transfer students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one which Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and which bears the official seal of that high school, college, or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s). Transfer applicants who have completed more than 12 core units of transferrable, semester, or college credit in the same semester may not be required to submit ACT or SAT I test scores. Transfer students with fewer than 28 transferable units before enrolling at APU will be at freshman standing until at least 28 units are completed.

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

One Stop | Registrar will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A credit summary will be sent to the student showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the university's General Education requirements. Only courses where a grade of C- or above has been earned can be considered for transfer of credit.

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth (CSU GE) certification as fulfilling the lower-division General Education program requirements. However, the student must complete these provisions as part of or in addition to his or her completed IGETC or CSU GE certification.

1. Students must meet the foreign language requirement of 2 semesters of the same language at the college level.
2. Students must meet the Health Education and Fitness for Life requirements.
3. Students must complete a math course from the Department Mathematics and Physics with at least a prerequisite of intermediate algebra.

All APU students are required to complete the requisite number of "God's Word and the Christian Response" and upper division General Education courses. In the cases of both the IGETC and CSU GE, the certification must be complete, and the certification must be obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the APU General Education program.

**General Education Information for Transfer Students**

Students transferring in to Azusa Pacific University may have some of their General Education requirements met by classes taken at their previous institution(s). Additionally, the unit requirements for “God’s Word and the Christian Response” may be adjusted, depending on the number of units that the student transfers to APU.

The evaluation of a student’s transfer work is conducted by One Stop | Registrar. All students are encouraged to work with One Stop | Undergraduate Enrollment Services Center and with their academic advisor to determine their General Education requirements. **While the following chart is to be a guide for the student, it is the responsibility of the student to see that all requirements are met.** For the most current information, please see the One Stop or the Office of Academic Advising and Retention.

Number of Units Transferred In	“God’s Word and the Christian Response” Requirements	Upper-division General Education Requirements
0–27	All 18 units are required	All 12 units are required
28–45	15 units: UBBL 100, UBBL 230 MIN 108 3 units of THEO 3 units of Senior Seminar	9 units: 3 units of THEO 3 units of Writing Intensive 3 units of Senior Seminar
46–59	12 units: UBBL 100 MIN 108 3 units of THEO 3 units of Senior Seminar	9 units: 3 units of THEO 3 units of Writing Intensive 3 units of Senior Seminar
60–74	9 units: 6 units of GS-approved UBBL, MIN, or THEO*^ 3 units of Senior Seminar	6 units: 3 units of Writing Intensive 3 units of Senior Seminar
75–89	9 units: 6 units of GS-approved UBBL, MIN, or THEO*^ 3 units of Senior Seminar	6 units: 3 units of Writing Intensive 3 units of Senior Seminar
90+ (no correspondence units)	6 units: 3 units of GS-approved UBBL, MIN, or THEO*^ 3 units of Senior Seminar	3 units: 3 units of Senior Seminar

**All requirements must be met by approved General Education classes.**

**\*There is a 3-unit maximum from each discipline. The prerequisite for UBBL 230 is waived for students transferring in 60 or more units. All other prerequisites apply.**

**^MIN 108 is waived as a prerequisite for the GS THEO courses for students transferring 60 or more units. All other prerequisites apply.**

**Homeschooled Students**

Admission is based on the completed application (see “Undergraduate Admission to the University,”) with stronger emphasis on the student’s SAT I or ACT scores. Applicants who are homeschooled and do not have an official high school transcript to submit to the university with the Application for Undergraduate Admission are **not** required to take the General Education Development (GED) Test or the California High School Proficiency Examination. If the student does not have access to an official transcript or does not subscribe to a transcript service, the student will be asked to submit a transcript created by the primary instructor. The transcript may be completed by a parent if that individual is the only instructor.

**High School Nongraduates**

Applicants who are not high school graduates may still be considered for admission. Azusa Pacific accepts some students who have acquired equivalency certificates or diplomas through GED tests or the California High School Proficiency Examination. The Office of Undergraduate Admissions evaluates such candidates’ individual merits and high school achievement records. Greater emphasis may be given to either the SAT I or ACT results.

A person 25 years of age or older who is not a high school graduate may be admitted with adult status by special action. In both cases, the applicant’s test scores and experience are evaluated for evidence of ability to complete college work. All such applicants should follow the application procedure for new students.

**Part-time Applicants**

Azusa Pacific University welcomes part-time students wishing to take up to 6 semester units. In order to be considered for part-time admission, a student must submit the following items:

- Application and signed Statement of Agreement
- \$45 nonrefundable application fee
- Official transcripts from all schools attended must be submitted to the Office of Undergraduate Admissions.

*Note: If 28 or more semester units have been completed at an accredited college or university, high school transcripts are not required.*

A student who is admitted to the university part time may continue to take up to 6 units during following semesters without having to reapply. Students wishing to take more than 6 units must complete the full application for admission. (See “Freshman Applicants” or “Transfer Applicants.”)

### Re-admission and Re-enrollment

Students planning to return to Azusa Pacific University after an absence must complete the following requirements. In the event that a student leaves Azusa Pacific University for any reason (other than a leave of absence; see “Academic Policies”) for one or more semesters, that student must complete the Undergraduate Application for Re-enrollment. All applications for re-enrollment must be approved by One Stop | Registrar/Student Financial Services, and the Dean of Students before re-enrollment will be considered, unless an approved leave of absence has been previously granted.

Any student re-enrolling in Azusa Pacific University after an absence of more than two semesters (excluding summer sessions) will be subject to new catalog requirements unless re-enrolling to finish work specified by an Intent to Graduate form previously filed (in these cases, the policies described under “Application for Graduation—Intent to Graduate” in the Academic Programs Section of this catalog apply). In addition, all applicants’ previously completed work will be reviewed by their major department to determine which, if any, major courses and supporting nonmajor courses must be repeated or added to complete the major. The reviewing department may take into consideration any relevant work experience for major requirement equivalence, but such work experience may not count for unit credit.

### Admission Status

Applicants who are granted admission to the university without restriction are considered to be in regular standing. They are permitted to continue in this classification as long as they maintain a satisfactory grade-point average and continue to meet the general standards established by the university for admission and graduation.

Some applicants may be deficient in one or more of the requirements for admission, but in the estimation of the Admissions Committee, merit the opportunity to prove themselves at APU. Such applicants are admitted with provisional or probation standing for one or more semesters. Students admitted with provisional standing are limited to 14 semester units. If satisfactory progress is made, they are granted regular standing at the end of their first semester. Students admitted with probation standing are limited to 14 semester units with no *Ds*, *Fs*, or *Withdrawals* and a minimum 2.0 GPA. If these requirements are met, the student may be taken off probation after his or her first semester at APU. There are a limited number of opportunities for provisional/probation students per year.

Students are often granted admission with incomplete admissions requirements, particularly if they are enrolled in courses at another institution during their admissions process. In these cases, students are obligated to complete admissions requirements as soon as possible, including submission of all final official transcripts with no in-progress coursework. Failure to satisfactorily complete all requirements in a timely manner may result in withdrawal of the university’s acceptance offer, or forfeiture of financial aid and registration privileges.

### Notification of Admission

Azusa Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application any time up to **December 1** for spring or **June 1** for fall. Students applying for Early Action will be notified of their admission status before **January 15**. Applicants for Regular Decision and those not offered admission through Early Action will receive notification by **April 1**. Transfer applicants will be notified on a rolling admission process until the incoming class is full. The Office of Undergraduate Admissions maintains regular contact with all applicants regarding the status of their application file. (See “Undergraduate Admission to the University” for more information on Early Action and Regular Decision deadlines.)

### Confirmation of Admission

To confirm they wish to attend APU, students must send a \$300 tuition deposit by **May 1** for the fall semester and **December 1** for the spring semester. This deposit is refundable **only** until the aforementioned dates, with a written request. Azusa Pacific processes deposits received after postal deadlines according to space availability. The deposit is not an additional fee, but is credited to the student’s account.

### Admission to Particular Majors

Admission to Azusa Pacific does not automatically guarantee admission to certain specialized programs within the university. The program admission criteria are set and acceptance is determined by the faculty of these specialized programs. Information regarding application deadlines and admission criteria may be obtained from the academic discipline to which the student wishes to apply.

### Veterans’ Education Benefits

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

APU proudly participates in the Yellow Ribbon Program, a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the Department of Veterans Affairs. In order to receive Yellow Ribbon Funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill.

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

### Campus Housing

Because the residential experience so strongly supports the mission of APU, all traditional undergraduates are required to live in campus housing during their freshman and sophomore years. Exemptions may be granted for students who live with their parents, married students, and students who have special circumstances that present an obstacle to campus residency. Incoming freshman and sophomore transfers must submit either a Request for Campus Housing Assignment form and \$250 deposit, or a Request for Campus Housing Exemption form to the Office of Undergraduate Admissions (both forms can be obtained from Office of Admissions). Junior and senior transfer students may also submit a housing request form and will be given assignments based on availability.

In years when new student enrollment exceeds the number of campus housing spaces available at double occupancy, tripling will be required for some incoming students. Housing Services cannot guarantee that space will be available to accommodate all students once the assignment process begins. Because campus housing is limited, many students entering APU can expect to live off campus sometime during their junior or senior year. While Housing Services is the sole determiner of final housing assignments, specific living area and mutual roommate requests are met whenever possible. Specific requests are less likely to be realized once living areas begin to fill. Please note that campus housing is limited to the Azusa campus only.

### Proficiency Exams

Some new students with freshman status (fewer than 28 credit units of transfer from an accredited college or university) who have been admitted in a nonconditional standing will be required to take proficiency exams in reading, writing, and math. If necessary, the student may be required to take additional coursework to strengthen comprehension in the area of deficiency. With SAT/ACT scores within a required range, the proficiency exams are waived and the student will be placed in courses according to his/her SAT or ACT test scores. Students may take

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proficiency exams in certain subjects for placement into higher level courses. Additionally, some courses may be waived based upon SAT/ACT scores within a required range. No FLATS Test Waivers will be allowed in a student's final semester. (See "Learning Enrichment Center" under "Academic Resources and Auxiliary Services.")

### Credit by Examination

Credit may be earned through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests, the College Level Examination Program (CLEP), and the International Baccalaureate (IB) program.

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

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

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

Challenge exams are available only in the School of Nursing and in the School of Adult and Professional Studies according to their respective guidelines.

No CLEP credit will be allowed in a student's final semester. For further information on CLEP exams, see the "Academic Resources" section.

### Credit for Advanced Placement (AP) Exams

The Advanced Placement Program sponsored by the College Board and administered by Educational Testing Service (ETS) offers secondary school students the opportunity to participate in challenging college-level coursework while still in high school. The exams are two or three hours long and cover one or two semesters of college-level work.

Exam Subject	AP Score	Units	Class Equivalent Awarded
Art, Studio Art, Drawing	3, 4, 5	3	Non-General Education Elective (credit for ART 145 with portfolio approval)
Art, Studio Art, 2D Design	3, 4, 5	3	Non-General Education Elective (credit for ART 130 with portfolio approval)
Art, Studio Art, 3D Design	3, 4, 5	3	Non-General Education Elective (credit for ART 135 with portfolio approval)
Art, History	3, 4, 5	3	<i>Aesthetics and the Creative Arts Core</i>
Biology*	3	4	BIOL 101 (Fundamentals of Biology) <i>Nature Core</i>
	4, 5	8	BIOL 101 (Fundamentals of Biology) <i>Nature Core</i> and Non-General Education Elective
Calculus AB	3, 4, 5	5	MATH 161 (Calculus I)
Calculus BC	3	5	MATH 161 (Calculus I)
	4, 5	9	MATH 161, 162 (Calculus I and II)
Chemistry	3	4	CHEM 151 (General Chemistry I) <i>Nature Core</i>
	4, 5	8	CHEM 151 and 152 (General Chemistry I and II) <i>Nature Core</i>
Chinese Language and Culture	3, 4, 5	3	Non-General Education Elective
Computer Science A	3, 4	4	CS 220 (Intro to Computer Science)
	5	8	CS 220 and 225 (Intro to Computer Science and Fundamentals of Computer Science)
English Language and Composition	3, 4	3	ENGL 110 (Freshman Writing Seminar)
	5	6	ENGL 110 (Freshman Writing Seminar) and Non-General Education Elective
	If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units – ENGL 110 and 111, 3 units Non-General Education Elective		
English Literature and Composition	3, 4	3	ENGL 111 (Intro to Literature) <i>Language and Literature Core</i>
	5	6	ENGL 110 and 111 (Freshman Writing Seminar and Intro to Literature) <i>Language and Literature Core</i>
	If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units – ENGL 110 and 111, 3 units Non-General Education Elective		
Environmental Science	4, 5	4	<i>Nature Core</i>
European History	3, 4, 5	3	<i>Heritage and Institutions Core, History Component</i> (3 units of lower-division history)
French Language	3	4	FREN 101 (Elementary French)
	4, 5	8	FREN 101 and 102 (Elementary French 101 and 102) <i>Fulfills Foreign Language Requirement</i>
French Literature	3, 4, 5	3	Non-General Education Elective
German Language	3	4	GERM 101 (Elementary German)
	4, 5	8	GERM 101 and 102 (Elementary German 101 and 102) <i>Fulfills Foreign Language Requirement</i>
Human Geography	3, 4, 5	3	Non-General Education Elective
Government/Politics/Comparative	3, 4, 5	3	Non-General Education Elective
Government/Politics/U.S.	3, 4, 5	3	POLI 150 (American Government) <i>Heritage and Institutions Core, History Component</i>
Microeconomics	3, 4, 5	3	ECON 251 (Principles of Microeconomics)
Macroeconomics	3, 4, 5	3	ECON 250 (Principles of Macroeconomics)
Latin: Vergil	3	4	Non-General Education Elective
	4, 5	8	<i>Fulfills Foreign Language Requirement</i>
Latin Literature	3, 4, 5	3	Non-General Education Elective
Italian Language/Culture	3, 4, 5	3	Non-General Education Elective
Japanese Language/Culture	3, 4, 5	3	Non-General Education Elective
Music Theory	3, 4, 5	4	<i>Aesthetics and the Creative Arts Core</i>
Physics B	3	4	PHYC 151 (Physics for Life Science I) <i>Nature Core</i>
	4, 5	8	PHYC 151 and 152 (Physics for Life Science I, II) <i>Nature Core</i>
Physics C: Mechanics	4, 5	5	PHYC 161 (Physics for Science and Engineering I) <i>Nature Core</i>
Physics C: Electricity and Magnetism	4, 5	5	PHYC 162 (Physics for Science and Engineering II)
Psychology	3, 4, 5	3	PSYC 110 (General Psychology) <i>Identity and Relationships Core</i> ; PSYC 110 for Psychology majors
Spanish Language	3	4	SPAN 101 (Elementary Spanish I)
	4, 5	8	SPAN 101 and 102 (Elementary Spanish I and II) <i>Fulfills Foreign Language Requirement</i>
Spanish Literature	3, 4, 5	3	Non-General Education Elective
Statistics	3, 4, 5	3	PSYC 299 (Applied Statistics)
U.S. History	3, 4	3	HIST 152 (U.S. History since 1865) <i>Heritage and Institutions Core, History Component</i>
	5	6	HIST 151 and 152 (U.S. History to 1865 and U.S. History since 1865) <i>Heritage and Institutions Core, History Component</i>
World History	3, 4	3	HIST 121 (World Civilization Since 1648) <i>Heritage and Institutions Core</i>
	5	6	HIST 120 and HIST 121 (World Civilization to 1648 and World Civilization Since 1648) <i>Heritage and Institutions Core</i>

\*Applied health, biochemistry and biology majors should refer to the Department of Biology and Chemistry policies for further information.

Note: If a student takes a college course for which he or she has already received AP credit, the student forfeits the AP credit.

## ADMISSIONS POLICIES

### Credit for International Baccalaureate (IB) Program

Examination Title	*Level	Score	Units	Credit Awarded
Biology	HL	5, 6, 7	4	BIOL 101 (Fundamentals of Biology) <i>Nature Core</i>
Business and Organization		—	—	No Credit Awarded
Chemistry	HL	5, 6, 7	4	CHEM 101 (Introduction to Chemistry) <i>Nature Core</i>
Classical Languages		—	—	No Credit Awarded
Computer Science	HL	5, 6, 7	6	Non-General Education Elective
Economics	HL	5, 6, 7	3	ECON 250 (Principles of Macroeconomics)
English 1A (English)	HL	5, 6, 7	3	ENGL 111 (Intro to Literature) <i>Language and Literature Requirement</i>
Environmental Systems		—	—	No Credit Awarded
French (Language B)	SL	5, 6, 7	8	FREN 101 and 102 (Elementary French I and II) <i>Fulfills Foreign Language Requirement</i>
French (Language B)	HL	5, 6, 7	6	FREN 201 and 202 (Intermediate French I and II) <i>Fulfills Foreign Language Requirement</i>
Geography	HL	5, 6, 7	3	HIST 210 (World Geography)
German (Language B)	SL	5, 6, 7	8	GERM 101 and 102 (Elementary German I and II) <i>Fulfills Foreign Language Requirement</i>
German (Language B)	HL	5, 6, 7	6	GERM 201 and 202 (Intermediate German I and II) <i>Fulfills Foreign Language Requirement</i>
History	HL	5, 6, 7	3	<i>Heritage and Institutions Core, History Component</i>
History of the Islamic World	HL	5, 6, 7	3	Non-General Education Elective
Information Technology		—	—	No Credit Awarded
Mathematics	SL	5, 6, 7	3	MATH 110 (College Algebra) <i>Fulfills Math Requirement</i>
Mathematics	HL	5, 6, 7	4	MATH 161 (Calculus I) <i>Fulfills Math Requirement</i>
Mathematical Studies	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Further Mathematics	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Music	HL	5, 6, 7	3	MUS 120 (Music Fundamentals) <i>Aesthetics and the Creative Arts Core</i>
Philosophy	HL	6, 7	3	PHIL 220 (Introduction to Philosophy) <i>Heritage and Institutions Core, Philosophy Component</i>
Physics	SL	5, 6, 7	3	PHYC 100 (Conceptual Physics)
Physics	HL	5, 6, 7	4	PHYC 151 (Physics for Life Science I) <i>Nature Core</i>
Psychology	HL	5, 6, 7	3	PSYC 110 (General Psychology) <i>Identity and Relationships Core</i>
Social Anthropology	HL	5, 6, 7	3	Non-General Education Elective
Spanish (Language B)	SL	5, 6, 7	8	SPAN 101 and 102 (Elementary Spanish I and II) <i>Fulfills Foreign Language Requirement</i>
Spanish (Language B)	HL	5, 6, 7	6	SPAN 201 and 202 (Intermediate Spanish I and II) <i>Fulfills Foreign Language Requirement</i>
Theater Arts	HL	5, 6, 7	3	Non-General Education Elective
Visual Arts	HL	5, 6, 7	6	ART 150 (Introduction to Art) <i>Aesthetics and the Creative Arts Core</i>

**\*Legend** SL = Standard Level HL = Higher Level

Note: If a student takes a college course for which he/she has already received IB credit, then the student forfeits the IB credit.

### International Students and Scholars (ISS)

Office hours:

Monday–Friday, 8 a.m.–4:30 p.m.

The Office of International Students and Scholars (ISS) assists international students\* throughout their stay at Azusa Pacific University. Matters relating to immigration, international student orientation, cultural adaptation, and international student programming are coordinated through ISS. It is mandatory for all international students to attend International Orientation as stated in each student's admission letter prior to the start of the program of study.

#### Requirements for F-1 or J-1 International Students

F-1/J-1 nonimmigrant student status carries responsibilities as well as privileges. Failure to comply with the U.S. requirements for these categories is considered a violation of U.S. law, invalidates the F-1 and J-1 status, cancels privileges of the status, and may lead to dismissal from APU and potentially deportation. APU is required by law to make regular reports to the U.S. government concerning F-1 and J-1 status students. While ISS provides many services to assist students in maintaining their legal status, it is ultimately the students'/scholars' responsibility to maintain legal status.

Please note: the following list is not an exclusive list of all laws that must be observed.

To maintain legal status, an international student must:

1. **Be a full-time student:** 12 units are considered full time at the undergraduate level and 18 or more hours of study in the American Language and Culture Institute (ALCI) is required for full-time status. For exceptions to this policy, students must consult with ISS.

2. **Work only on campus:** U.S. regulations allow F-1/J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. Any off-campus employment must be officially authorized by the U.S. government. J-1 students may work off campus with authorization from ISS. To obtain information about working off campus, students must consult with ISS.
3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. The location of the physical residence (not a post office box) must be reported to the ISS office at APU.
4. **Obey all laws of the United States:** For details of other specific immigration laws which may affect F-1 or J-1 status, please contact ISS.
5. **Please note:** The major stated on the I-20 is only an indication of what the student intends to study. It is not legally binding, and the student will not receive a degree in this major if he or she does not meet all degree requirements. Students may change their major during their time of study, but this change must be reflected on the I-20.

\*An international student at APU is defined as any individual not holding a U.S. residency or citizenship. Any non-U.S. resident/citizen is required to apply to APU through International Enrollment Services (IES).



## International Undergraduate Admission

Azusa Pacific University is authorized under federal law to enroll nonimmigrant students and issue the U.S. immigration document I-20 or the U.S. State Department DS 2019 in order to obtain an F-1 or J-1 student visa. Students who understand and agree to cooperate with the university's Christian principles and atmosphere are welcome to make application.

To apply to be either a full-time undergraduate student seeking a bachelor's degree or a special student wanting to study for only one or two semesters, please complete and submit the following:

1. Application for International Undergraduate Admission
2. \$45 nonrefundable application fee
3. Affidavit of Financial Support (included in application form) and current bank statement proving ability to pay for educational costs through personal, family, or other sponsor resources.\*
4. English proficiency documentation (See "English Proficiency Requirements" section in this catalog.)
5. One letter of recommendation included in application (This letter cannot be from a relative of the applicant.)
6. Statement of Agreement (included in application)
7. Personal Statement (included in application)
8. Official transcripts sent **directly** from each school attended (Transcripts must be translated officially into English.)\*\*\* Official transcripts submitted directly from the student may be accepted at the discretion of the admission officer if received in an envelope sealed by the school.
9. SAT/ACT scores are **not** required. Taking and scoring at specified levels could, however, qualify a student for additional academic scholarship money. (See Types of Financial Assistance.)
10. Copy of a valid passport

\*One year's tuition may be required in advance and placed on the student's account prior to issuance of the immigration document I-20 or DS 2019.

\*\*The acceptable minimum score is subject to change as the university deems necessary. Some programs may have higher requirements.

\*\*\*An official high school transcript must be submitted if the applicant's college units total fewer than 28. Official transcripts in both the original language and English must be submitted.

## Grade-point Average (GPA) Requirements

To be considered for undergraduate admission, the applicant must have a minimum U.S. system 2.75 grade-point average (GPA) in high school or 2.5 in previous college work. If the applicant is transferring from schools where English is the medium of instruction with a minimum of 28 transferable non-ESL units, a 2.5 GPA is acceptable. For the School of Business and Management, a 2.7 GPA is required.

Some programs require a higher GPA for admission. Please check with the department for more information.

## Admission Deadlines

Semester	Outside U.S.	Inside U.S.
Fall (September)	May 1	June 1
Spring (January)	September 15	October 15
Summer (May/June)	December 1	February 1



## English Proficiency Requirements

Student whose native language is NOT English must demonstrate or gain English proficiency in order to study at Azusa Pacific University. There are a few ways to demonstrate and fulfill the English Proficiency Requirement:

### 1. Prior studies in English

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

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

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

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

#### A. International standardized English tests (TOEFL and IELTS)

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

	IELTS	TOEFL iBT			
	Total (Top Score: 9)	Speaking (Top Score: 30)	Listening (Top Score: 30)	Reading (Top Score: 30)	Writing (Top Score: 30)
Conditional*	5.5	15	16	16	18
Undergraduate	6	18	20	20	22

\*The conditional option is applicable only for undergraduate programs. Students who score in the range of subsets listed below must take the corresponding intensive English courses (and take other university classes for a maximum of 15 units at the same time), which may count for credit toward their bachelor's degree. Those who do not meet the minimum requirements for the conditional level, may re-test at the American Language and Culture Institute (ALCI).

<b>Scores:</b>	IELTS: 5.5 TOEFL Speaking: 15–17 TOEFL Listening: 16–19	Corresponding English Course: TESL 101
<b>Scores:</b>	IELTS: 5.5 TOEFL Reading: 16–19 TOEFL Writing: 18–21	Corresponding English Course: TESL 102

### **B. APU English placement test**

Students can also demonstrate English proficiency by taking a placement test through the American Language and Culture Institute (ALCI). This placement test is administered on campus at APU. Please contact the International Center for schedules, fees, and locations for the APU English placement test.

### **3. Completion of an intensive English language program at APU**

The American Language and Culture Institute (ALCI) is an intensive English language program at APU. Those who qualify academically for undergraduate or graduate admission to APU and choose to fulfill the English proficiency requirement through study in the ALCI program will be offered “conditional” admission to the university. Successful completion of Level 4 is a minimum proficiency for the undergraduate program and Level 6 for the graduate program to continue academic programs after ALCI studies. Students must submit a separate application for ALCI.

### **American Language and Culture Institute (ALCI)**

The American Language and Culture Institute (ALCI) within the College of Liberal Arts and Sciences offers preparatory English as a Second Language (ESL) courses and intercultural programs to equip non-native English speaking international students, scholars, and professionals with language and culture skills needed to meet the rigor of university life at Azusa Pacific University. These programs provide holistic academic, cross-cultural, spiritual, and leadership training for international and American students and scholars, preparing them for academic success in the university. Students focus on the development and demonstration of competencies in academic research and writing, oral presentation, and auditory and pronunciation skills. ALCI is an approved member of the American Association of Intensive English Programs.

A student whose TOEFL score is below the scores required for regular admission may apply to Azusa Pacific University's ALCI program. The student should submit an application to ALCI, along with the \$65 nonrefundable processing fee, a certified diploma, and official high school or college transcripts. Any high school graduate or transfer student with a 2.75 GPA may apply to ALCI without an official TOEFL score and will be evaluated for level placement. ALCI has six levels of study—basic through advanced—taught in two 15-week semesters, and a 12-week summer semester. Students in level 5 may audit university classes for noncredit. Students applying to undergraduate programs must complete level 4, except students applying to the School of Nursing or the School of Business and Management undergraduate programs. These applicants must complete level 5 to meet the TOEFL requirement. Level 6 is only for graduate students who have been accepted into a program at APU. Level 6 students must complete TESL 500 and one graduate class to meet ALCI requirements for certification.

**Azusa Pacific University reserves the right to require additional English testing and/or classes after the student has arrived at the university, if considered necessary.**

Students who take a leave of absence from ALCI must retest their placement level after six months.

Applicants to ALCI/APU must meet the basic requirements of listening and speaking skills that demonstrate adequate proficiency to function in the English as a Second Language (ESL) classroom, and to produce in an oral ESL program. If these requirements are not met, then the student will not be accepted into ALCI.



# Financial Information

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## Student Financial Services

Higher education is one of the most important investments an individual can make. Cost should not be the only determining factor in selecting the appropriate university. However, having a clear understanding of the expense involved is an integral part of making a well-informed choice.

The One Stop | Undergraduate Enrollment Services Center assists students in answering questions related to financial aid, and student accounts. Simply call (888) 788-6090 or email [onestop@apu.edu](mailto:onestop@apu.edu) with any questions. Office hours: Monday–Thursday, 8:30 a.m.–5 p.m.; Friday, 8:30 a.m.–4:30 p.m.

## Cost of Attendance 2013–14 (effective 9/1/13) Estimated 2013–14 School-year Charges (two semesters) for a Freshman Living on Campus

Tuition (12–17 units)	\$31,416
University Service Fee	\$340
Health Fee	\$550
Housing*	\$4,326
180 Block Meal Plan**	\$3,314
Total	\$39,896

### Tuition

Undergraduate Full-time (12–17 units for freshmen and sophomores*)	\$15,708/semester
Undergraduate Full-time (12–18 units for juniors and seniors*)	\$15,708/semester
Undergraduate, per unit (under 12 units or over 17/18 units – see above)	\$1,309/unit
Nursing Summer 2014	TBA
Audit	\$655/unit
Undergraduate May/Summer 2014	TBA
Summer Study Travel	\$316/unit
ALCI (No health fee included beginning 04–05) Level I-V	\$5,150/semester
ALCI (No health fee included beginning 04–05) Level VI	\$2,900/semester

\*This charge will vary for returning students and transfer students depending on their living area. Other options and prices are listed below.

\*\*The minimum meal plan for a student living in a residence hall is a 180 Block Meal Plan. Other options and prices are listed below.

Please note: Freshman students who wish to park a vehicle on campus will be charged a \$285 parking fee per semester. Returning students parking on campus will be charged \$110 per semester.

The maximum study load for students with less than 28 units of completed college study is 17 units per semester. The maximum load for students who have completed 28 or more units of college study is 18 units providing they have maintained a 3.0 grade point average (GPA) or higher. Any student who wishes to enroll for more than the maximum unit load per semester must first complete the "Petition for Additional Unit" form and submit to One Stop | Undergraduate Enrollment Services Center. Consideration of the request is determined by the student's department chair, dean, and One Stop | Registrar. Final approval is completed through One Stop | Undergraduate Enrollment Services Center, at which point the student is notified of the final decision.

### Room

#### Residence Halls:

Adams, Engstrom, Smith, Trinity (180-block meal plan minimum)	\$2,163/semester
Shire Mods (non-cooking) (75-block meal plan minimum)	\$2,163/semester

#### Apartments\*:

Bowles – 1 bedroom	\$2,439/semester
University Park – 1 bedroom	\$2,594/semester
University Park – 2 bedrooms	\$2,286/semester
Shire Mods – 2 bedrooms (cooking)	\$2,383/semester
Alosta Place – 1 bedroom	\$3,049/semester
Alosta Place – 2 bedrooms/1 bath	\$2,384/semester
Alosta Place – 2 bedrooms/2 bath	\$2,502/semester

University Village – 1 bedroom/1 bath	\$3,049/semester
University Village – 2 bedrooms/1 bath	\$2,384/semester
University Village – 2 bedrooms/2 bath	\$2,502/semester

\*Shire Mods, University Park, and University Village residents must pay utilities (gas and electric). This will cost an estimated \$400 a year per apartment and vary with usage. Students are also responsible for connecting their utilities.

### Board

250-block meal plan (245 dining dollars) (10 guest meals)	\$1,990/semester
180-block meal plan (335 dining dollars) (10 guest meals)	\$1,657/semester
120-block meal plan (373 dining dollars) (10 guest meals)	\$1,343/semester
75-block meal plan (299 dining dollars) (10 guest meals)	\$962/semester
45-block meal plan (130 dining dollars) (No guest meals)	\$489/semester
25-block meal plan (50 dining dollars) (No guest meals)	\$249/semester

Door Prices: Breakfast \$7, Lunch \$9, Dinner \$9

**NOTE:** Meal Plan prices reflect a discount of these door prices.

### Mandatory Fees

ALCI/Undergraduate University Service Fee	\$170/semester
ALCI/Undergraduate Summer University Service Fee	\$50/semester
Freshman (Living On-campus) Parking Fee	\$285/semester
Freshman (Commuter)/Returning Student Parking Fee	\$110/semester
Health Fee (international and domestic students) (mandatory for all undergraduate students with 7 or more units and/or who live on campus)	\$275/semester
International Insurance for Study Abroad Students	\$340/semester
International and Study Abroad Health Fee (summer only)	\$100
ALCI Summer Health Fee (for students not registered in the previous spring semester)	\$200

### Special Fees

Art Fee	Up to \$80/class
Communication Lab Fee	\$110/course
Exercise and Sport Science Lab Fee (AES 363 – Physiology of Exercise)	\$90
Independent Study	\$125/unit
Late Registration Fee	\$200
Late Intent to Graduate Form Fee	\$200
Music: Applied Voice and Instrument	\$335/unit
Music: Applied Semi-private Voice and Instrument	\$150/unit
Music: Choir Outfit: Bel Canto	\$350/year
Music: Choir Outfit: Chamber Singers	\$400/year
Music: Choir Outfit: Gospel Choir	\$375/year
Music: Choir Outfit: University Choir, Men's Chorale	\$475/year
Music: Marching Band, Wind Ensemble, Hand Bells	\$40/year
Music: MIDI Lab Fee	\$30; \$180 maximum/semester
New Student Orientation Fee (nonrefundable)	\$100
Nursing Fee (includes malpractice insurance)	\$200/clinical/lab/semester
Nursing Licensing Preparation Fee (fee attached to course UNRS 496)	\$200
Return Check Fee	\$30
Science Lab Fee	\$90/class
Theater, Film, and Television Lab Fee	\$35/unit
Transcripts	\$5/copy
Rush Transcript Fee	\$20
Transcript Overnight Postage Fee Standard Overnight Express within U.S. (excluding Alaska and Hawaii) (1–2 days)	\$20
Global Express outside of continental U.S. and International (3–4 days)	\$30

## FINANCIAL INFORMATION

### Matriculation Fees

Application Fee for U.S. Students	\$45
Application Fee for International Students	\$65

### Graduation Fees

Undergraduate Students	\$80
Placement Files: Setup and 10 mailings	\$60

**Charges subject to change without notice.**

## Financial Information Payment Plan

In order to help families better afford APU's one-of-kind education, the university offers a 5-month payment plan each semester.

### Due Dates

<b>Fall:</b>	July 10, August 10, September 10, October 10, November 10
<b>Spring:</b>	December 10, January 10, February 10, March 10, April 10

### Amount Due

Semester charges minus semester financial aid, divided by 5 payments

**Please note:** If the semester balance is not paid in full by the last due date, the preregistered classes for the next term will be dropped.

## Refund Policy and Withdrawal Information

APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After the add/drop period, when a student stops attending all of his or her classes during the semester, depending on the circumstances, it may be classified as a "withdrawal," "leave of absence," or "dismissal" from the university. For the purpose of charges assessed and financial aid eligibility listed below, a leave of absence and a dismissal will be handled in the same manner as a withdrawal from the university.

## Official Process: Withdrawal or Leave of Absence

Contact the Office of the Associate Dean of Students. Before ceasing attendance during the semester, students are advised to consider how much they might be charged and how much financial aid they might receive.

## Withdrawing Prior to the 60-percent Point in the Semester

If a student drops a class during the add/drop period, no tuition will be charged for that class. After add/drop period, if a student withdraws from one or more classes but is still attending other classes, the student will be charged tuition for all of his or her classes (including the withdrawals). However, in the event a student withdraws from all of his or her classes after the Add/Drop period, charges and financial aid will be calculated as follows:

### Charges

Tuition: prorated per day  
Fees: not refundable  
Room: proration set forth in the housing contract  
Board: prorated weekly, based on the 15 week semester

### Financial Aid

Financial aid: prorated per day (assuming the student has completed all requirements and his or her admission file and financial aid file are complete prior to the last date of attendance).

## Withdrawing On or After the 60-percent Point in the Semester Charges

The student will be charged in full.

### Financial Aid

The student will receive full financial aid (assuming the student has completed all requirements and his or her admission file and financial aid file are complete prior to the last date of attendance).

## The Federal Government's "Return to Title IV" (R2T4) Policy

If a student withdraws from all courses in a traditional 15-week semester, or doesn't complete all the sessions of a modular (sequential) course schedule, in some cases the student only earns a portion of the financial aid already received. APU is required by federal law to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the federal government's Title IV programs.

## Traditional 15-Week Semester R2T4 Policy

The percentage of Title IV financial aid earned is determined by dividing the number of days the student completed in the semester, by the total number of days in the term. If the student attended 60 percent or more of the days in the semester, the student may keep all of the aid originally received. If less than 60 percent, the government determines how much Title IV aid the student earned (the percentage multiplied by the total amount of Title IV aid received).

### Example

If there were 109 total days in the semester and the student completed 54 days, the student would earn 49.5 percent of the Title IV aid received ( $54/109 = 49.5$  percent).

In the example, the student originally received the following federal awards for the semester:

Unsubsidized Direct Loan	\$3,484
Subsidized Direct Loan	\$2,737
Pell Grant	\$1,250
Total Federal Aid	\$7,471

Per the government's formula, the student earned \$3,698 ( $49.5$  percent  $\times$   $\$7,471 = \$3,698$ ):

Unsubsidized Direct Loan	\$0
Subsidized Direct Loan	\$2,448
Pell Grant	\$1,250
Total Federal Aid Earned	\$3,698

Next, APU determines the amount of aid that must be returned to the Title IV programs (total federal aid originally received minus aid earned).

Total Federal Aid Originally Received	\$7,471
Total Federal Aid Earned	– \$3,698
Total Federal Aid to be Returned	\$3,773

The student is responsible for any owing balance this may cause on the student's APU account.



## Treatment of Unofficial Withdrawals

If a student fails to officially withdraw, and receives a combination of all *F*s, *FN*s, *IN*s and *NC*s as grades for the semester, the Department of Education considers the student to have unofficially withdrawn from classes. APU is required to investigate and determine when the student actually last attended class, and then perform the required R2T4 calculation. If the date of withdrawal cannot be confirmed, the R2T4 calculation is computed using a 50-percent completion rate. This process is usually completed well after the end of the semester, once grades are submitted.

## Students Making Class Changes

Students may add and/or drop classes until the last day to change registration. This date is listed on the academic calendar. After the final add/drop date, there will be no refunds given for class withdrawals.

## Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, certificates, or transcripts until all financial obligations (including Perkins Loans) have been satisfied in accordance with APU financial policies. Any diploma, grades, certificates, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

The university reserves the right to make any changes in institutional refund policies, fees, and expenses without notice.

## Student Employment

The Office of Student Employment is a referral service for APU students. Student employment is a vital part of college life. It is estimated that nearly 60 percent of all Azusa Pacific students work as a means of partially meeting college costs.

Students may apply to work on or off campus. If eligible, they may obtain work through the Federal Work Study Program. (See “Types of Financial Aid.”) No job is guaranteed; students are responsible for securing their own jobs. Job availability is dependent upon a good match between the employer’s needs and the student’s schedule and qualifications. Blocks of at least two consecutive hours of available time are usually required.

## Financial Aid

This section covers:

1. How to apply
2. Types of financial aid offered
3. Policies

## How to Apply for Financial Aid

### Step 1:

Complete a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov). APU’s school code is 001117.

**Priority Deadline:** March 2 (prior to upcoming fall semester)

**Suggested Deadline:** As soon as possible after January 1 (prior to upcoming fall semester)

### Step 2:

Apply for admission to APU. Shortly after admission, students are reviewed for financial aid eligibility.

### Step 3:

Return all documents as requested. To finalize eligibility, the student’s admissions and financial aid file must be complete.\*

**Priority Deadline:** April 30 (prior to upcoming fall semester)

\*If the student’s admissions and/or financial aid file is still incomplete when school begins, all financial aid may be removed, and the student may no longer be eligible to receive any aid for that semester. See the “Deadlines” policy later in this chapter, under “Financial Aid Policies.”

## Types of Financial Aid

The following types (or sources) of financial aid are available:

1. Federal (provided by the U.S. government)
2. State (provided by the state of California)
3. Institutional (provided by APU)
4. Outside scholarships (provided by organizations, businesses, etc.)
5. Alternative/private loans

Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

## Federal Aid

To apply for federal aid, students must complete the FAFSA.

Federal aid is categorized as:

1. Grants (free money)
2. Work study (paycheck from a job)
3. Loans (which have to be paid back)

To be eligible for and continue receiving federal aid, students must meet the eligibility requirements set forth by the U.S. Department of Education. The information provided below is a general overview of the programs provided. For further information on federal aid programs, the amounts, and their qualifications and restrictions, please refer to the Department of Education’s website at [federalstudentaid.ed.gov](http://federalstudentaid.ed.gov).

## FINANCIAL INFORMATION

### Grants

Please note: Beginning with the 2011–12 school year, the federal government no longer awards Academic Competitiveness Grants or SMART Grants. The government has discontinued these grant programs. This applies to all students, new and continuing.

### Pell Grant

The Pell Grant is awarded to eligible students who have met a financial need requirement as determined by the correct Expected Family Contribution (EFC) on the FAFSA.

### Qualifications

1. Financial need requirement (as determined by the FAFSA)
2. Has not previously received a bachelor's degree
3. Enrolled at least part time

### Yearly Amounts

1. Varies from \$605–\$5,645\* for the 2013–14 school year

\*Amount depends upon EFC and enrollment (award amount is prorated if enrolled less than full time)

### Disbursement

Once the student's admissions and financial aid files are complete, the Pell Grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must have remaining eligibility in the Pell Grant program. The student must be enrolled at least part time (3 units per semester). The student must also maintain Satisfactory Academic Progress (SAP).

### Supplemental Educational Opportunity Grant (SEOG)

The extremely limited funds for the SEOG are awarded to the neediest students as determined by the FAFSA based on exceptional need until the funds run out.

### Qualifications

1. Extreme financial need requirement (as determined by the FAFSA). For 2013–14, the EFC cannot exceed 500.
2. Student has not previously received a bachelor's degree
3. Eligible for a Pell Grant

### Yearly Amount

1. Up to \$2,000 (\$1,000/semester). Amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent, 1–5 units at 25 percent).

### Disbursement

Once the student's admissions and financial aid files are complete, the SEOG usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must complete the FAFSA as soon after January 1 as possible. The student must meet the extreme financial need requirement (and the other qualifications listed above). This grant is awarded based on exceptional need until funds run out. There is no guarantee that the student will continue to receive this award in subsequent years. The student must also maintain Satisfactory Academic Progress (SAP).

### Work Study

#### Federal Work Study (FWS)

FWS enables students to earn part of their financial aid award through employment. Federal regulations allow the university to offer qualified students a certain amount of college work-study earnings.

**This money is not gift aid, but is an opportunity for students to work and have part of their salary paid by the federal government.**

Any student participating in the FWS program will be paid directly through the on-campus student payroll. Base-rate pay on campus is minimum wage. Individual earnings are not credited to the student's APU account, but paid directly to the student. FWS earnings are taxable.

### Qualifications

1. Financial need requirement as determined by the FAFSA and other financial aid received
2. Hired and satisfactorily working in a FWS eligible position (certain religious-related positions are not eligible) APU reserves the right to alter the amount of FWS offered.

### Loans

#### Direct PLUS Loan for Parents

The Direct PLUS Loan is a low-interest loan (fixed 7.9 percent) borrowed directly from the U.S. government that parents can apply for to help their dependent student pay for college.

### Yearly Amounts

The parent can borrow any amount up to the student's cost of attendance, minus any other aid the student is receiving. If the parent is denied a PLUS Loan, the student can then take out an additional Direct Unsubsidized Loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

### How to Apply (all students)

1. Complete the 2013–14 FAFSA.
2. Complete the 2013–14 Parent PLUS Loan Worksheet.

### New Borrowers Must Also:

3. Complete a Direct PLUS Loan Master Promissory Note (MPN) online at [www.studentloans.gov](http://www.studentloans.gov).

### Disbursement

Once the student's admissions and financial aid files are complete, the PLUS Loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must be enrolled at least half time (6 units per semester). The student must also maintain Satisfactory Academic Progress (SAP).





### Repayment

Repayment on the PLUS Loan usually begins 60 days after the loan has been fully disbursed (after the second disbursement in early January for most students). In some cases, payment can be delayed by deferment or forbearance. See [studentloans.gov](http://studentloans.gov) for more information.

### Direct Loan for Students

The Direct Loan is a low-interest loan (6.8 percent or less) borrowed directly from the U.S. government designed to help students pay for college. Depending on eligibility as determined by the FAFSA, the student may be offered a subsidized and/or unsubsidized loan. Subsidized means that the government will pay the interest on the loan while the student is in school. Unsubsidized means that the student is responsible to pay the interest on the loan while in school.

### Yearly Amounts

- Freshmen (0–27 units): \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores (28–59 units): \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and seniors (60+ units): \$7,500 (up to \$5,500 of which may be subsidized)

If the student is independent or the parent is denied a PLUS Loan, the student can take out an additional Unsubsidized Loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

### How to Apply (all students)

1. Complete the 2013–14 FAFSA.
2. Accept Loan(s) through [home.apu.edu](http://home.apu.edu).

### New Borrowers Must Also:

3. Complete Direct Loan entrance counseling online at [www.studentloans.gov](http://www.studentloans.gov).
4. Complete a Direct Loan Master Promissory Note (MPN) online at [www.studentloans.gov](http://www.studentloans.gov).

### Disbursement

Once the student's admissions and financial aid files are complete, and the student has completed the Direct Loan application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must have remaining eligibility in the Direct Loan program. The student must be enrolled at least half time (6 units) per semester.

The student must also maintain Satisfactory Academic Progress (SAP).

### Repayment

Repayment usually begins six months after the student either drops below half time (6 units is half time), withdraws, or graduates from college.

### Perkins Loan for Students

The Perkins Loan is a low-interest loan (5 percent) designed to help students pay for college. The extremely limited funds for the Perkins Loan are awarded based on exceptional need until funds run out.

### Qualifications

1. Extreme financial need requirement as determined by the FAFSA. For 2013–14, the EFC cannot exceed 500.
2. Student has not previously received a bachelor's degree

### Yearly Amount

1. Up to \$3,000 (\$1,500/semester). Amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent, 1–5 units at 25 percent).

### How to Apply\*

1. Complete the 2013–14 FAFSA.
2. Accept the Perkins Loan through [home.apu.edu](http://home.apu.edu).

### New Borrowers Must Also\*:

3. Complete Perkins Loan entrance counseling.
4. Complete a Perkins Loan Master Promissory Note (MPN).

\*More information on the application process will be provided to all eligible students.

### Disbursement

Once the student's admissions and financial aid files are complete, and the student has completed the Perkins Loan application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must complete the FAFSA as soon after January 1 as possible (prior to the upcoming fall semester). The student must meet the extreme financial need requirement (and the other qualifications listed above). This loan is awarded based on exceptional need until funds run out. There is no guarantee that the student will continue to receive this loan in subsequent years. The student must have remaining eligibility in the Perkins Loan program.

The student must also maintain Satisfactory Academic Progress (SAP).

### Repayment

Repayment begins nine months after the student either drops below half-time (6 units is half time), withdraws, or graduates from college.

### State Aid

Each year, the state of California invests millions of dollars in helping the state's residents achieve their higher education goals. Of the programs offered, the most common are the Cal Grant A, Cal Grant B, and Chafee Grant. These funds are not guaranteed. The state reserves the right to change, reduce, or eliminate any of the programs described below based on state law and budget limitations.

State Aid is available in three categories:

1. Cal Grant A
2. Cal Grant B
3. Chafee Grant for Foster Youth

The following information is a general guideline. For more information and for any changes or revisions, please visit [www.calgrants.org](http://www.calgrants.org) and [www.csac.ca.gov](http://www.csac.ca.gov). Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

## FINANCIAL INFORMATION

### Cal Grant A

First-time recipients: See the information below. (Contact the California Student Aid Commission for specific details.)

#### Qualifications

1. California resident
2. Graduated from a California high school
3. 3.0 high school GPA
4. Family's income and assets are under ceilings established for that year
5. Enrolled at least half time
6. Student is not already receiving a scholarship/grant that covers the price of tuition.

#### Yearly Amount

At APU, the estimated amount is \$9,084 for the 2013–14 school year (\$4,542/semester). Award amount will be prorated if the student is enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

#### How to Apply

1. Complete the FAFSA for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form for the appropriate school year by the March 2 deadline prior to fall enrollment.

#### Disbursement

Once the student's admissions and financial aid files are complete, the Cal Grant A usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

#### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester
2. Must maintain Satisfactory Academic Progress
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received the student must have sufficient financial need per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

**Renewal recipients:** See the information below. (Contact the California Student Aid Commission for specific details.)

#### Qualifications

1. Must have met the qualifications to receive the grant in a previous school year
2. Must be enrolled at least half time (6 units) per semester
3. Must maintain Satisfactory Academic Progress
4. Must have remaining eligibility per the state
5. Must meet the state's financial eligibility requirements
6. In conjunction with other scholarships/grants received, the student must have sufficient financial need per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.
7. Student is not already receiving a scholarship/grant that covers the price of tuition.

### Yearly Amount

Full award amount offered is determined by the state. Award amount will be prorated if the student is enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent). The amount also may be reduced or eliminated if any of the above qualifications are not met.

#### How to Apply

Complete the FAFSA for the appropriate school year prior to fall enrollment.

#### Disbursement

Once the student's admissions and financial aid files are complete, the Cal Grant A usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

#### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester
2. Must maintain Satisfactory Academic Progress
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

### Cal Grant B

First-time recipients: See the information below. (Contact the California Student Aid Commission for specific details.)

#### Qualifications

1. California resident
2. Graduated from a California high school
3. Student's high school GPA meets the requirement set by the state.
4. Family's income and assets are under ceilings established by CSAC for that school year
5. Enrolled at least half time
6. Student is not already receiving a scholarship/grant that covers the price of tuition

#### Yearly Amount

Students in their first year of college typically are only offered the Cal Grant B Access/Subsistence award of \$1,473 for the 2013–14 school year (\$737 one semester, \$736 the next). Award amount will be prorated if the student is enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

#### How to Apply

1. Complete the FAFSA for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form for the appropriate school year by the March 2 deadline prior to fall enrollment.

#### Disbursement

Once the student's admissions and financial aid files are complete, the Cal Grant B and/or B Access/Subsistence award usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

**To Retain Eligibility**

1. Must be enrolled at least half time (6 units) per semester
2. Must maintain Satisfactory Academic Progress
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

**Renewal recipients:** See the information below. (Contact the California Student Aid Commission for specific details.)

**Qualifications**

1. Must have met the qualifications to receive the grant in a previous school year
2. Must be enrolled at least half time (6 units) per semester
3. Must maintain Satisfactory Academic Progress
4. Must have remaining eligibility per the state
5. Must meet the state's financial eligibility requirements
6. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.
7. Student is not already receiving a scholarship/grant that covers the price of tuition.

**Yearly Amount**

After the initial year, Cal Grant B recipients are generally eligible to receive the full Cal Grant B award, estimated to be \$9,084 for the 2013–14 school year (\$4,542/semester), in addition to the Cal Grant B Access/Subsistence award of \$1,473. Award amounts will be prorated if the student is enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

**How to Apply**

Complete the FAFSA for the appropriate school year prior to fall enrollment.

**Disbursement**

Once the student's admissions and financial aid files are complete, the Cal Grant B and/or B Access/Subsistence award usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

**To Retain Eligibility**

1. Must be enrolled at least half time (6 units) per semester
2. Must maintain Satisfactory Academic Progress
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

**How the Cal Grant B Access/Subsistence Award is Processed at APU**

The access grant is designated for costs including living expenses, transportation, supplies, and books. Azusa Pacific University policy states that all access grants will be transferred directly to the student's institutional account and applied toward any owing balance. The student has the right to request in writing a direct refund of the access grant and that it be excluded from paying the outstanding balance on the student account. If the written request is received after the access grant has already been applied to the student account, any future access grants will be awarded directly to the student. Please note: This may cause an outstanding balance on the student's account. An outstanding balance will prevent class registration.

**Chafee Grant for Foster Youth**

Please contact the California Student Aid Commission (CSAC) for more information on the qualifications needed, how to apply, yearly amounts, and disbursement information. For more information, please visit <http://csac.ca.gov>.

**Institutional Aid**

Azusa Pacific University is pleased to receive scholarship support from many individual donors, as well as from foundations and corporations. These scholarship dollars are then awarded by the university according to directives of the donors (if any). The student, as a scholarship recipient, may be asked to write a letter of appreciation to the donor or organization who provided the scholarship money. The student may also be asked to attend a luncheon with the donor or organization representatives. As stewards of these financial investments into the lives of students, the university wishes to thank donors personally and with integrity. By accepting the scholarship award, the student is also agreeing to express appreciation if asked to do so.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. Unless otherwise noted, award amounts listed are for a student enrolled full time.

Institutional aid can be separated into three categories:

1. Academic Scholarships
2. Need-based Awards
3. Participatory/Other Awards

For information regarding academic and need-based awards offered to students who began enrollment at APU in 2007–08, please visit [www.apu.edu/ugsfs/apuscholarships/2007-08/](http://www.apu.edu/ugsfs/apuscholarships/2007-08/).

For information regarding academic and need-based awards offered to students who began enrollment at APU in 2006–07 or prior, please visit [www.apu.edu/ugsfs/apuscholarships/2006-07/](http://www.apu.edu/ugsfs/apuscholarships/2006-07/).

Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

**Academic Scholarships for First-time Freshmen Who Began Enrollment Fall 2008 or After**

All academic scholarships are based on GPA and standardized test scores at the time of admittance. SAT or ACT writing section scores are not considered. Academic scholarships cannot be re-earned if lost due to a low GPA, nor can a student qualify for a different academic scholarship while at APU.

Students entering APU directly from high school or having completed fewer than 12 units of college work at the point of admission to the university are considered for the following award categories.

## FINANCIAL INFORMATION

### Trustees' Scholarship

#### Qualifications

1. 3.9+ weighted high school GPA, and
2. 1,300+ on the SAT I (Critical Reading and Math sections only) or a 30+ on the ACT

#### Deadlines

1. Submit a complete APU undergraduate application by the Early Action deadline of November 15, and
2. Submit a complete Trustees' Scholarship application by December 15.

#### Yearly Amount

Full tuition (awarded to five first-time freshmen who are interviewed and selected by the Trustees' Scholarship Committee)

#### How to Apply

Download, print, complete, and submit the Trustees' Scholarship Application at [www.apu.edu/live\\_data/files/222/trustees\\_scholarship\\_application.pdf](http://www.apu.edu/live_data/files/222/trustees_scholarship_application.pdf).

#### Disbursement

Once the student's admissions and financial aid files are complete, this scholarship usually disburses into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years

#### To Retain Eligibility

1. Must maintain at least a 3.0 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

### President's Scholarship

#### Qualifications

Eligibility for this award is based on a sliding scale to accommodate various combinations of GPAs and test scores. Qualifying students are generally in the top 10 percent of the incoming class with an approximate 3.9 GPA and test scores near 1,300 for the SAT I or 30 for the ACT. Each case is evaluated individually.

#### Yearly Amount

\$10,000 (\$5,000 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

#### Disbursement

Once the student's admissions and financial aid files are complete, this scholarship usually disburses into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years

#### To Retain Eligibility

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

### Deans' Scholarship

#### Qualifications

Eligibility for this award is based on a sliding scale to accommodate various combinations of GPAs and test scores. Qualifying students are generally in the top 20 percent of the incoming class with an approximate 3.7 GPA and test scores near 1,200 for the SAT I or 27 for the ACT. Each case is evaluated individually.

#### Yearly Amount

Admitted to APU fall 2013 or after: \$9,000 (\$4,500 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

Admitted to APU prior to fall 2013: \$8,000 (\$4,000 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

#### Disbursement

Once the student's admissions and financial aid files are complete, this scholarship usually disburses into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years

#### To Retain Eligibility

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

### Director's Scholarship

#### Qualifications

Eligibility for this award is based on a sliding scale to accommodate various combinations of GPAs and test scores. Qualifying students generally come in with an approximate 3.5 GPA and test scores near 1,100 for the SAT I or 25 for the ACT. Each case is evaluated individually.

#### Yearly Amount

\$7,000 (\$3,500 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

#### Disbursement

Once the student's admissions and financial aid files are complete, this scholarship usually disburses into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years

#### To Retain Eligibility

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

**Founder's Award****Qualifications**

Eligibility for this award is based on a sliding scale to accommodate various combinations of GPAs and test scores. Qualifying students generally come in with an approximate 3.3 GPA and test scores near 1,050 for the SAT I or 23 for the ACT. Each case is evaluated individually.

**Yearly Amount**

\$6,000 (\$3,000 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

**Disbursement**

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

Up to four years

**To Retain Eligibility**

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

**Academic Scholarships for Transfer Students Who Began Enrollment Prior to Fall 2012**

Transfer academic scholarships are awarded to qualified admitted students who have completed 12 or more semester units in college by the time of their acceptance to the university. Academic scholarships cannot be re-earned if lost due to a low GPA, nor can a student qualify for a different academic scholarship while at APU.

**Transfer I Scholarship****Qualifications**

Cumulative college GPA of 3.5 or higher at the time of admission to APU

**Yearly Amount**

\$5,000 (\$2,500 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

**Disbursement**

Once the student's admissions and financial aid files are complete, this scholarship usually disburses into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

Up to four years

**To Retain Eligibility**

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

**Transfer II Scholarship****Qualifications**

Cumulative college GPA of 3.0–3.449 at the time of admission to APU

**Yearly Amount**

\$4,000 (\$2,000 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

**Disbursement**

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

Up to four years

**To Retain Eligibility**

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

**Academic Scholarships for Transfer Students Who Began Enrollment Fall 2012 or After**

Transfer academic scholarships are awarded to qualified admitted students who have completed 12 or more semester units in college by the time of their acceptance to the university. Academic scholarships cannot be re-earned if lost due to a low GPA, nor can a student qualify for a different academic scholarship while at APU.

**Transfer I Scholarship****Qualifications**

Cumulative college GPA of 3.5 or higher at the time of admission to APU

**Yearly Amount**

\$7,000 (\$3,500 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

**Disbursement**

Once the student's admissions and financial aid files are complete, this scholarship usually disburses into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

Up to four years

**To Retain Eligibility**

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

**Transfer II Scholarship****Qualifications**

Cumulative college GPA of 3.0–3.449 at the time of admission to APU

**Yearly Amount**

\$6,000 (\$3,000 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent).

## FINANCIAL INFORMATION

### Disbursement

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

### Renewability

Up to four years

### To Retain Eligibility

1. Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester)
2. The student must also maintain Satisfactory Academic Progress (SAP).

### Need-based Awards (for students who began enrollment fall 2008 or after)

#### APU Grant

For students with considerable financial need, Azusa Pacific University invests millions of dollars annually to partner with families working to bridge the gap of affording the one-of-a-kind, transformational educational experience provided here.

#### Qualifications

Based on financial need as determined by the FAFSA, the APU Grant is calculated on Cost of Attendance, less other resources available to the student. Eligibility for this award may change if new information is received. The student must be enrolled at least half time.

#### Yearly Amount

Up to \$10,000 (\$5,000 per semester) depending on financial need and available resources. The amount offered will be prorated if the student is attending less than full time (9–11 units at 75 percent, 6–8 units at 50 percent). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

#### How to Apply

Complete the FAFSA as soon after January 1 as possible, prior to the upcoming fall semester.

#### Disbursement

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years. The award may be reevaluated from year to year to determine continuing eligibility based on an assessment of the student's continuing financial need. Eligibility for this award may change if new information is received.

#### To Retain Eligibility

The student must maintain Satisfactory Academic Progress (SAP).

#### Bishop Dixon Scholarship

Dependent on continued funding, a few students with considerable financial need who embody APU's four cornerstones are selected to receive the Bishop Dixon Scholarship.

#### Qualifications

Based on significant financial need as determined by the FAFSA, the recipients are chosen by the Bishop Dixon Scholarship committee. The student must be enrolled at least half time.

### Yearly Amount

The Bishop Dixon Scholarship will cover the remaining amount of the following charges on the recipient's APU student account not already covered by federal, state, and institutional aid: tuition, room, board, university service fee, health fee, parking fee, music fee, science lab fee, other mandatory fees, and up to \$2,000/year (\$1,000/semester) toward books and supplies.

Fines, Health Center charges, and Computer Store purchases are not covered. Certain restrictions may necessitate the reduction or elimination of federal and/or state grants. See "Financial Aid Policies" for more information.

### How to Apply

Complete the FAFSA as soon after January 1 as possible, prior to the upcoming fall semester. Eligible recipients will be notified by the Bishop Dixon Scholarship Committee.

### Disbursement

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

### Renewability

Up to four years. The award may be reevaluated from year to year to determine continuing eligibility based on an assessment of the student's continuing financial need. Eligibility for this award may change if new information is received.

### To Retain Eligibility

The student must maintain Satisfactory Academic Progress (SAP).

### Mestad Scholarship

Dependent on continued funding, a few students with considerable financial need who embody APU's four cornerstones are selected to receive the Mestad Scholarship.

#### Qualifications

Based on significant financial need as determined by the FAFSA, the recipients are chosen by the Mestad Scholarship Committee. The student must be enrolled at least half time.

#### Yearly Amount

Amount varies. Institutional, state, and/or federal aid may be reduced or eliminated in order to add the Mestad Scholarship.

#### How to Apply

Complete the FAFSA as soon after January 1 as possible, prior to the upcoming fall semester. Eligible recipients will be notified by the Mestad Scholarship Committee.

#### Disbursement

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years. The award may be reevaluated from year to year to determine continuing eligibility based on an assessment of the student's continuing financial need. Eligibility for this award may change if new information is received.

#### To Retain Eligibility

The student must maintain Satisfactory Academic Progress (SAP).

## Participatory/Other Awards

### Athletic Scholarships

Athletic scholarships are offered to many students who qualify to participate in a university athletic program.

#### Yearly Amount

Athletic scholarships vary in amount. On rare occasions, the amount of the athletic scholarship originally offered by the coaching staff may be reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

#### How to Apply

Online recruitment forms are available for the following programs: football, baseball, men’s basketball, women’s basketball, men’s soccer, women’s soccer, track and field/cross country, volleyball, and acrobatics and tumbling. The coaching staff for softball, women’s swimming and diving, men’s and women’s tennis, and women’s water polo prefer to receive direct emails from all interested students with pertinent information concerning their athletic history. Game footage is welcomed when available and requested by the coaching staff. An email directory of the coaching staff can be found at [www.apu.edu/athletics/directory/](http://www.apu.edu/athletics/directory/).

#### Disbursement

Once the student’s admissions and financial aid files are complete, the award usually disburses into the student’s APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Every scholarship is awarded on an annual basis. Renewability is at the coaching staff’s discretion. Eligibility for this award may change if new information is received.

#### To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the NCAA and the university.

### Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship

This scholarship was established to recognize the 15-year partnership that Nancy Moore, associate superintendent for Azusa Unified School District, developed with APU. Moore was instrumental in initiating a variety of youth education and community service programs.

This scholarship distinguishes a student who displays Nancy Moore’s dedication to education and community service. Up to five high school students and two Citrus College students (alumni of the two high schools listed below) will be chosen as recipients.

#### Qualifications

1. The Celebrate Azusa Citizens Scholarship is for students that currently attend Azusa, Gladstone, or Sierra High School and plan to enroll at APU, or for graduates of these schools who attend Citrus College.
2. Admitted to APU before March 2
3. Reside in the Azusa Unified School District boundaries
4. Have a strong Christian commitment
5. Have a passion for Azusa community service involvement
6. Proven leadership skills (e.g., volunteer work in the city of Azusa; participated in co-curricular activities in high school, and/or athletics, youth group, ASB, or other worthy group activities)
7. Complete a FAFSA for the appropriate year by March 2, and demonstrate financial need as determined by the FAFSA.

#### Yearly Amount

Up to \$5,000 (\$2,500 per semester). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

#### How to Apply

1. Complete the FAFSA as soon after January 1 as possible, prior to the upcoming fall semester.
2. Contact the Office of Undergraduate Admissions at APU for more information.

#### Disbursement

Once the student’s admissions and financial aid files are complete, the award usually disburses into the student’s APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years (depending on your grade level when you first enrolled at APU). Eligibility for this award may change if new information is received.

#### To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (SAP).
2. Maintain at least a 2.7 cumulative GPA at APU.
3. Enroll in at least 12 units each semester at APU.
4. Donate at least 10–15 hours/week each semester at APU through the Center for Student Action.
5. Participate in the Azusa Scholars Program.

### Forensics Scholarships

Forensics scholarships are available to top-performing students participating in APU’s nationally recognized forensics program. For more information on the forensics program, please contact the program director, Amy Jung, at (626) 815-6000, Ext. 3716 or [ajung@apu.edu](mailto:ajung@apu.edu).

#### Yearly Amount

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

#### How to Apply

Contact the Forensics program director, Amy Jung, at (626) 815-6000, Ext. 3716 or [ajung@apu.edu](mailto:ajung@apu.edu).

#### Disbursement

Once the student’s admissions and financial aid files are complete, the award usually disburses into the student’s APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Check with the Forensics program director for potential renewability. Eligibility for this award may change if new information is received.

#### To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the Forensics program.

## FINANCIAL INFORMATION

### High Desert Nursing Scholarship

The following information applies to students admitted to the High Desert Nursing program prior to fall 2013. Students admitted summer 2013 or after should contact the School of Adult and Professional Studies for pricing and financial aid information.

#### Yearly Amount

Up to \$11,200 if full-time (\$5,600/fall and \$5,600/spring; no scholarship in summer, due to the tuition discount offered for summer courses). Award amount will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent). Students in the High Desert Nursing Program will not be eligible for any other scholarships or grants from APU. And on rare occasions, the High Desert Nursing Scholarship amount originally offered may also be reduced or eliminated due to federal, state, and/or institutional policies. See the “Financial Aid Stacking” policy in the following section for more information on possible restrictions.

#### Disbursement

Once the student’s admissions and financial aid files are complete, the award usually disburses into the student’s APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

The High Desert Nursing Scholarship is renewable for up to two years. APU reserves the right to revise and/or eliminate the scholarship in future semesters, without notice.

#### To Retain Eligibility

The student must maintain Satisfactory Academic Progress (SAP).

### The Kern Center for Vocational Ministry Scholarship

The Kern Center for Vocational Ministry Scholarship (KCVM) is awarded to select undergraduate students preparing to serve God in vocational pastoral ministry.

#### Yearly Amount

Awards given to incoming freshmen:

First and Second Years: \$1,000 per year (\$500/semester)

Third and Fourth Years: \$2,000 per year (\$1,000/semester)

All other recipients:

\$2,000 per year (\$1,000/semester)

On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

#### How to Apply

Download, complete, and return the application form along with two recommendation forms. Return all forms per the instructions on each form by the date specified. Late applications will not be accepted. For more information, visit [www.apu.edu/ministryasvocation/scholarships/](http://www.apu.edu/ministryasvocation/scholarships/).

#### Disbursement

Once the student’s admissions and financial aid files are complete, the award usually disburses into the student’s APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Check with the Kern Center program director for potential renewability. Eligibility for this award may change if new information is received.

#### To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the Kern Center.

### Multi-Ethnic Leadership Scholarship

Every year, six first-time freshmen are chosen as recipients of the Multi-Ethnic Leadership (MEL) Scholarship. The MEL Scholarship is awarded to carefully screened applicants who meet the high school GPA requirement, demonstrate strong leadership abilities in high school, and who will actively pursue and advocate diversity on campus through a leadership position.

#### Qualifications

1. First-time freshman, with at least a 3.2 high school GPA
2. Strong leadership ability
3. Desire and willingness to actively pursue and advocate diversity on campus

#### Yearly Amount

Amount varies. Please check with the Office of Multi-Ethnic Programs for more information. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

#### How to Apply

Submit a completed MEL Scholarship Application by February 1. For more information, visit [www.apu.edu/mep/scholarship/](http://www.apu.edu/mep/scholarship/).

#### Disbursement

Once the student’s admissions and financial aid files are complete the award usually disburses into the student’s APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Up to four years. Eligibility for this award may change if new information is received.

#### To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the Office of Multi-Ethnic Programs.

### Music Scholarships

Music scholarships are available to students with exceptional musical talent as well as for participation in a variety of music groups.

#### Yearly Amount

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

#### How to Apply

For more information on the audition process for the music program, please visit [www.apu.edu/music/ensembles/auditions/](http://www.apu.edu/music/ensembles/auditions/).



**Disbursement**

Once the student's admissions and financial aid files are complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

Check with the School of Music for potential renewability. Eligibility for this award may change if new information is received.

**To Retain Eligibility**

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the School of Music.

**Post-9/11 APU Yellow Ribbon Award**

Set up as a matching program between the VA and universities, the Yellow Ribbon program helps make a college education more affordable for eligible students. It is designed to help cover the cost of tuition and mandatory fees not covered by the GI Bill, up to the maximum award amount designated by the university.

**Qualifications**

Must be certified as eligible per the VA Department, as well as by APU's VA certifying official. For more information on the GI Bill and the VA Yellow Ribbon program, please visit [www.gibill.va.gov](http://www.gibill.va.gov).

**Yearly Amount**

Up to \$14,000 for the 2013–14 school year. A student participating in the APU Yellow Ribbon program will not be eligible to receive any additional APU scholarships or grants. State policies may also reduce or eliminate state grants (including the Cal Grant).

**How to Apply**

1. Submit an eligibility request to the VA.
2. Contact APU's VA certifying official in the Office of Military and Veterans Education Benefits and complete the application steps needed.

**Disbursement**

Once the student's admissions and financial aid files are complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

**Other Important Information**

1. Should a student drop or withdraw from a class, the federal government will not pay the GI Bill towards that course. The student will be responsible for any outstanding balance created from dropping or withdrawing from a course.
2. The student will be responsible for any outstanding charges not covered by the GI Bill, VA Yellow Ribbon, or APU Yellow Ribbon awards.

**Stauffer Fellowships**

APU awards up to two fellowships to students who have advanced standing in the chemistry major or biochemistry major.

**Yearly Amount**

Fellowship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

**How to Apply**

Please direct inquiries to the Department of Biology and Chemistry or [ahodges@apu.edu](mailto:ahodges@apu.edu).

**Disbursement**

Once the student's admissions and financial aid files are complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

This is a competitive award; applications are reviewed annually by the Department of Biology and Chemistry for potential renewability. Eligibility for this award may change if new information is received.

**To Retain Eligibility**

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the Department of Biology and Chemistry.

**Theater Scholarships**

Scholarships are available to students participating in APU's theater program.

**Yearly Amount**

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

**How to Apply**

For information on audition opportunities and scholarship requirements, please visit [www.apu.edu/clas/theaterfilmtv/scholarships/](http://www.apu.edu/clas/theaterfilmtv/scholarships/).

**Disbursement**

Once the student's admissions and financial aid files are complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

**Renewability**

Check with the Department of Theater, Film, and Television for potential renewability. Eligibility for this award may change if new information is received.

**To Retain Eligibility**

1. The student must maintain Satisfactory Academic Progress (SAP).
2. The student must meet the requirements established by the Department of Theater, Film, and Television.

**Underwriting Organizations for Institutional Aid**

Some organizations contribute funds that are used to underwrite APU institutional aid. Among these foundations and corporations are the following:

- Bargaehr Family Foundation
- Barnabas Foundation
- Fuller Foundation
- George H. Mayr Foundation
- IHS Foundation
- James L. Stamps Foundation, Inc.
- John Stauffer Charitable Trust
- The Ahmanson Foundation
- The Ann Peppers Foundation
- The Community Foundation, serving Riverside and San Bernardino Counties
- The Hugh and Hazel Darling Foundation
- The Rose Hills Foundation
- William Randolph Hearst Foundation

## FINANCIAL INFORMATION

### Outside Aid

All students are required to report all resources known or expected to be available to them during the period for which they seek financial assistance. These resources include, but are not limited to: scholarships, fellowships, stipends, unemployment earnings (including spouse's where applicable), and tuition reimbursement.

Failure to report these resources can result in delays in receiving financial aid, cancellation of awards, or the return of funds already received.

Should any new resources become available, the student is required to report this information to One Stop | Undergraduate Enrollment Services Center. Withholding or concealing information about these resources may constitute fraud, as the student may be receiving financial aid to which he or she is not entitled.

Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up being reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

### Ebell of Los Angeles Scholarships

The Ebell of Los Angeles offers scholarships to eligible L.A. County residents. For more information, please visit [www.ebellla.com](http://www.ebellla.com).

### Post-9/11 GI Bill and VA Yellow Ribbon

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the VA or visit [www.gibill.va.gov](http://www.gibill.va.gov).

### Air Force ROTC (Reserve Officers' Training Corps) Scholarship Yearly Amount

These competitive one- to four-year scholarships are valued at up to 100 percent of tuition and fees and are available to qualified applicants. Additionally, students may be eligible to receive money to cover the cost of books as well as a monthly, tax-free stipend of up to \$500.

### On-campus Room and Board Scholarship

APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. The maximum yearly amount is \$9,000 (\$4,500 per semester) for the 2013–14 school year. The scholarship is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus. To be eligible for the board portion, the recipient must sign up for a Block Meal Plan. Students are encouraged to carefully choose their housing and meal plan options in an effort to keep their cost under the maximum scholarship amount per semester.

#### How to Apply

For further information, see the "Academic Programs" section of this catalog, or contact the University of Southern California Department of Aerospace Studies at (213) 740-2670 or visit the website at [www.usc.edu/dept/afrotc/](http://www.usc.edu/dept/afrotc/).

#### Disbursement

The Air Force will send scholarship funds to APU and to the student (if applicable) when it processes its scholarship awards (timing varies). For students eligible to receive the APU ROTC Room and Board Scholarship, once the student's admissions and financial aid files are complete, the award will usually disburse into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Check with an Air Force representative for all applicable requirements. Eligibility for these awards may change if new information is received.

#### To Retain Eligibility

1. The student must meet all requirements set forth by the Air Force ROTC program.
2. The student must also maintain Satisfactory Academic Progress (SAP).

### Army ROTC (Reserve Officers' Training Corps) Scholarship

Students may compete for four-year Army ROTC scholarships in their junior and senior year of high school (Early Action and Regular Decision). Current APU students may also compete for three-and-a-half-, three-, and two-year scholarships to complete their studies.

#### Yearly Amount

Each year, recipients receive from the Army a full-tuition and mandatory fees scholarship, \$1,200 for books, and a tiered, tax-free stipend ranging from \$300 to \$500 per month.

### On-campus Room and Board Scholarship

APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. The maximum yearly amount is \$9,000 (\$4,500 per semester) for the 2013–14 school year. The scholarship is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus. To be eligible for the board portion, the recipient must sign up for a Block Meal Plan. Students are encouraged to carefully choose their housing and meal plan options in an effort to keep their cost under the maximum scholarship amount per semester.

#### How to Apply

The scholarship application can be found at [www.goarmy.com/rotc/](http://www.goarmy.com/rotc/). The online application period begins in the fall. Thereafter, applicants can apply directly to the Department of Military Science and Leadership at Claremont McKenna College. For further information, see the "Academic Programs" section of this catalog, or contact the Claremont McKenna College Military Science and Leadership Department, Bauer Center South room 101, (909) 621-8102, or visit the website at [www.cmcarmyrotc.com](http://www.cmcarmyrotc.com).

#### Disbursement

The Army will send scholarship funds to APU and to the student (if applicable) when it processes its scholarship awards (timing varies). For students eligible to receive the APU ROTC Room and Board Scholarship, once the student's admissions and financial aid files are complete, the award will usually disburse into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

#### Renewability

Check with an Army representative for all applicable requirements. Eligibility for these awards may change if new information is received.

#### To Retain Eligibility

1. The student must meet all requirements set forth by the Army ROTC program.
2. The student must also maintain Satisfactory Academic Progress (SAP).

### TELACU Scholarship

The TELACU Scholarship is funded by the TELACU Foundation and is matched by Azusa Pacific University. A total amount of \$3,000 is offered to selected recipients. The scholarships are offered to first generation college students who are permanent residents of the county of Los Angeles. Recipients must come from a low-income family, be a full-time undergraduate student, and be a United States citizen or permanent resident. The GPA minimum is 2.5.

Renewing scholars must reapply for this scholarship by March 1 and the deadline for one-year or new applicants is March 31.

### Alternative/Private Loans for Students

One Stop | Student Financial Services strongly recommends applying for all federal aid/loans first and foremost. Federal loans offer much better interest rates and repayment terms.

Students who wish to apply for alternative loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. Alternative loans require that tuition must be paid in full before any refund will be given. Contact One Stop | Undergraduate Enrollment Services Center for more information.

It is the student's responsibility to be in constant contact with his or her lender to make sure every piece of the application process has been taken care of in a timely manner. Should the alternative loan not process in time, the student will be responsible for any owing balance that remains on his or her APU account.

#### Disbursement

Once the student's admissions file is complete, and the student has completed all of the lender's required application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

#### Repayment

The chosen lender establishes all terms of the loan, including interest rate, repayment, etc.

### Financial Aid Policies

All financial aid is subject to the continued availability of federal, state, institutional, and private funding. Budget limitations may reduce or eliminate any of the awards described without notice.

The following policies are covered:

1. Deadlines
2. Financial Aid Packaging
3. Financial Aid Policy for International, Study Abroad, and Off-campus Programs
4. Keeping in Touch
5. Minimum Enrollment
6. Nondiscrimination
7. Release of Records
8. Satisfactory Academic Progress (SAP)
9. Stacking Financial Aid
10. Verification

### Deadlines

**Priority Deadline:** April 30, 2013 (fall students), November 30, 2013 (spring students) Financial Aid Documents (other than loan documents)

**Priority Deadline:** July 30, 2013 (fall students), November 30, 2013 (spring students) Admissions File Documents (most often a final/official transcript)

### What happens if a student misses the priority deadline?

APU reserves the right to cancel a student's financial aid at any time and will do so if the student's Admissions File and/or Financial Aid file is not complete prior to the first day of the semester.

### Can a student be re-evaluated for financial aid eligibility if the student missed the priority deadline?

Yes, if the student has submitted all of the financial aid and admissions file documents requested prior to the student's last date of enrollment for the semester. APU does not guarantee any of the aid previously offered will still be available.

If a student fails to complete his/her financial aid and/or admissions file prior to ceasing enrollment for that semester, the student will not be eligible to receive financial aid. The student will be responsible for any owing balance that remains on his or her APU account.

### Admissions File

To be eligible for financial aid within a given semester, the student must be fully admitted to the university. The final steps of admission often include the submission of complete/official transcripts. All requested admissions documents (including transcripts) must be received in the Office of Undergraduate Admissions by the student's last date of enrollment within that semester. A student who does not complete his/her admissions file by the last day of the semester (or the student's last date of enrollment for that semester) will not be eligible for financial aid for that semester.

### FAFSA

To be eligible for federal, state, and institutional need-based financial aid within a given semester, the appropriate year's FAFSA must be accurately completed (including necessary signatures/e-signatures) and electronically received from the federal government by One Stop | Financial Aid in enough time to process it prior to the student's last date of enrollment. For most students, this is at least four weeks prior to the student's last date of enrollment.

Completing the FAFSA is the first step in applying for federal, state, and institutional need-based aid. Please also review the "Loans" and "Financial Aid File/Paperwork" deadlines below to ensure that all necessary steps are completed to be eligible for aid in a given semester.

### Financial Aid File/Paperwork

To be eligible for financial aid within a given semester, all requested paperwork (tax information, etc.) must be accurately completed and received by One Stop | Undergraduate Enrollment Services Center by the student's last date of enrollment. For most students who attend the entire school year, this is the last day of the spring semester. If the student ceases enrollment during the semester, all paperwork must be submitted prior to the student's last date of attendance.

### Loans

To be eligible for loans in a given semester, a student must complete the application process by the student's last date of enrollment, specifically, but not limited to, "accepting" the student loan(s) via home.apu.edu. Similarly, for a student to be eligible for a Parent PLUS Loan, the PLUS Loan application steps must be completed by the student's last date of enrollment. Although a majority of the loan process can be completed online, please do not wait until the last moment. Should the student's loans not process by the last date of enrollment, the student will be responsible for any owing balance on his or her APU account.

## Financial Aid Packaging

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

## Financial Aid Policy for International, Study Abroad, and Off-campus Programs

Students participating in international and off-campus education programs approved by Azusa Pacific University for student participation (i.e., programs sponsored by APU, such as the South Africa and Azusa Oxford Semesters, China, or by the Council for Christian Colleges & Universities [CCCU]) during either the fall or spring semester:

- Will be charged standard, on-campus tuition, except for more costly programs for which a higher tuition shall be charged to provide a minimum administrative margin of \$500.
- Will be eligible to receive their academic scholarship for only one semester of international or off-campus education programs. (L.A. Term, South Africa Semester, and High Sierra Semester programs are not included in this limitation.)
- Will be eligible to receive federal, state, and other non-institutional scholarships or fellowship funding for a maximum of two semesters of off-campus programs but limited to one semester per academic year.
- Only students participating in the Azusa Oxford Semester, South Africa Semester, L.A. Term, High Sierra Semester and China will be eligible to receive all other institutional aid. International students may qualify for an international scholarship.
- Will not be eligible to receive scholarships that require on-campus participation (e.g., athletics and music).
- APU students who wish to enroll in APU online and independent study courses while studying abroad may incur additional fees.

A faculty-staff tuition discount and one tuition exchange benefit can be awarded each semester for international and domestic off-campus programs, including Azusa Oxford and CCCU-sponsored programs (L.A. Term and High Sierra Semester are not included in this limitation). A total of three faculty/staff or tuition exchange benefits is awarded each semester for the South Africa Semester. The selection will be determined in order by (1) academic merit: cumulative GPA (2) academic rank: first semester senior, then second semester junior, etc.; and (3) tenure of faculty/staff employment at the university. Students who have never received the faculty-staff discount for an off-campus program will be given first priority.

At this time, no institutional aid will be provided by APU for other APU-approved programs or other international programs approved by the Center for Global Learning & Engagement. Federal, state, and other outside scholarship or fellowship funding will be available for these programs approved by the Center for Global Learning & Engagement. Since international programs sponsored or approved by Azusa Pacific University for student participation during the interterm and summer are developed specifically with the intent to assist students in supplementing and enriching their standard fall and spring semester education, and there is typically no financial aid available to assist with the cost of travel, the tuition is reduced

to one-half of the standard summer school charge, except for programs where the tuition is higher than at APU, in which case the program's tuition will be charged. All students participating in international educational study programs and registered through APU will be charged the additional International Health Fee. Students participating in study abroad programs which are not sponsored or approved by either Azusa Pacific University or the Council for Christian Colleges & Universities will not be eligible to receive their federal, state, or institutional aid.

## Keeping in Touch

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

The student must notify One Stop | Undergraduate Enrollment Services Center regarding changes in financial situation, marriage, loss of a job, change in class load, withdrawal from school, or change of address. In order to contact One Stop, a student may write, call, or stop by in person.

## Minimum Enrollment

Award amounts are based on a full-time academic load of at least 12 units per semester at APU.

- Students enrolled in 9–11 units will have aid prorated at 75 percent.
- Students enrolled in 6–8 units will have aid prorated at 50 percent.
- Students with fewer than 6 units will not qualify for institutional aid. (The only exception is for a student who is in his/her final semester and only needs fewer than 6 units in order to graduate. The student must have completed and submitted the appropriate Intent to Graduate forms to One Stop | Undergraduate Enrollment Services Center. The award amount will be prorated at 25 percent.)

## Nondiscrimination

One Stop | Student Financial Services does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures.

## Release of Records

It is understood that by applying for financial aid, the student grants One Stop | Student Financial Services the right to release the student's grades and enrollment records to scholarship, state, federal, and loan agencies as needed.

## Satisfactory Academic Progress (SAP)

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

Undergraduate students are evaluated at the end of each semester (fall, spring, and summer).

## Minimum Requirements

The following minimum academic standards must be met to be eligible to receive federal aid, state aid, institutional aid, and most types alternative/private education loans:

### Qualitative Measure (GPA Requirement)

Undergraduate students must maintain a minimum cumulative grade-point average (GPA) of at least 2.0.

**Quantitative Measure (Pace Requirement)**

Undergraduate students must complete 67 percent (just over two-thirds) of all units in which they originally enroll from the time of first attendance. General example: a first-term undergraduate student who originally enrolls in 12 units, withdraws from 3 units, and successfully completes the remaining 9 units, would meet the quantitative measure requirement since the student passed at least 67 percent of the units in which he or she originally enrolled ( $9/12 = 75$  percent).

**Time Limit for Receiving Financial Aid (Maximum Time Frame)**

An undergraduate student may be eligible for financial aid up until the 189 unit attempted. Once the student attempts 190 units, he or she will no longer be eligible to receive financial aid. All attempted units will be counted toward this maximum time frame (including repeated courses).

**Definitions****Change of Major**

If a student changes his or her major, it will not “reset” the current qualitative (GPA) or quantitative (pace) measures of SAP. All units attempted and/or passed will be counted when determining if a student meets the minimum requirements listed above.

**Financial Aid SAP Statuses**

Students who fail to maintain SAP will be placed on “Financial Aid Warning” and will be given one term of financial aid eligibility to correct their SAP deficiencies. If the student does not make up their deficiencies in that one term, they will be placed on “Financial Aid Suspension” and will be ineligible for all financial aid (federal, state, and institutional). Finally, if a student appeals and is approved, they will be placed on “Financial Aid Probation.”

**Grades**

The only grades that meet satisfactory academic progress completion standards are grades for which credit is awarded; *A*, *B*, *C*, *D*, *P*, and *CR*. (Please note that some departments and/or schools require a higher minimum GPA in order for coursework to meet their program requirements.) Withdrawal and incomplete grades are not passing grades. Challenge exams and audited courses are not considered.

**Regaining Eligibility**

Student regains financial aid eligibility when they meet all three measures of progress for SAP. It is possible for students to be placed on a warning status multiple times in their undergraduate academic career.

**Remedial Coursework**

A student may take one academic year's worth of remedial courses for financial aid. Remedial coursework for students who are admitted into an eligible program and take it within that program will be counted toward all three progress measures for SAP.

**Repeated Courses**

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion rate and maximum time frame. Students who passed a class and chooses to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass (as long as they are meeting all of the other SAP requirements).

**Transfer Credits**

Transfer credits that have been officially accepted to complete program requirements will count for qualitative (GPA requirement) and quantitative (pace requirement) measures of Satisfactory Academic Progress.

**Appeals**

Students may appeal for reinstatement of financial aid if they, a spouse, a dependent children, or a parent have experienced illness that prevented class attendance for an extended period of time; they have experienced a death in the immediate family (parents, siblings, spouse, or dependent children); or they have experienced some extraordinary situation that prevented them from meeting the minimum standards. Such a situation must be exceptional and nonrecurring in nature. The appeal for reinstatement must explain the cause of the academic difficulty and how the situation has been resolved.

A “SAP Appeal form” is available online and at One Stop | Undergraduate Enrollment Services Center and it must be submitted within 30 days of notification of financial aid ineligibility. The student must develop an academic plan if they cannot meet SAP within one term of probation. The academic plan that is submitted with the appeal should be created by the student and the academic advising staff or academic department representative. The appeal will be reviewed by a Satisfactory Academic Progress Appeals Committee.

**Stacking Financial Aid**

The One Stop | Student Financial Services strives to award all applicants the maximum grant, scholarship, loan and work study for which they qualify. Unfortunately, sometimes federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive.

Aid will be stacked in the following order (unless otherwise stated):

- Federal (Pell Grant, FSEOG Grant, etc.)
- State (Cal Grant B Subsistence, Cal Grant B, Cal Grant A, Chafee, etc.)
- Outside Aid (depending on what the scholarship/award is explicitly designated to help cover)
- Institutional Aid, in the following order:
  - Academic Merit Scholarship (President's, Deans', Trustees' Candidate, etc.)
  - APU Grant
  - Faculty/Staff Award or Tuition Exchange Award
  - Departmental/Participatory (i.e., athletics, music, forensics, MEL, etc.)
- Subsidized Direct Loan
- Federal Work Study
- Perkins Loan
- Unsubsidized Direct Loan
- PLUS Loan—Parent
- Alternative Loan

The following guidelines are provided in an effort to help explain why a student's financial aid may be reduced.

### **Step 1 – Cost of Attendance (COA)**

Financial aid cannot stack above COA.

**Exceptions:** ROTC and VA Benefits

### **Step 2 – Cal Grant**

When a student is awarded a Cal Grant, the state mandates that all scholarships and grants (all free money) cannot stack above Need. Need = COA – EFC (Expected Family Contribution).

### **Step 3 – Institutional Aid**

APU scholarships and grants (including the Faculty/Staff Award and Tuition Exchange) cannot stack above tuition. Please note: The other steps may reduce the amount below tuition.

**Exceptions:**

- Bishop Dixon Scholars (see Step 6 below.)
- RA Scholarship
- Scholarshiped Athletes cannot stack above Grant-in-Aid Amount. Not eligible for an APU Grant.

### **Step 4 – ARMY ROTC**

ARMY ROTC Scholarship covers tuition and mandatory fees. Eligible recipients will also receive \$9,000/year (\$4,500/semester) ROTC Room and Board Scholarship from APU. Not eligible for any additional APU scholarships and grants.

### **Step 5 – APU Post 9/11 Yellow Ribbon Award**

Unless prohibited by the other stacking steps, eligible recipients may receive an APU Yellow Ribbon Award up to \$14,000. Not eligible for any additional APU scholarships or grants.

### **Step 6 – Bishop Dixon Scholarship Recipients**

Unless prohibited by the other stacking steps, the Bishop Dixon Scholarship will cover remaining tuition charges, and mandatory fees after federal, state, and institutional grant aid is applied. (Does not cover optional charges, such as health center, parking citations, etc.) Recipients will also receive \$2,000/year (\$1,000/semester) to help with books and supplies.

### **Step 7 – High Desert Nursing Scholarship**

This scholarship only applies to students admitted to the High Desert Nursing program prior to fall 2013.

- Scholarship amount: \$5,600/fall, \$5,600/spring, \$0/summer.
- Scholarship will be prorated if enrolled less than full time (9–11 units at 75 percent, 6–8 units at 50 percent; 1–5 units, not eligible).
- Not eligible for any additional APU scholarships or grants.

Students admitted fall 2013 or after, please contact the School of Adult and Professional Studies for pricing and financial aid information.

## **Verification**

Each year, the federal government chooses some FAFSA applications for a process called “verification.” The law requires colleges to obtain information from the family that confirms the accuracy of the information that was reported on the FAFSA (e.g., student and parent tax information, etc.). Beyond those applications selected for verification, the law requires colleges to also request further documentation when a FAFSA application and/or subsequent paperwork appears incomplete or inaccurate.

A student is not eligible to receive federal, state, and/or institutional need-based aid until all required paperwork has been submitted.



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## Reservation of Rights

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

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling regardless of any policies stated in a previous catalog received by the student upon his or her admission. However, there are exceptions in certain cases regarding course requirements. (See "Requirements for Graduation.")

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

## Academic Integrity

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is, therefore, part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and a professor, but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university.

The maintenance of academic integrity is the responsibility of each student at Azusa Pacific University and each student is responsible for understanding and upholding the Academic Integrity Policy. Students should familiarize themselves with the expectations specified by the professor in each class concerning what is and is not permitted, especially in matters of group projects, reports, and the attribution of research to sources (e.g., footnoting).

Academic dishonesty includes, but is not limited to:

**Plagiarism:** Representing the words, ideas, or work of another as one's own in any academic exercise

**Cheating:** Using or attempting to use unauthorized material, information, or study aids in any academic exercise, including unauthorized collaboration

**Fabrication:** Falsification or invention of any information or citation in an academic exercise

**Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty

By virtue of their registration at Azusa Pacific University, students agree to uphold the following pledge:

"As a student at this Christ-centered university, I will uphold the highest standards of academic integrity. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do. I will conduct myself responsibly and honorably in all my academic activities as an Azusa Pacific University student."

Sanctions for violations are determined by the professor of record

or by a review committee, at the professor's discretion, and may include expulsion, suspension, or a less severe disciplinary action based upon the nature of the violation and the course syllabus. The standard sanction for a repeated offense is suspension or dismissal from the university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

## Course Numbering System

Courses are identified by a subject abbreviation followed by a three-digit course number. The course number indicates: 001–099, remedial (no credit toward any degree); 100–299, lower division; 300–399, upper division; 400–499, upper division or graduate; 500–899, graduate courses; and 900–999, continuing education courses.

The course abbreviations are as follows:

ACCT	Accounting
AES	Applied Exercise Science
ALNG	Ancient Languages
ANI	Animation
ART	Art
ASL	American Sign Language
AT	Athletic Training
BCLM	Business and Christian Leadership Management (School of Adult and Professional Studies)
BIOC	Biochemistry
BIOL	Biology
BMGT	Business and Applied Management (Organizational Leadership) (School of Adult and Professional Studies)
BSIS	Information Security
BUSI	Business Administration
CHEM	Chemistry
CHIN	Chinese
CISS	Computer Information Systems (School of Adult and Professional Studies)
COMM	Communication Studies
CS	Computer Science
ECON	Economics
EDLS	Education – Liberal Studies
ENGL	English
ETHN	Ethnic Studies
FIN	Finance
FREN	French
GERM	German
GLBL	Global Studies
GRKB	Greek (Biblical)
GRKC	Greek (Classical)
HEBB	Hebrew (Biblical)
HDEV	Human Development (School of Adult and Professional Studies)
HIST	History
HON	Honors
HUM	Humanities
IBUS	International Business
JAPA	Japanese
JOUR	Journalism
LDRS	Leadership Studies
LTN	Latin
MATH	Mathematics
MCIS	Management and Computer Information Systems (School of Adult and Professional Studies)
MIN	Ministry
MINC	Christian Ministries
MINY	Youth Ministry
MISS	Management Information Systems (School of Adult and Professional Studies)
MKTG	Marketing

## ACADEMIC POLICIES

MODL	Modern Languages
MUS	Music
PE	Physical Education
PHIL	Philosophy
PHYC	Physics
POLI	Political Science
PSYC	Psychology
REC	Recreation
RNRS	RN to BSN Nursing
SOC	Sociology
SOCW	Social Work
SPAN	Spanish
TEP	Teacher Education
TESL	Teaching English to Speakers of Other Languages
TFT	Theater, Film, and Television
THEO	Theology
UBBL	Biblical Studies
UNRS	Undergraduate Nursing

### Academic Calendar

The academic year is divided into fall and spring semesters followed by several summer sessions. The academic calendar can be accessed online at [www.apu.edu/calendar/](http://www.apu.edu/calendar/).

### Registering for Classes

Preregistration is the process for registering in advance for classes each semester. Students must be admitted to the university and participate in advising prior to preregistering for fall and spring semesters.

### Preregistration

*Current APU Students:* Every fall and spring semester, the university sets a specific time for current students to secure their classes for the following semester. The registration schedule is determined by the number of units the student has **completed** at the time of preregistration (units the student is enrolled in during the current semester do not count for this purpose). Those students with financial holds, health holds, or disciplinary holds will not be allowed to preregister for classes until the holds are removed by One Stop | Undergraduate Enrollment Services Center, the Student Health Center, or the Office of Student Life, respectively. Students may register for classes online or at One Stop.

*New Incoming Students (new freshmen and transfers):* Registration for new students is completed by the Office of Undergraduate Admissions and One Stop. For details regarding registration for new students, contact an admissions counselor or the Office of Undergraduate Admissions.

### Final Registration and Payment Clearance

Final registration must be completed at the beginning of the fall and spring semesters so students confirm they are on campus and will be attending classes. University services such as meal plans are activated at this time. If a student fails to complete final registration, it will be assumed that the student is not on campus and his/her classes will be dropped.

A student's registration will be automatically finalized when he/she has completed the following: made the first payment deadline, and completed all the required paperwork for financial aid.

### Late Registration

Students who are unable to register during the regular registration period may register late. Late registrants may be severely limited in class selection because many classes may be full. A \$200 late registration fee will be charged. The last day to register each semester is announced in the Academic Calendar.

### Add/Drop Period

The add/drop period allows students to make changes to their class schedules. It is strongly recommended that students work



with their academic advisor and their One Stop | Undergraduate Enrollment Services Center academic specialist, and check the online Advisement Report in their Student Center ([home.apu.edu](http://home.apu.edu)) regularly to ensure that they are on track to meet their degree requirements.

1. The add/drop period begins on the first day of classes in the fall/spring semester. The length of the period is eight working days for the fall and nine working days for the spring. The add/drop period for summer terms is listed in the Academic Calendar.
2. Students may change their class schedules without penalty during the add/drop period, but should check with their academic advisor and One Stop | Undergraduate Enrollment Services Center academic specialist to ensure that the changes do not conflict with degree progress.
3. Students may make changes to their schedules online through their Student Center. To add a closed class or a class that requires instructor permission, a student must obtain a permission number from the instructor or department. Permission does not automatically enroll a student in the class. The student must use the permission code to enroll in the course. Students may also elect to use the waitlist to enroll in closed classes. Students will receive a notification if they have been added to a course through waitlist.
4. Each student is responsible to verify the accuracy of his/her schedule before the end of the add/drop period. It is strongly recommended that every student keeps a printed copy of his/her schedule each semester. Classes missed during the add/drop period are considered "unexcused absences" and are subject to the class attendance policy as presented in this catalog, the Student Handbook, and course syllabus.

### Instructor Drop Policy

An instructor may drop a student from his/her class after two hours of nonattendance during the add/drop period to allow another student to add the closed class. Students are responsible for dropping their classes if they either stop attending or never attend, or they will receive a failing grade.

## Credit Hours

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

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

## Study Load

The maximum study load for students with fewer than 28 units of completed college study is 17 units per semester. The maximum load for students who have completed 28 units of college study or more is 18 units, providing they have maintained a 3.0 or higher grade-point average (GPA). To enroll in more than the maximum unit load per semester, the student must first complete the "Petition for Additional Units" form and submit it to One Stop | Undergraduate Enrollment Services Center. Consideration of the request is determined by the student's department chair, dean, and the One Stop | Registrar. Final approval is completed through the One Stop | Undergraduate Enrollment Services Center, at which point the student is notified of the final decision.

## Declaration of Major

Students must declare their academic major by the first day of the fifth semester of full-time academic work by completing a Major Update form obtained at One Stop | Undergraduate Enrollment Services Center from their academic advisor or major department. Students who fail to do this will be prohibited from enrolling in classes or making any class schedule changes. Students requesting a change of major must complete a Major Update form and obtain approval from the new department/program.

## Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from One Stop | Registrar. APU has articulation agreements with many colleges in the area. Students can view lists of these pre-approved classes at [www.apu.edu/registrar/undergraduate/transferring/](http://www.apu.edu/registrar/undergraduate/transferring/). All other classes must be approved through a Transfer Inquiry Form submitted to One Stop | Undergraduate Enrollment Services Center. Without prior written approval from the Registrar, transfer credits may be denied.

## Auditing

A student may apply to the instructor for permission to audit a class. The student must meet university entrance requirements and pay the audit fee, which is one-half the regular course fee. A student may not change from an audit classification to obtain credit after the last date to change registration, nor change from credit to audit after the sixth week of instruction. An audited class will not count toward a degree.

## Grading

Grades are based on daily work, classroom projects, and examinations. In all courses, except those designated as credit/no credit or pass/fail, scholarship is ranked as follows: A, exceptional; B, superior; C, average; D, poor; F, failure; I, incomplete; and W, withdrawal. Grade type (A–F versus credit/no credit or pass/fail) cannot change unless official course change has been approved by the appropriate council prior to the course being offered for a particular semester. Unit values for a course cannot be changed from the published values unless official course change has been approved by the appropriate council prior to the semester the course is taken. For each credit in which the student is enrolled, points are awarded according to the grade earned as follows:

Grade A	4.0 points	Grade W	0 points	Withdrawal
Grade A-	3.7 points	Grade IN	0 points	Incomplete, No Paperwork
Grade B+	3.3 points	Grade FN	0 points	Failure, Nonattending
Grade B	3.0 points	Grade I	0 points	Incomplete
Grade B-	2.7 points	Grade NC	0 points	No Credit
Grade C+	2.3 points	Grade CR	0 points	Credit
Grade C	2.0 points	Grade P	0 points	Pass
Grade C-	1.7 points	Grade NG	0 points	No Grade – Lab
Grade D+	1.3 points	Grade AU	0 points	Audit
Grade D	1.0 point	Grade IP	0 points	In progress
Grade D-	0.7 points	Grade NR	0 points	Not Recorded
Grade F	0 points			

## Incomplete Grades

The grade "Incomplete" (I) is given only under special circumstances. An I grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official Incomplete Form available from One Stop | Undergraduate Enrollment Services Center. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period, will automatically become an F. An IN grade reflects an Incomplete with no filed paperwork at the time the grades were issued.

## Attendance Regulation

Class attendance is of vital importance, and excessive absences will affect the student's final grade. Faculty members are expected to take roll regularly. It is the duty of each faculty member to clearly define for the student the grading and attendance policies for each class in the course instruction plan. As a general guideline, excused absences are those based on unforeseeable and uncontrollable circumstances as determined by the instructor. Students receiving financial aid are subject to a federal audit of attendance, and thus attendance-taking is a mandatory responsibility of a faculty member. Students bear the responsibility of properly notifying their instructors in advance of authorized absences. To confirm excused absences for students, each sponsoring department or program emails the appropriate form that lists the students' names and the specifics of each university-sponsored event to the dean/athletic director. The dean/athletic director emails back to the department/program and Chapel Programs the verification of the excused absence for a university-sponsored event. The department/program distributes this verification via email to all students listed. It is the students' responsibility to use the email to notify their instructors of their approved absence.

Students whose absences are authorized by formal notification from the athletic director or appropriate dean must be allowed make-up privileges without penalty based on absence. No more than two weeks'

## ACADEMIC POLICIES

absence total may be authorized for university-sponsored student activities. Exceptions for absences in excess of two weeks may be granted only by formal notification from the Office of the Provost.

Students must exercise responsibility to choose their level of participation in light of class attendance requirements, and thus avoid jeopardizing classroom learning based on participation.

In any discipline (such as nursing or other science) in which clinical or lab hours are required by a state, federal, or professional body for future licensing, credentialing, or to effectively pass the course, an APU student must abide by the required licensing hours set forth by that governing body. These hours are set forth in each semester's course syllabus in hours, and all students must comply with requirements according to that discipline's guidelines as delineated in various course syllabi. It is required that the student be in compliance with the stated hours and requirements of the course to fulfill the hours for future licensing, credentialing, or to effectively pass the course.

### Repeated Courses

Students may repeat courses at Azusa Pacific University. All grades will remain on record but only the most recent attempt, regardless of the grade, will be calculated into the student's grade-point average, whether the course is taken at APU or elsewhere. However, the units will be counted for credit only once, which may impact financial aid, athletic eligibility, and graduation requirements. If a repeated class is taken at another institution, both the grade and the units of the repeated class will be transferred (providing the class meets the guidelines for transfer). Students may not take an APU course more than three times unless specified in the course description.

### Final Examinations and Waiver Examinations

Final examinations are required in all courses. No final examination shall be given to individual students before the regularly scheduled time. No exception can be made to this rule without the written approval of the instructor, the department chair, and the appropriate academic dean. Waiver exams are available at the discretion of each academic department. These exams do not grant academic units.

### Waivers

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

### Transfer Work

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional agencies recognized by the Council for Higher Education Administration (CHEA). To be awarded credit for transfer work, students must complete and submit a Transfer Inquiry Form to One Stop | Undergraduate Enrollment Services Center, and receive approval prior to registration for the course. In addition, students must complete the transfer course (including correspondence courses) with a grade of C- or higher. APU's credit is given on a 4.0 scale for transfer work. Quarter units will be converted into semester units.

### Academic Policy Exceptions

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition forms are available from One Stop | Undergraduate Enrollment Services Center. Approval for petitions will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated.

### Progress toward Degree

To make satisfactory progress toward a degree, an undergraduate student must pass a minimum of 24\* units per academic year, and earn a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Specific majors may require a higher GPA to progress toward a degree. Students should refer to their department's policy.

Units for Math 090, Math 091, Math 095, and ENGL 99 do not count toward the 120 units required for graduation. However, they are permissible for satisfactory progress toward a degree if taken in the first year of enrollment.

The 24 units mentioned above must fall in the following areas:

- General Education
- God's Word and Christian Response
- Major and/or minor
- Elective units to meet the minimum 120 units needed for graduation

\*To reach the minimum 120 units needed for graduation in four years, a minimum of 30 units must be taken per academic year.

### Good Academic Standing

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

### Classification of Students

A full-time student may be defined as one taking a minimum academic load of 12 units each semester. The following system for student classification is used by the university:

Freshman	0–27 units
Sophomore	at least 28 units
Junior	at least 60 units
Senior	at least 90 units

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

Freshmen and sophomores have lower-division standing. Juniors and seniors have upper-division standing.

### Deans' List

Nominations to the Deans' List are made in the fall and spring semester of each academic year. Students named to the Deans' List shall have satisfied the following conditions:

1. They shall be registered for the degree of B.A., BFA, B.M., B.S., BSN, or BSW
2. They shall have completed at least 12 units or be enrolled full time in the qualifying semester.
3. They shall maintain a 3.5 or higher GPA for the fall or spring semester.

### Graduate Courses Taken by Undergraduate Students

An undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The request is submitted with the form provided by One Stop | Undergraduate Enrollment Services Center.

A qualified undergraduate student is not limited in the number of graduate courses that they may take.

Graduate courses taken by an undergraduate student may not apply toward an APU graduate degree unless the grade received in the graduate course is 3.0 or higher and the student is accepted into the appropriate graduate program. No more than eight graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

### Independent Study

Independent study enables students to enrich their university experience by pursuing learning in a closely supervised program and providing opportunity for individual investigation of subject areas not covered in the regular course offerings. An undergraduate, upperclass student (those with 60 or more completed units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of 9 independent study units to be applied toward a degree program. No more than 4 units may be applied toward one project, and a maximum of 9 independent study units may be taken during one academic term.

The independent study is recorded as XXX497, XXX498, or XXX499 on the student's permanent academic record. To request an independent study course for any given semester, the student should begin planning the study during advising and must submit a completed Independent Study/Course Replacement Application to One Stop | Undergraduate Enrollment Services Center by the last day of the add/drop period (see "Academic Calendar" for the specific date).

The application must include:

- A completed Independent Study/Course Replacement Application.
- A proposal written in consultation with the supervising or mentoring instructor.
- Signed approval of the instructor, department chair, and dean of the appropriate school or college.

The student pays an additional fee of \$125/unit for independent study courses.

### Course Replacement

Course replacement is the replacement of a catalog course in terms of units, content, syllabus, outline, and testing by an independent study version of the course. In general, the course tutorial cannot substitute for a course that is offered on a regular basis. However, there may be occasions in which it may be utilized to fulfill a course requirement when a class is cancelled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course replacement units do not count toward the maximum 9 independent study units allowed in a degree program. To request a course replacement for any given semester, the student must submit an Independent Study/Course Replacement Application in the same manner as described above for independent study courses.

### Academic Probation and Dismissal

Students will be placed on academic probation for either of these two reasons:

1. Students who do not maintain a cumulative 2.0 grade-point average in all coursework will be placed on academic probation.
2. Students whose semester grade-point average falls below 2.0 for two consecutive semesters at APU will be placed on academic probation.

Students placed on academic probation will not be allowed to register for more than 14 units during the probationary semester nor during any subsequent terms until they are removed from academic probation. Students on academic probation who do not attain a 2.0 grade-point average during the probationary term or do not meet stipulated requirements placed on them by the Admissions Committee will be dismissed for a minimum of two semesters.

### Re-application after Academic Dismissal

A student who has been dismissed for academic reasons may petition to return to APU for the following semester through the Office of Academic Advising and Retention. The petition must state:

1. Intentions to maintain acceptable academic standing.
2. Strategies for probable success.

If the petition to return is approved by the committee, the student's probationary status will be monitored regularly thereafter by Academic Advising to ensure that the student is making satisfactory progress in remedying grade deficiencies. Failure to maintain a 2.0 grade-point average, with any grades of *D*, *F*, or *W*, at this point will result in disqualification from further study at APU. A second academic dismissal may not be appealed and the student must proceed through the re-admission and re-enrollment process (see Academic Policies) for consideration of further APU study after showing academic success at another institution for a minimum of two semesters, with full-time enrollment in each semester.

A student who has been academically dismissed and did not petition to return for the following semester should apply to re-enroll through the Office of Undergraduate Admissions (or Office of International Student Services if the student is an international student) for re-admission to APU. Re-enrollment is not guaranteed and the student's file will be reviewed by the Admissions Committee. The student must demonstrate academic success at another institution for a minimum of two semesters, with full-time enrollment in each semester. The course load taken should be of academic core classes.

### Withdrawal from Courses

A student may withdraw from classes without grade penalty at any time after the add/drop period through the 10<sup>th</sup> week of the semester. The student must secure the appropriate form from One Stop | Undergraduate Enrollment Services Center and obtain a signature from the professor. The student will receive a *W* (withdrawal) grade in that course. A student who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures will receive an *F* or *FN* (failure, nonattending) grade in that course.

### Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Office of the Associate Dean of Students. The student must complete the exit interview process and the University Withdrawal Form. Failure to comply with these regulations will mean that failing grades will be entered on the student's record and dismissal will be recorded as dishonorable. (See "Refund Policy" under "Financial Information".)

### Withdrawal from University after Disciplinary Action

In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the dean of students informing the student of the action. The dean of students will also notify One Stop | Registrar regarding the student's status and authorize proper withdrawal from classes. Dismissed students will not receive tuition refunds except by administrative action.

## ACADEMIC POLICIES

### Leave of Absence

Undergraduate students may request to take a leave of absence from enrollment in classes for up to two consecutive semesters. Requests for a leave should be initially made to the Office of the Associate Dean of Students and require university approval. Forms are available from the Office of the Associate Dean of Students and must be completed prior to the student's absence from the university. Failure to complete the required form, or to register at the end of the approved leave, will result in the student having to reapply to the university and comply with any applicable changes in admissions, financial aid, and degree requirements as stated in the Re-enrollment Policy located in the Admissions section of this catalog.

### Student Records Policy

The Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment or FERPA, provides that students shall have the right of access to their educational records; and with limited exceptions, educational institutions shall not release educational records to nonschool employees without consent of the student unless specifically permitted by law. "Students" as used in this notice includes former students.

### Release of Transcripts

Transcripts of Azusa Pacific University coursework are available approximately four weeks after the completion of courses. Requests can be made in writing and should include the following information: location of classes taken, the last semester attended, where the transcript is to be sent, date of graduation (if applicable), Social Security number, and personal signature. The fee is \$5 per copy. An Azusa Pacific University Transcript Request form is available on the website for student convenience at [www.apu.edu/onestop/forms/](http://www.apu.edu/onestop/forms/). Transcripts, diplomas, and/or verifications of degrees will not be released until all financial obligations to the university are met.

### Right of Access

With a few exceptions provided by law, students at Azusa Pacific University may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if delay is necessary, access must be granted no later than 45 days after request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

### Disclosure of Student Records

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

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

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

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

This notice is not intended to fully explain students' rights under FERPA. One Stop | Registrar maintains copies of the official Azusa Pacific University Student Records Policy, which contain detailed information and procedures with regard to these rights. Students may obtain a copy of the written policy upon request to One Stop | Undergraduate Enrollment Services Center, Azusa Pacific University, PO Box 7000, Azusa, California 91702-7000. Any student alleging failure of the university to comply with FERPA may file a complaint with the Family Education Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, D.C. 20201.

### Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of privacy rights. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to perform an assigned task on behalf of the university.

A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a student's education; (3) performing a task related to the discipline of a student; (4) providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena.

Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by state university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605**

## Undergraduate Academic Grievance Policy\*

### I. Overview

Azusa Pacific University provides a means by which students may file a grievance for academic and student life issues, excluding violations of the Student Standards of Conduct. The process described below should be used after all informal means have been exhausted. In the area of academics, protocol requires that student concerns or grievances about course content and relevancy, grading, teaching style, and the like, be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally, the dean of the school or college.

In the event that the informal procedures fail to resolve the problem, the student may file a formal grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or an arbitrary or unfair imposition of sanctions. To file a grievance, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of the Vice Provost for Undergraduate Programs for academic matters, or the Office of the Dean of Students for nonacademic matters. If the grievance concerns alleged discrimination or harassment, a copy of the grievance shall be submitted also to the director of human resources. Guidelines for this document are listed in section III, B. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

The grievance procedure shall act as a vehicle for communication and decision making between students, staff, and faculty, and as a process through which a student-initiated grievance can be resolved internally.

\*Please see the most current Student Life Grievance Policy on the university website at [www.apu.edu/registrar/undergraduate/policies/grievance/](http://www.apu.edu/registrar/undergraduate/policies/grievance/).

### II. Organization

- A. Membership: For academic grievances:  
Vice provost for undergraduate programs or other individual designated by the vice provost  
Academic dean (not from school or college involved)  
One faculty member  
One upper-division student  
Associate dean of students or designee
- For nonacademic grievances:  
Associate dean of students or designee  
Two faculty members  
Two students  
Vice provost or other individual designated by the provost
- For any grievance concerning alleged discrimination or harassment, the director of human resources shall also serve as a member.
- B. Chair: For academic grievances, the vice provost or designee shall preside.  
For nonacademic grievances, the associate dean of students will preside.
- C. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
- D. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

### III. Committee Guidelines and Meeting Format

- A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, department chair, or staff member as appropriate). Except for grade appeals, the student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his/her written petition. In the case of grade appeals, a written petition must be filed within 60 calendar days after the end of the semester in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the associate dean of students or vice provost at their sole discretion upon presentation of good cause.
- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
- i. Names of the parties involved
  - ii. A clear statement of the nature of the grievance
  - iii. A narrative of the incident including
    1. what occurred
    2. when it occurred
    3. where it occurred
    4. who was present
  - iv. The evidence on which the grievance is based



- v. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
  - vi. What has been done to resolve the grievance
  - vii. The desired outcome/outcomes
  - viii. Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved and the dean of the school or college involved.
- D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date on which the petition was filed. The involved student and faculty or community member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify.
- E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee and the dean of the school or college involved. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
- F. Either party may seek an advisor who must be a faculty member or student in that school or college. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel or have a student represent him/her as counsel. The Grievance Committee may not have legal counsel present.
- G. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. The proceedings may not be recorded.
- H. Except for communications with the applicable dean and academic chair after the conclusion of Grievance Committee proceedings and communications with the faculty member(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
- I. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose at the time of the meeting that he/she has been approached.

- J. Any committee member who has a potential conflict of interest, who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.
- K. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.
- L. The committee will decide on the matter by vote. Both parties will be notified in writing within one week of the decision. The committee's decision shall be final.

## Disability Grievance Policy for Students

### I. Policy Against Disability-Related Discrimination

In compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 ("ADA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), including implementing regulations, Azusa Pacific University ("APU" or the "university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is oral, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of university programs and activities, and employment. APU will take all reasonable steps to prevent occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

### II. Administration of This Grievance Procedure; Compliance Officers

Graduate and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law.

If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Questions regarding which grievance procedure to apply will be decided by the appropriate Section 504 compliance officer.



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

The Learning Enrichment Center (LEC) is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. The LEC is located at 901 E. Alosta Avenue, Azusa, California 91702 can be reached by telephone at (626) 815-3849 or TDD (626) 815-3873, by fax at (626) 815-3859), or by email at nashur@apu.edu.

### III. Informal Resolution

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

- A. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by the LEC (procedures for requesting an accommodation from the LEC are available in the Graduate Catalog and the Undergraduate Catalog), the student must promptly make an appointment to meet with the LEC director. The LEC director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the LEC director's decision is adverse to the student, the LEC director will inform the student of the student's right to file a formal complaint.
- B. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-LEC denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate Student Grievance and Appeal Procedure (for graduate students), and in the Undergraduate Grievance Policy (for undergraduate students). In addition, the student is encouraged to raise the issue with the LEC. Although the LEC is not responsible for providing accommodations for out-of-classroom activities that are not related to achieving a degree or credits for a degree, the director or associate director for the LEC is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources, by calling (626) 815-4526.

### IV. Formal Grievance Process

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

- A. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.
- B. A complaint must be in writing and include the following:
  1. The student's name, address, email address, phone number, and claimed disability;
  2. The names of any other persons involved, including, if known, those who committed the alleged discrimination;
  3. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
  4. A description of what efforts have been made to resolve the issue informally;

5. A statement of the desired outcome; and
  6. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.
- C. The complaint is to be filed by delivering it to the Section 504 compliance officer, as designated in Part II above. If the student alleges that the Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the student's vice-provost (e.g., if an undergraduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost for Undergraduate Programs; if a graduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost for Graduate Programs).
  - D. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
  - E. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, at the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An appropriate grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
  - F. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint, from any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.
  - G. The student and the party against whom the complaint is directed each have the right to have a representative. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

## ACADEMIC POLICIES

- H. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and to the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
- I. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
- J. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student, the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
- K. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
- L. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists making the suspension of implementation appropriate.

### V. Remedies

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

### VI. Appeal

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

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

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

The provost usually will be limited to the following considerations:

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

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

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

### VII. Deadlines

Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned.

Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and holidays).



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## Degree Programs

The Bachelor of Arts is offered with majors in art, athletic training, biblical studies, business management, Christian ministries, cinematic arts, communication studies, computer information systems, economics, English, global studies, graphic design, history, journalism, liberal studies (traditional as well as School of Adult and Professional Studies), mathematics, math/physics, music, philosophy, physical education, political science, psychology, social science, sociology, Spanish, theater arts, theology, and youth ministry.

The Bachelor of Science is offered with majors in applied exercise science, applied health, biochemistry, biology, chemistry, Christian leadership (School of Adult and Professional Studies), computer information systems (School of Adult and Professional Studies), computer science, information security (School of Adult and Professional Studies), management information systems (School of Adult and Professional Studies), mathematics, organizational leadership (School of Adult and Professional Studies), and physics.

The Bachelor of Science in Nursing (BSN) is offered to nursing majors.

The Bachelor of Science in Business is offered with these majors: accounting, economics, finance, international business, and marketing.

The Bachelor of Social Work (BSW) is offered to social work majors.

The Bachelor of Music (B.M.) in commercial music, composition, performance, and music and worship is offered to qualified music majors.

The Bachelor of Fine Arts is offered in acting for stage and screen.

The Bachelor of Fine Arts is offered in cinema arts production and visual art.

## Minor Program Policy

Azusa Pacific University offers a wide range of minors to enrich and support the academic experience of the undergraduate students. The following applies:

1. Minor programs are available to all students in a traditional undergraduate degree program and must be completed simultaneously with the major degree program.
2. Students may not earn a minor in the same discipline in which they are majoring.
3. Students must take at least three courses (9 units) that are unique to the minor (i.e., not required to fulfill the student's major, another minor, or General Education requirements).
4. Departments, at their discretion, may substitute no more than 25 percent of the required units defined in the catalog for a given minor program. Lower-division courses cannot be substituted for upper-division course requirements.
5. A minimum cumulative 2.0 GPA must be achieved in all courses required for the minor. The sponsoring academic department may require a higher minimum GPA.

For more information, please contact the sponsoring academic department for the particular minor.

## Guidelines for the Double Major

Normally, a student meets graduation requirements for a degree in one of the major departments. However, it is permissible for a student to be granted a B.A. or B.S. degree with a maximum of two majors if the following conditions are met:

1. Students must complete all of the required courses listed in the catalog for both majors.
2. Not more than six upper-division courses may be common to both majors (excluding General Education requirements).
3. Twenty-four units must be unique to the second major, of which at least 18 units must be upper division.

## Guidelines for Additional Degrees

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

1. Candidates for additional degrees must meet the University Residence policy.
2. A minimum of 156 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding General Education requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Education courses completed for one degree may be applied toward the second degree.

## Correspondence Course Credit

A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University degree. Students must earn a grade of C- or higher in eligible courses and receive prior approval from One Stop | Registrar.

Correspondence courses must be offered by a regionally accredited college or university or the Accrediting Association of Bible Colleges. No more than 6 units may be transferred to meet General Education core requirements in God's Word and the Christian Response.

Senior transfer students may complete only 3 units by correspondence, none of which may apply to the core category of God's Word and the Christian Response. If a student wishes to receive correspondence course credit toward the requirements for his/her major, prior written consent from department faculty must be obtained. All correspondence work must be completed before the first day of classes in a student's final semester.

**Correspondence Education** is defined as education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, lacks regularity and substance, and is primarily initiated by the student, and courses are typically self-paced. Correspondence education is not the same as distance education.

## Graduation Requirements

For undergraduate students graduating **prior** to spring 2014 and for nontraditional undergraduate students with any degree posted **prior** to May 1, 2014, the minimum unit requirement for the B.A., B.M., B.S., BSN, BFA, or BSW degree is 126 (some majors require more than the minimum number of units be completed). **Units for MATH 001, MATH 090, MATH 091, MATH 095, MATH 096, and ENGL 099 do not count toward the 126 units required for graduation.** All students must earn a minimum cumulative grade-point average of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative grade-point average for major courses.

For undergraduate students graduating **after** spring 2014 and for nontraditional undergraduate students with any degree posted **after** May 1, 2014, the minimum unit requirement for the B.A., B.M., B.S., BSN, BFA, or BSW degree is 120 (some majors require completion of more than the minimum number of units). **Units for MATH 001, MATH 090, MATH 091, MATH 095, MATH 096, and ENGL 099 do not count toward the 120 units required for graduation.** All students must earn a minimum cumulative grade-point average of 2.0 in all university work attempted. Transfer students must also earn

## ACADEMIC PROGRAMS

a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative grade-point average for major courses.

### Security Interest in Student Records

A student may neither graduate nor receive any diploma, grades, certificates, or transcripts until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under "Financial Information." Any diploma, certificates, grades, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

### Residence

To earn an Azusa Pacific University undergraduate degree, the following units must be earned specifically at APU:

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

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residence requirement. However, the units for APU study abroad and university-endorsed study abroad programs may be used to fulfill the university residency requirements.

### Student Ministry

All candidates for graduation must have completed 120 credits of ministry approved by the Center for Student Action. This requirement is prorated for transfer students. Fifteen ministry credits may be fulfilled through MIN 108 Christian Life, Faith, and Ministry. See [www.apu.edu/studentaction](http://www.apu.edu/studentaction) for more information.

### Selection of Catalog for Determining Degree Requirements

An undergraduate student remaining in attendance in regular session at Azusa Pacific University may elect to meet the graduation requirements reflected in the catalog in effect either 1) at the time the student began attending, 2) when he/she officially changes his/her major and submits a Change of Major form to One Stop | Undergraduate Enrollment Services Center, or 3) at the time of graduation. Students electing to switch catalogs should be aware that adopting a new catalog will require completion of all new requirements in that catalog, including any possible changes in General Education, academic majors, minors, concentrations and emphases, and appropriate academic policies. Students may elect a newly created major at any point in their attendance at Azusa Pacific University. Substitutions for discontinued courses may be authorized or required by the major.

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

"In attendance" is defined as enrollment in at least 12 units for one semester within a 12-month period. An approved leave of absence shall not be considered an interruption in attendance. If a student is not in attendance for more than two consecutive semesters and then re-enters the university, the student is subject to the graduation requirements at the time of re-entering.

## Commencement

Undergraduate commencement exercises are held at the end of the fall and spring semesters and after the second summer term.

The university president, by the authority of the trustees and on recommendation of the faculty, awards the degrees.

### Application for Graduation – Intent to Graduate

Graduation is not automatic upon completion of all coursework. Students who intend to graduate must complete an Intent to Graduate form and file it with One Stop | Undergraduate Enrollment Services Center at least six months prior to Commencement, which always falls within the semester prior to the graduating semester. The commencement and the Intent to Graduate Form due dates are listed in the Academic Calendar.

Intent to Graduate forms and academic requirements are evaluated by the student's academic specialist in One Stop to determine eligibility for participation in graduation. Students can expect two clearance notifications. The first clearance notification is emailed prior to the add/drop deadline of the student's last semester, and the second notification is emailed four to six weeks after the add/drop deadline. It is the student's responsibility to read the clearance notifications and ensure they complete any outstanding requirements listed on the Graduation Clearance Pending Letter. These requirements must be completed by the deadlines as outlined in the Participation in Commencement Policy.

A degree is granted based on the completion of all requirements. In the event that a student does not complete all requirements for the degree as indicated in the Graduation Clearance Pending letter, he or she must complete those requirements within two years of filling your Intent to Graduate Form. If the remaining requirements for the degree are not completed, the student will be subject to policies governing re-entering students, and a new catalog year will apply.

### Participation in Commencement

A student may participate in commencement exercises only if all degree work has been completed or is in process concurrently at another institution and will be completed in the same graduating term as confirmed by the student's academic specialist in One Stop | Undergraduate Enrollment Services Center.

All CLEP, correspondence courses, FLATS, and proficiency tests must be completed prior to the start of a student's final semester. Official transcripts must be received by One Stop | Undergraduate Enrollment Services Center no later than the add/drop deadline of the semester in which the student intends to participate in commencement.

In order to participate in the commencement exercises, all university obligations must be resolved no later than three weeks prior to commencement, including the receipt of transcripts (if applicable), financial clearance (must have a zero account balance), and clearance of service credits by the Center for Student Action. Students who disregard the Participation in Commencement Policy and participate in a commencement ceremony fraudulently will not be allowed to participate in future commencement ceremonies and could face sanctions including (but not limited to) suspension from the university.

## Honors at Commencement

### Latin Honors

Qualifying students may graduate with the following honors: *summa cum laude*, *magna cum laude*, or *cum laude*. The minimum GPA requirements for Latin Honors are as follows:

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

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

### Degree Posting Dates

The university posts bachelor's degrees three times each year, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The three posting dates are at the end of the regular fall semester (approximately December 15), the end of the regular spring semester (approximately May 5), and the end of the summer sessions (approximately July 31). By petition, completed degrees may be posted on the 1<sup>st</sup> and the 15<sup>th</sup> of a month other than those listed above in this section.

## Honor Societies

### Alpha Chi

Alpha Chi, a coeducational academic honor society, promotes academic excellence and exemplary character among college and university students and honors those who achieve such distinction. Membership is by invitation and is limited to the top-ranking 10 percent of APU's junior and senior undergraduates, the top-ranking 10 percent of the adult and professional studies students, and the top-ranking 10 percent of students in the graduate programs. The APU Chapter, California Gamma Chapter, was chartered in 1969.

### Beta Beta Beta Biology Honor Society

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Since its founding in 1922, more than 200,000 persons have been accepted into lifetime membership, and more than 553 chapters have been established throughout the United States and Puerto Rico.

TriBeta was founded in 1922 at Oklahoma City University—the Alpha Chapter—by Frank G. Brooks and a group of his students. The idea of an honor and professional society for biology students spread rapidly and, by 1925, the society became a national organization. Biennial national conventions of student and faculty members began in that year and, in 1930, the society journal, BIOS, began publication of student research, articles of interest to biologists, and society news. As the society grew, it divided into regional and district groups, each of which holds a convention annually. At the heart of every district and national meeting are student research papers presented in the style of graduate meetings. Awards are given for outstanding individual and chapter accomplishment.

### Lambda Pi Eta Communications Honor Society

Lambda Pi Eta is the official honor society of the National Communication Association and a member of the prestigious Association of College Honor Societies. Each member must maintain an exceptional grade-point average and display a commitment to the field of communication. The organization promotes outstanding scholarly achievement in communication studies and explores professional options.

## Pew College Society

The Pew College Society is a campus organization that helps promising undergraduate students gain admission into excellent graduate schools. Initiated with a series of grants from the Pew Charitable Trusts, the society is now fully funded by APU. The organization sponsors several seminars and lectures each year to promote scholarship on campus and to help students through the process of graduate school admission, including how to choose graduate schools, how to prepare for admissions tests, and how to improve one's chances of acceptance. The Pew College Society also connects its members with faculty mentors who give guidance to students on choosing and applying to graduate schools. The society further provides financial assistance to help students with such expenses as graduate school application fees and some travel to prospective graduate schools.

## Phi Alpha Social Work Honor Society

Eta Iota is the local chapter name of the National Phi Alpha Social Work Honor Society at APU. The purpose of Phi Alpha is to provide a closer bond among social work students and promote humanitarian goals and ideals. Phi Alpha fosters high academic standards for social work students and invites into membership those who have attained excellence in scholarship and service. To qualify for membership, a candidate must:

- Be a declared social work major.
- Have senior status.
- Have at least 90 semester hours of general and department coursework.
- Exhibit both personal and professional integrity.
- Possess a minimum cumulative grade-point average of 3.6.

## Phi Delta Epsilon Premedical Honor Society

Phi Delta Epsilon (PhiDE) is an international medical fraternity that creates physicians of integrity with a lifelong commitment to the guiding principles of philanthropy, deity, and education through fellowship, service, mentoring, and formal training in leadership, science, and ethics. The California Mu chapter of PhiDE was chartered at Azusa Pacific University on April 17, 2010, and has since provided premedical students with various resources, including networking with doctors and students at other universities, leadership training at regional and international conferences, and opportunities to participate in various internships and medical education programs. Additionally, PhiDE members at APU have participated in community service through a wide variety of local organizations such as the Glendora Teen Center, Habitat for Humanity, and Children's Hospital Los Angeles, and have raised more than \$7,000 to support Children's Miracle Network, Phi Delta Epsilon's official philanthropic partner.

## Pi Sigma Alpha—Alpha Eta Delta Chapter

Pi Sigma Alpha, is the only national honor society for undergraduate and graduate student of political science. There are more than 600 chapters established in colleges and universities in the United States, and a few outside of the U.S. Pi Sigma Alpha is a member of the Association of College Honor Societies (ACHS) and is designated as a "Specialized, Upper-Division" society by ACHS. The Azusa Pacific University Chapter, Alpha Eta Delta, was chartered in 2011.

All Pi Sigma Alpha members, regular and honorary, receive a certificate of membership and pin, and permanent enrollment in the society's membership rolls maintained by the national office. Members are entitled to wear the Pi Sigma Alpha key at any time or the medallion and honor cord with cap and gown at graduation and on other official occasions. Members may apply for scholarships for both graduate study in political science and for Washington semester programs, and for best paper awards.

## ACADEMIC PROGRAMS

Members must be of junior or senior class standing, complete at least ten (10) units of political science courses (one of which must be 300-level or higher). Transfer students must have completed at least six (6) of the ten (10) units at APU. Students must maintain an average grade of *B* or higher in all political science courses, and overall academic standing must be in the upper one-third of the college class.

### **Pi Lambda Theta Education Honor Society**

Pi Lambda Theta, founded in 1910, is an international honor society and professional association in education. Its mission is to provide leadership for the profession, promote academic excellence at all educational levels, provide leadership development for members, foster an environment for professional growth, and recognize outstanding educators. As an honor society, the purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership. As a professional association, the purpose is to encourage independent critical thinking in addressing the challenges of education today.

Undergraduate and graduate students currently enrolled in a program leading to a career in education are eligible for membership in Pi Lambda Theta if the following criteria are met:

- A grade-point average of 3.5 or higher based on a 4.0 scale and one of the following:
  - Status of at least second-semester sophomore and currently enrolled in a baccalaureate degree program with an intent to enter a career in education
  - Admission to a graduate degree program or a post-baccalaureate certification or credential program with an intent to enter a career in education, current enrollment, and completion of at least two graduate courses in that program
- For additional information, call (800) 487-3411, email [member@pilambda.org](mailto:member@pilambda.org), or contact the Liberal Studies office at (626) 387-5717 ([jlambertson@apu.edu](mailto:jlambertson@apu.edu)).

### **Psi Chi Psychology Honor Society**

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS). APU became a Psi Chi chapter in 2000.

### **Sigma Alpha Pi Leadership Honor Society**

The National Society of Leadership and Success, Sigma Alpha Pi, is one of the largest collegiate leadership honor societies in the country with chapters at more than 300 campuses worldwide. The mission of the society is to build leaders who make a better world. To this end, the society encourages community action, volunteerism, personal growth, and strong leadership from its chapters and members. Student members of the APU chapter participate in monthly lectures, small groups, and social events aimed at helping people discover and achieve their goals. Students are nominated and invited to join the society based on several factors, including academic success, leadership involvement, and commitment to leadership development and practice.

### **Sigma Delta Pi Hispanic Honor Society**

Sigma Delta Pi is the national collegiate Hispanic honor society. Founded in 1919, it is the only honor society for students studying Spanish in four-year colleges and universities. In order to be nominated for membership, students must show a genuine interest in the Hispanic culture through the completion of at least three years, or the equivalent, of college Spanish, including a third-year course in Hispanic literature or Hispanic culture and civilization. Students must also average a grade of *B* or better in all Spanish coursework and be ranked in the upper 35 percent of their class. APU's chapter was established in 2003 under the name Phi Omicron.

### **Sigma Tau Delta English Honor Society**

Alpha Epsilon Tau is the local chapter of Sigma Tau Delta International English Honor Society. The society exists to:

- Confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies.
- Promote literary awareness on campus and in the surrounding community.
- Foster the discipline of English in all its aspects, including creative and critical writing.
- Encourage dialogue and scholarly reflection on faith and literature.
- Provide opportunities for fellowship within the English department.

To qualify for membership, the candidate must be an English major or minor, have completed two courses in English beyond the requirement of Freshman Writing Seminar, have completed three or more semesters of college work with an overall GPA of 3.3 or above, and an average of *B+* or higher in all English courses.

### **Sigma Theta Tau Nursing Honor Society**

Sigma Theta Tau International, the only international honor society of nursing in the world, provides leadership and scholarship in practice, education, and research to enhance the health of all people. The honor society supports the learning and professional development of members who strive to improve nursing care worldwide.

Students in baccalaureate nursing programs may qualify for membership after completing half of the nursing curriculum, ranking in the upper 35 percent of their graduating class, and achieving a minimum grade-point average of 3.0. All potential applicants must meet the expectation of academic integrity. APU's chapter is Iota Sigma.

### **Who's Who Among Students in American Universities and Colleges**

Each year, deans and chairs from all schools and colleges nominate deserving students for listing in the national publication *Who's Who Among Students in American Universities and Colleges*. This distinction is awarded on the basis of scholarship, leadership, and potential for future success.

### **General Education Program**

Each student graduating from APU completes a maximum of 61 units of General Education courses. The number of units required is determined by whether a student enters as a freshman or as a transfer student, and by the year that the student begins coursework at APU. Current students seeking to transfer coursework from other colleges and universities must verify with One Stop | Undergraduate Enrollment Services Center that those courses will be accepted for General Education credit. The policy for transferring credits to meet General Education requirements is available in One Stop | Undergraduate Enrollment Services Center or online at [www.apu.edu/registrar/undergraduate/transferring/](http://www.apu.edu/registrar/undergraduate/transferring/).



### Information for Transfer Students

Students transferring in to Azusa Pacific University may have some of their General Education requirements met by classes taken at their previous institution(s). Additionally, the unit requirements for God’s Word and the Christian Response may be adjusted depending on the number of units the student transferred in to APU. Further information about these adjusted requirements is located in the Transfer Applicants section of this catalog.

The evaluation of a student’s transfer work is conducted by One Stop | Registrar. All students are encouraged to work with One Stop | Undergraduate Enrollment Services Center and with their academic advisor to determine their General Education requirements.

### General Education Requirements

APU’s General Education requirements include Skills and University Requirements and six Integrative Core Requirements. All of these requirements must be met by approved classes.

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses. This list is found in One Stop | Undergraduate Enrollment Services Center and in the Office of Academic Advising and Retention. Additional courses may be approved in the future. Students are encouraged to take their General Education courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student. For further information, please see One Stop | Undergraduate Enrollment Services Center and/or the Office of Academic Advising.

All students are required to access their Web-based Advisement Report (through [home.apu.edu](http://home.apu.edu)) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer classes for course requirements should be directed to One Stop | Undergraduate Enrollment Services Center.

**Special Note: Applied health, biology, biochemistry, and nursing majors** are not required to take health education.

**Special Note: Bachelor of Music majors** are not required to take health education, Fitness for Life, foreign language, math, or the Aesthetics Core. This statement does NOT apply to Bachelor of Arts music majors.

### Skills and University Requirements Units

ENGL	110	Freshman Writing Seminar <sup>^</sup> (required first year)	3
COMM	111	Public Communication	3
LDRS	100	Beginnings (required first semester)	1
PE	XXX	Fitness for Life or Varsity Sport <sup>^^</sup> (concurrent enrollment with PE 240)	1
PE	240	Health Education (concurrent enrollment with Fitness for Life)	2
Select one of the following: <sup>^^^</sup>			
MATH	110	College Algebra <sup>^</sup>	3
MATH	115	Analytical Inquiry <sup>^</sup>	3
MATH	120	Contemporary Mathematics <sup>^</sup>	3

<sup>^</sup>Placement into the above math and English courses is determined by transfer work, SAT/ACT scores, or diagnostic exams. Scoring below the minimum proficiency on any or all of these exams will result in required enrollment in ENGL 099 (for Reading), ENGL 100 (for Writing), and/or the appropriate prerequisite math course(s).

<sup>^^</sup>Note: TFT 121 also fulfills the Fitness for Life requirement, as does PE 315.

<sup>^^^</sup>It is strongly recommended that the math requirement be completed by the beginning of the student’s junior year.

### Foreign language 8 units required

Choose from the following:

ASL	101/102	American Sign Language	4/4
CHIN	101/102	Elementary Chinese	4/4
FREN	101/102	Elementary French	4/4

GERM	101/102	Elementary German	4/4
GLBL	101/102	Self-directed Language Learning	4/4
GRKB	200/201	Elementary Greek	4/4
GRKC	200/201	Elementary Classical Greek	4/4
HEBB	200/201	Elementary Hebrew	4/4
JAPA	101/102	Elementary Japanese	4/4
LTN	200/201	Elementary Latin	4/4
MODL	101/102	Modern Language	4/4
SPAN	101/102	Elementary Spanish	4/4

Note: Two semesters of the same language are required. Foreign language proficiency may be validated by APU’s Department of Modern Languages’ placement test, AP/CLEP scores, or the FLATS examination (administered at the Learning Enrichment Center). International students are able to fulfill this requirement by enrolling in and successfully passing the TESL 101 and TESL 102 classes.

APU will accept transfer units for the foreign language requirement if those courses qualify for transfer credit and if they constitute a full collegiate academic year of language study. All language transfer courses must entail a minimum of 3 units per semester and be completed at an accredited institution of higher education.

Transferring online language courses may fulfill the required two semesters only when the student successfully completes and passes the Department of Modern Languages’ Transfer Verification Test for the language of study. Transfer Verification Tests must be taken prior to a student’s final semester. Languages available for testing are Spanish, French, Italian, German, Chinese, Japanese, and American Sign Language.

Correspondence courses do not fulfill the foreign language requirement.

### Upper-division Writing Intensive Course 3 units required

Choose one from the following:

ART	356	History of Modern Art	3
AT	490	Research Methods	4
BIOL	320	Ecology	4
BIOL	465	Clinical Research/Practicum in Applied Health	4
BUSI	370	International Business	3
BUSI	405	Business Report Writing	3
CHEM	320/330	Instrumental Analysis and Lab	3/1
COMM	420	Conflict Management	3
EDLS	405	Diversity in the Classroom	3
ENGL	377	Shakespeare	3
ENGL	406	Advanced Composition	3
GLBL	301	Anthropology for Everyday Life	3
JOUR	430	Public Affairs Reporting	3
MATH	480	Math Reading, Writing, and Presentation	3
MIN	300	Culture and Ministry	3
MUS	352	Baroque, Classical, and Early Romantic Music	3
PE	320	History and Principles of Physical Education	3
PHIL	340	Concepts of Human Nature	3
POLI	300	Research and Writing	3
PSYC	362	Research Methods in Psychology	4
SOC	471	Qualitative Social Research Methods	3
SOCW	351	Child Welfare	3
SOCW	479	Social Work Research Project	3
TFT	375	Screenwriting	3
TFT	387	Nonfiction Writing for Visual Media	3
THEO	420	Christian Apologetics	3
THEO	424	The Formation of Early Christianity	3
THEO	425	American Christianity	3
UBBL	430	Johannine Literature	3
UBBL	450	Ancient Near Eastern History	3
UBBL	476	Women in the Biblical Tradition	3
UNRS	306	Theoretical Frameworks of Nursing	3
UNRS	400	Advanced Practice: Professional Studies and Communication Skills (for ADN to MSN program students only)	3

## ACADEMIC PROGRAMS

### Integrative Core Course Requirements

The following subheadings list the core subject areas, the number of units required for the area, and the course options. Additional courses may be approved at a later date.

#### Aesthetics and the Creative Arts 3 units required

ART	150	Introduction to Art	3
ART	310	Fundamental Art Experiences	3
ART	354	Ancient Art History	3
ART	356	History of Modern Art	3
ART	357	Contemporary Art Trends	3
ART	361	Early Christian and Medieval Art	3
ART	362	Renaissance to Rococo Art	3
ART	403	Multicultural Art	3
HUM	223/323	Humanities Seminar III: Aesthetics <sup>^</sup>	3/4
MUS	120	Music Fundamentals	3
MUS	121	Music Theory I	3
MUS	201	Introduction to World Music	3
MUS	204	Music of Latin America	3
MUS	205	Music of Asia	3
MUS	250	Music and Civilization	3
TFT	101	Christianity and the Creative Process	3

#### Heritage and Institutions 6 units required

##### Philosophy Component

Choose one of the following:

HUM	224/324	Humanities Seminar IV: Great Ideas <sup>^</sup>	3/4
PHIL	220	Introduction to Philosophy	3

##### History and Political Science Component

Choose one of the following:

HIST	120	World Civilizations to 1648	3
HIST	121	World Civilizations since 1648	3
HIST	151	U.S. History to 1865	3
HIST	152	U.S. History since 1865	3
HUM	221/321	Humanities Seminar I: Great Works <sup>^</sup>	3/4
POLI	150	American Government	3

#### Identity and Relationships 3 units required

PSYC	110	General Psychology	3
PSYC	290	Human Growth and Development	3
SOC	120	Introduction to Sociology	3

#### Language and Literature 3 units required

ENGL	111	Introduction to Literature	3
ENGL	112	Introduction to Literary Analysis	3
ENGL	324	World Literature to Renaissance	3
ENGL	334	World Literature since the Renaissance	3
ENGL	344	American Literature to 1865	3
ENGL	354	American Literature since 1865	3
HUM	222/322	Humanities Seminar II: Literary Masterpieces <sup>^</sup>	3/4

<sup>^</sup>NOTE: The Humanities Seminars are in a 3-unit format on the Azusa campus, and a 4-unit format in the High Sierra Semester.

#### Nature 4 units required, lab required

BIOL	101	Fundamentals of Biology	4
BIOL	151	General Biology I	4
BIOL	325	Humans and the Environment	4
CHEM	101	Introduction to Chemistry	4
CHEM	111/112/114	Chemistry for the Health Sciences (All three courses needed to fulfill requirement.)	4
CHEM	151	General Chemistry	4
PHYC	110/111	Principles of Physical Science (Both courses needed to fulfill requirement.)	4
PHYC	130	Earth Science	4
PHYC	140	Introduction to Astronomy	4
PHYC	151	Physics for Life Sciences I	4
PHYC	161	Physics for Science and Engineering I	5

#### God's Word and the Christian Response 18 units required

##### Bible Course Requirements (both classes required)<sup>^^</sup>

UBBL	100	Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3

<sup>^^</sup>UBBL 100 is the prerequisite course for all other UBBL courses and UBBL 230 is the prerequisite course for all 300-400 level UBBL courses.

##### Additional Bible Courses

Choose one of the following:

UBBL	310	I and II Samuel	3
UBBL	311	Hebrew Prophets I	3
UBBL	312	Hebrew Prophets II	3
UBBL	320	Hebrew Poetical and Wisdom Literature	3
UBBL	330	Life and Teachings of Jesus	3
UBBL	340	Romans and Galatians	3
UBBL	341	Thessalonian and Corinthian Epistles	3
UBBL	343	The General Epistles	3
UBBL	350	Geographical/Historical Setting of the Bible	3

##### Ministry Requirement

MIN	108	Christian Life, Faith, and Ministry	3
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##### Doctrine Requirement

Choose one of the following:

HUM	325	Humanities Seminar V: Christian Classics <sup>^</sup>	3/4
THEO	303	Theology and the Christian Life <sup>^^</sup>	3
THEO	352	Church History: Apostolic Era to 1517 <sup>^^</sup>	3
THEO	354	Church History from 1517 to Present <sup>^^</sup>	3
THEO	363	Contemporary Christian Thought <sup>^^</sup>	3

<sup>^</sup>NOTE: The Humanities Seminars are in a 3-unit format on the Azusa campus, and a 4-unit format at the High Sierra Semester.

<sup>^^</sup>NOTE: MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.

##### Senior Seminar

Choose one of the following:

ART	496	Senior Seminar: Art Ethics	3
BIOL	496	Senior Seminar: Ethics and the Sciences	3
BUSI	496	Senior Seminar: Business Ethics	3
COMM	496	Senior Seminar: Ethics in Human Communication	3
CS	496	Senior Seminar: Ethics in Computer Science	3
EDLS	496	Senior Seminar: Education and Professional Ethics	3
ENGL	496	Senior Seminar: Ethics in the Professions	3
GLBL	496	Senior Seminar: Global Issues and Prospects	3
MATH	496	Senior Seminar	3
MIN	496	Senior Seminar: Church and Society	3
MUS	496	Senior Seminar: Music and Ethics	3
PE	496	Senior Seminar: Ethics in Physical Education and Sport	3

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PHIL	496	Senior Seminar: Professional Ethics	3
PHIL	496	Senior Seminar: Social Ethics	3
PHIL	496	Senior Seminar: Worldviews	3
POLI	496	Senior Seminar: Religion and Politics	3
SOC	496	Senior Seminar: Faith and Social Issues	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions	3
TFT	496	Senior Seminar: Ethics in Theater, Film, and Television	3
THEO	496	Senior Seminar: Theology and Social Issues	3
UBBL	496	Senior Seminar: Biblical Theology and Ethics	3
UNRS	496	Senior Seminar: Ethics and Issues in Health Care	4

### Humanities Classes at the High Sierra Semester

Several of the General Education requirements may be met through participation in the High Sierra Semester.

The following outlines the information:

HUM	221/321	Humanities Seminar I: Great Works <sup>^</sup> <i>Meets the core requirement in Heritage and Institutions</i>	4
HUM	222/322	Humanities Seminar II: Literary Masterpieces <sup>^</sup> <i>Meets the core requirement in Language and Literature</i>	4
HUM	223/323	Humanities Seminar III: Aesthetics <sup>^</sup> <i>Meets the core requirements in Aesthetics and the Creative Arts</i>	4
HUM	224/324	Humanities Seminar IV: Great Ideas <sup>^</sup> <i>Meets the core philosophy requirement in Heritage and Institutions</i>	4
HUM	325	Humanities Seminar V: Christian Classics* <i>Meets the doctrine requirement in God's Word and the Christian Response</i>	4

<sup>^</sup>NOTE: The Humanities Seminars are in a 3-unit format on the Azusa campus, and a 4-unit format in the High Sierra Semester.

Students may elect to take the 300-level courses for their core requirements. For more information, please see the High Sierra advisor.

### Diversity in the Classroom

Azusa Pacific University recognizes that diversity is an expression of God's image and boundless creativity. In an effort to integrate diversity studies into the curriculum, pertinent issues are addressed within General Education courses, and specific courses focus on diverse perspectives. APU also offers an ethnic studies minor through the School of Business and Management. The following is a list of courses designed to examine diversity related topics:

ART	403	Multicultural Art*	3
COMM	495	Special Topics: Film and Minority Issues	3
CSSD	567	Diversity in Student Affairs <sup>^</sup>	3
EDLS	405	Diversity in the Classroom**	3
EDUC	504	Teaching and Cultural Diversity <sup>^</sup>	3
ENGL	364	American Ethnic Literature	3
ENGL	487	Literacy Movements	3
ENGL	488	Significant Authors	3
ENGL	489	Literary Topics: African American Literature and the City	3
ETHN	150	Introduction to Ethnic Studies	3
ETHN	355	The Asian American Experience	3
ETHN	356	The African American Experience	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3
GLBL	301	Anthropology for Everyday Life**	3
GLBL	305	Peoples and Places	3
GLBL	310	Intercultural Communication	3
GLBL	315	Urban Culture	3
GMIN	509	Urban Anthropology and Christian Ministry <sup>^</sup>	4

GMIN	558	Women and Men in Ministry <sup>^</sup>	4
GMIN	559	Urban Cross-Cultural Ministry <sup>^</sup>	4
GNRS	503	Cultural Competency <sup>^</sup>	2
MINC	486	Urban Ministry Practicum	6
MUS	201	Introduction to World Music*	3
MUS	204	Music of Latin America*	3
MUS	205	Music of Asia*	3
MUS	301	Music of Africa	3
MUS	302	Soul Music	3
PHIL	370	Comparative Religions	3
PSYC	400	Cultural Psychology	3
SOC	358	Human Diversity	3
SOC	359	Immigrant Los Angeles	3
SOC	405	The Sociology of Gender	3
SOC	464	Social Stratification	3
TESL	530	Intercultural Communication and Language Teaching <sup>^</sup>	3
TESL	535	Sociolinguistics and Language Teaching <sup>^</sup>	3
THEO	480	Theologies of Liberation	3
UBBL	462	Global Biblical Interpretation	3
UNRS	380	Transcultural Health Care	2

\*Meets a General Education core requirement

\*\*Meets the upper-division writing intensive requirement

<sup>^</sup>These are graduate-level courses. Please refer to the Graduate Catalog for details.

### Honors College

The Azusa Pacific University Honors College offers an academically enriched plan of study developed for talented and motivated students. The curriculum fulfills a significant portion of the General Education requirements while challenging students with greater depth, intensity, and intellectual rigor. The program coursework suits students committed to intellectual dialogue and Christian fellowship with scholars. In addition to the honors curriculum, the program offers extracurricular cultural and social activities, service learning, and international study that deepen the educational experience.

The Honors College challenges students to perform at their highest level of academic excellence, and offers them the opportunity to develop their abilities to the fullest. Close student-faculty collaboration is fostered through limited class enrollment of 15–18 students. Faculty teaching in the program are acknowledged experts in their field and are known for their outstanding scholarly contributions.

Honors students must:

- Maintain a cumulative grade-point average of 3.3 or higher.
- Complete a minimum of 24 units of the honors curriculum.
- Complete four semesters of Honors Colloquia.
- Complete an Honors Capstone/Thesis Project.

Honors scholar graduates receive a certificate of completion, distinction as an honors scholar on their diploma, and a beautiful honors medallion to wear at graduation and keep as a memento of their achievements.

#### Application to the Honors College

Students may apply to the Honors College as incoming first-year students, transfer students, or as currently enrolled APU students. Students who have received Trustees', President's, and Dean's Scholarships are also encouraged to apply for admission to the Honors College. Freshman participants are selected from the top 10 percent of APU applicants on the basis of academic performance, demonstrated leadership ability, and exemplary character.

In addition to completing the application and reference forms for admission to the university, a candidate must submit an Honors College application. Applications are available at [www.apu.edu/honors/admission/](http://www.apu.edu/honors/admission/).

## ACADEMIC PROGRAMS

The Honors College application requires the high school grade-point average and SAT or ACT scores. In addition, the applicant is required to submit responses to selected essay questions on the application form. The completed application and the essay responses are reviewed by the APU Honors Council to determine admission into the Honors College.

### *Transferring and Secondary Admission*

Students who have a minimum 1,210 SAT score or 27 ACT score and a minimum college or university cumulative 3.50 GPA may apply for admission to the Honors College. Students who have a cumulative 3.75 GPA or higher will be considered for admission without limitation; however, no more than five students having a cumulative GPA of 3.50–3.75 may be admitted to the Honors College annually. All transferring honors students and secondary applicants must satisfy the following minimal admission standards: those transferring 25–46 units must include 9 college honors credits and those transferring more than 46 units must include 12 honors units. Advanced Placement and International Baccalaureate credits will not be considered for satisfaction of the minimum transfer admission requirement. A minimum of 9 honors units must be completed at Azusa Pacific University to qualify for graduation as a distinguished honors scholar. Honors credits earned through study abroad will not count toward the required 9 honors units in residence.

Students who are not among those admitted to the program may submit a petition to the Honors College office requesting permission to register in an honors course on a space available basis. Permission must be granted before starting the course.

### **Honors College Curriculum**

The Honor College offers a variety of courses each semester that assist students in meeting their General Education course requirements. In addition, honors students may petition to receive honors credit for courses upon agreement among the student, the course instructor, and the director of the honors program. Honors courses are offered on the Azusa campus, at the High Sierra Semester, and at the Azusa Oxford Semester.

Honors students participate in Honors Colloquia (HUM 400). This unique academic and cultural enrichment program allows students an opportunity to explore innovative topics that augment the regular honors curriculum. To graduate as an honors scholar, students must complete four HUM 400 series courses, one of which must be completed in the junior or senior year of study. This is a credit/no-credit class.

Contact the Honors College office for the current schedule of classes.

### **Center for Academic Service-Learning and Research**

Azusa Pacific University's award-winning service-learning program provides students with the opportunity to learn from, with, and for the community. In keeping with the mission and values of APU, the Center for Academic Service-Learning and Research (CASLR) provides opportunities for students to begin their journey toward becoming socially responsible and civically engaged professionals. Because of its extensive service-learning program across university departments, CASLR provides a learning environment in which students, through course-based service-learning, can kick-start careers of service in the midst of their undergraduate studies.

Program staff members work with faculty and community leaders to intentionally integrate academic coursework with relevant community service and enhance student, faculty, and community scholarship. Service-learning courses empower students to move from theory to practice by honoring Christ while serving the community. Classes designated by "Service-Learning Requirement" in class registration materials meet the criteria for excellence in service learning.

Service-learning courses are offered in 16 academic departments from art to nursing, and students receive APU service credits for their service-learning experience. More than 2,500 students partner with dozens of community agencies through service-learning programs each year. CASLR supports community growth and development through a number of programs, including the following courses:

#### **BUSI 360 Principles of Marketing**

Each fall a group of students organize and facilitate a Christmas caroling event called "Angels Sing" in collaboration with the Visiting Angels organization, which provides health care for home-bound elderly individuals.

#### **EDLS 405 Diversity in the Classroom**

The College Headed and Mighty Proud (C.H.A.M.P.) Program introduces the idea of college to approximately 600 fourth graders from six local schools in the Azusa Unified School District using a 10-week curriculum designed to help the younger students experience college life firsthand.

#### **GLBL 355 Principles and Practices of Community Engagement**

With in-class learning from real-world case materials, principles are explored and applied in practice during a three- to four-week field project and internship with a South African nongovernmental organization (NGO) or development organization that addresses community need(s). This program introduces students to foundations and principles of community development, allowing them to learn from the wisdom of local peoples.

#### **SOCW 310/311 Human Behavior and the Social Environment I, II**

Cougar Pals, a year-long, one-on-one mentoring program, pairs social work students with at-risk sixth and seventh graders at local middle schools, supporting them academically and providing encouragement for positive life goals and achievement.

### **Preprofessional Programs**

#### **Premedical/Predental**

While any major is compatible with medicine, an emphasis on science courses is mandatory for completion of the academic prerequisites of medical and dental schools. The Department of Biology and Chemistry offers excellent curricula for such programs. The student receives not only strong academic advising on preparatory coursework, but also a great deal of personal contact with the professor within the classroom environment.

The premedical/predental program helps the student integrate scientific, cultural, and religious views and develop the skills and objectivity necessary for the advancement of scientific knowledge.

To assist the student in attaining this goal, APU provides an advisor and a premedical/predental advisory committee, which assist the student in class selection, help keep track of academic progress, provide information on medical and dental school admission policies, conduct mock interviews, and in general, aid the student in areas of difficulty.

In addition, career seminars and an MCAT review course (BIOL 470) led by the university premedical advisor are offered. Both a high score on the MCAT (Medical College Admissions Test) and a high grade-point average are necessary for consideration in application to a medical school.

In addition to the General Education requirement, the following is typical of the academic prerequisites required by most medical or dental schools:

**Chemistry**

CHEM	151*/152	General Chemistry	4/4
CHEM	251/252	Organic Chemistry Theory	4/4
CHEM	261/262	Organic Chemistry Lab	1/1

**Biology**

BIOL	151*/152	General Biology I/II	4/4
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**Mathematics (Select one pair)**

MATH	151/152	Applied Calculus I/II	3/3
MATH	161/162	Calculus I/II	5/4

**Physics (Select one pair)**

PHYC	151*/152	Physics for Life Science I/II	4/4
PHYC	161*/162	Physics for Science and Engineering I/II	5/5

\*Meets a General Education core requirement

Furthermore, the following courses provide excellent preparation for medical school:

BIOC	360	Principles of Biochemistry	4
BIOC	380/381	Biochemistry I/II	4/4
BIOL	240	Biology of Microorganisms	4
BIOL	280	Cell Biology	4
BIOL	300	Genetics	4
BIOL	336	Vertebrate Biology	4
BIOL	350	Mammalian Physiology	4
CHEM	300/310	Quantitative Analysis–Theory and Lab	2/2
PSYC	110	General Psychology	3
SOC	120	Introduction to Sociology	3

**Pre-allied Health and Pharmacy**

The applied health major within the Department of Biology and Chemistry contains most requirements for admission to graduate programs in the health professions (including physician assistant, occupational therapy, physical therapy, sports medicine, and chiropractic medicine). The physical therapy track within this major is also specifically designed to address the admission requirements for entry into a master's or doctoral physical therapy program.

The biology or biochemistry major addresses the requirements for entry into a pharmacy program.

**Pre-engineering**

Students interested in engineering have two options: the 2/2 Program and the 3/2 Program.

**2/2 Program**

In the 2/2 Program, a student completes a group of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining coursework required for graduation from that institution. Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation 2/2 Program.

**3/2 Program**

In the 3/2 Program, a student completes a group of prescribed courses at Azusa Pacific University (more than the 2/2 Program requires), then transfers to a school offering the engineering specialization of his/her choice to take the remaining coursework required for graduation from that institution. Upon earning the engineering degree from the other institution, the student also receives a Bachelor of Arts in Math/Physics from Azusa Pacific University. Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation 3/2 Program.

Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. For example, some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry. For a list of the prescribed courses for the 2/2 and 3/2 programs, see the Department of Mathematics and Physics section in this catalog.

**Prelaw**

Azusa Pacific University's Department of History and Political Science offers a prelaw minor for all students interested in law school. The 21-unit minor includes courses in political science, criminal law, constitutional law, and political philosophy (see "Department of History and Political Science" for requirements). The department's prelaw advisor helps prelaw students select appropriate courses and assists in the process of identifying and applying to law schools.



**Center for Global Learning & Engagement  
Mission Statement**

The Center for Global Learning & Engagement carries out the university's academic vision to deliberately and strategically "integrate an intercultural and international dimension into teaching, research, and service functions of the university," through the creation and maintenance of innovative global learning opportunities; comprehensive guidance, preparation, and advising of students; and the creation of opportunities for faculty development and leadership in international education.

The Center for Global Learning & Engagement primarily works to coordinate more than 40 study abroad programs, including national and international, semester and short-term opportunities, for students interested in integrating their academic experience in an off-campus program.

The ideal paradigm provides the student with the opportunity to either enroll in a foreign university or program, or through an APU affiliation with another university, thereby creating an academic instructional integration of courses, lectures, and extracurricular activities for all or part of a semester (full immersion vs. partial immersion). Many students, however, are not able to include a full semester abroad program while completing their undergraduate studies due to financial limitations, academic major, extracurricular aspirations, and other considerations\*. Therefore, short-term study abroad programs of three to six weeks are worthy of consideration and are provided by various departments of the university.

## ACADEMIC PROGRAMS

An international study experience should be thoughtfully integrated into a student's total instructional program and major, therefore should be considered in consultation with the student's academic advisor and the director of the Center for Global Learning & Engagement.

For more information on the Center for Global Learning & Engagement and its programs, please visit [www.apu.edu/studyabroad/](http://www.apu.edu/studyabroad/).

\*Generally, seniors are not permitted to study abroad in their last semester. Seniors who desire to study abroad in their final semester are required to submit a petition to One Stop | Undergraduate Enrollment Services Center and satisfactorily complete the Undergraduate Intent to Graduate Form prior to applying for an off-campus program.

### Academic Assessment of International Programs

In order to ensure the academic quality and safety standards of international education, Azusa Pacific University has established a systematic policy of assessment every two to five years. The evaluation team may consist of APU faculty and administrators, representatives from another accredited university or college, or the Student Academic Programs Council of the Council of Christian Colleges & Universities (CCCCU). The Center for Global Learning & Engagement maintains documentation of APU's initial and subsequent assessment of international programs, consortium agreements, and student debriefing forms.

### Financial Aid Policy for International Programs

To assist the student with the cost of including an international educational experience, the university may make academic scholarships and financial aid available for approved programs during the fall and spring semesters (see Financial Aid Policy for International and Off-Campus Programs below). Summer and interterm programs are developed specifically to supplement and enrich students' standard fall and spring semester program, and there is typically no financial aid available to assist with the cost of these programs. All registered study abroad students participating in study abroad programs are required to pay the additional international health fee.

A student considering participating in an international program should 1) make an appointment with the director of the Center for Global Learning & Engagement to review the options and procedures of enrollment, and 2) consult with a student account specialist in One Stop | Undergraduate Enrollment Services Center to discuss the program costs and financial options.

### APU Programs

The following international semester programs are APU owned and/or operated and satisfy the institutional mission and academic standards of Azusa Pacific University, and therefore are approved for student participation. Additional semester and short-term, faculty-led programs and descriptions can be found at [www.apu.edu/studyabroad/programs/](http://www.apu.edu/studyabroad/programs/).

Students who are considering other programs that are not sponsored or approved by Azusa Pacific University should meet with the APU director or the Center for Global Learning & Engagement prior to applying and enrolling in the program. A Leave of Absence from APU will be required in order to participate in the program. Upon completion of the program, an official transcript should be sent to APU, subject to the same standards of evaluation as other transfers of credit.

### Azusa Oxford Semester

The Azusa Oxford Semester provides an opportunity for up to 25 junior and senior students to become associate students at one of several colleges of Oxford University in Oxford, England. The program is administered by APU director of the Center for Global Learning & Engagement in affiliation with the Oxford Programme for Undergraduate Studies (OPUS). Applicants are expected to have well-defined academic objectives, intellectual maturity and self-discipline, and evidence of excellence in writing and research. A minimum cumulative GPA of 3.40 or higher and major GPA of 3.60 or higher is required for admission to the program. The 13-unit curriculum includes a group seminar on a British history or culture topic (3 units), a primary (6 units) and secondary (3 units) tutorial in the student's major or minor, and the Faith and Learning Colloquium (1 unit).

Tutorials are a one-on-one arrangement with an Oxford tutor, and the Faith and Learning Colloquium is led by an in-residence student development coordinator. Students spend time with other OPUS students through their group seminar course. For both fall and spring semesters, the application deadline for the program occurs once a year in the spring semester prior to the next academic year. Fall students are required to financially commit to the program, shortly after acceptance, and spring students will have to commit no later than May 1. For additional information about this program, please visit [www.apu.edu/oxford/about/](http://www.apu.edu/oxford/about/) and for additional information about designing tutorials, please visit [www.apu.edu/oxford/tutorials/](http://www.apu.edu/oxford/tutorials/).

### South Africa Semester

The Azusa South Africa Semester provides an opportunity for up to 50 sophomore, junior, and senior students to earn up to 17 units during this unique semester abroad. A minimum cumulative GPA of 2.5 is required for admission to this program. Coursework allows students to choose from a variety of General Education courses. Required courses include a specially developed course on Principles and Practices of Community Engagement (in South Africa) that allows students to engage in the local South Africa community and earn 30 service credits. This course may include projects serving alongside an HIV/AIDS health program, teaching at an orphanage, interning with a local NGO (nongovernment organization), and other opportunities with local community development organizations. For additional information about this program, please visit [www.apu.edu/southafrica/about/](http://www.apu.edu/southafrica/about/).

### South Africa Semester – Nursing Track

The South Africa Nursing Study Abroad program offers senior-level nursing students the opportunity to learn, serve, and engage in APU's South Africa Semester, while focusing on community health care. Students are exposed to the vibrant South African culture through home-stays and national travel. They also partner with community-based organizations and conduct projects to address health disparities, health problems, and barriers to health promotion. Students' cultural sensitivity is enhanced through various service-learning opportunities.

### Global Learning Term

The Global Learning Term (GLT) program seeks to fulfill the international mission and educational essence of Azusa Pacific University by affording students self-directed, full-immersion learning experiences within a variety of cross-cultural contexts. Students enroll in special GLT courses (up to 16 units) that are completed during a summer and/or fall term (minimum three months).

Students who wish to take their Global Learning Term in the summer may qualify for the summer tuition discount, and can also take a Leave of Absence in the following fall semester in order to apply their financial aid package to the spring. However, in order to enroll in the summer, students must depart before June 15. For more information about this process, please contact the Department of Global Studies, Sociology, and TESOL.

Program faculty assist students in exploring their major and in designing individualized study and service projects. The GLT is an integral component of the undergraduate global studies major, and builds upon campus-based multidisciplinary coursework, as well as the off-campus Los Angeles Term. It also exists as a stand-alone program for non-global studies students. For additional information, contact the Department of Global Studies, Sociology, and TESOL.

### High Sierra Semester

The High Sierra Semester offers students the unique opportunity to step away from the typical college experience. Each semester 40 to 50 students embark on the adventure of a lifetime as they enter into a small community that is unique to this program. Located in the High Sierras at Emerald Cove Camp, on Bass Lake, the program resides just south of Yosemite National Park. The tight knit community coupled with faculty and staff who are dedicated to the spiritual and academic growth of each student prove to make this program an incredible semester for every student.

Additionally, the High Sierra Semester holds each student to high academic standards. Classes are taught as part of Azusa Pacific University's Great Works Option, which allows students to meet a substantial portion of their General Education requirements as well as upper-division electives. The Great Works Option is unique in that students learn through the integration of all their classes and the reading of the Great Works that reflect the human intellect and imagination. Subject areas include literature, art, music, philosophy, and theology. The benefits of studying in this manner are twofold. First, the study and discussion of such works offers a potent introduction to liberal education for the most intrepid students, those with high personal motivation to explore life's great questions by engaging in a conversation across the centuries with the preeminent minds. Second, the integration of the studies renders the whole much greater than the sum of the individual parts.

This program also provides a special opportunity to develop the self-reliance, fitness, and habits needed to live in nature's wilderness. For additional information, please visit [www.apu.edu/highsierra/about/](http://www.apu.edu/highsierra/about/).

### Los Angeles Term

The Los Angeles Term offers students a once-in-a-lifetime opportunity to live in one of the largest metropolitan cities in the United States. With a population of nearly four million people, Los Angeles is home to people from more than 140 countries who speak 224 different languages. Each semester, 12–18 students move to the urban center and live with local host families around the city limits, take public transportation as their primary mode of travel, and work at a nonprofit internship for 10 weeks.

The program takes place just two miles west of the downtown area in APU's Los Angeles Regional Center, located in Koreatown. The L.A. Regional Center is one of APU's seven regional centers offering professional graduate programs and academic resources. Los Angeles Term implements an experience-based pedagogy in the coursework by hosting the majority of "class time" offsite in the city. Instead of the traditional approach of lectures and note taking confined within the four walls of a classroom, the program organizes educational site visits and tours, setting up meetings with political stakeholders and community leaders, and facilitating critical dialogue between professors and students.

The L.A. Term is open to any major, although it is primarily well suited to students of sociology, urban studies, missions, and Christian ministries. Students must be sophomores, juniors, or seniors to participate in the program. For additional information, please visit [www.apu.edu/latern/about/](http://www.apu.edu/latern/about/), or contact the L.A. Term coordinator.

### Other International Opportunities

Azusa Pacific University is committed to preparing its graduates to serve and lead in the global culture of the 21st century, and therefore seeks ways to make international and cultural competency a university priority. Through both intentional internationalization efforts and the Center for Student Action, APU students are challenged to meet the cardinal component of the institutional mission "to advance the work of God in the world through academic excellence" and service.

For more information on the university's commitment to intentional internationalization, please visit the [www.apu.edu/provost/vision/](http://www.apu.edu/provost/vision/). For more information on the university's Center for Student Action community, please visit [www.apu.edu/studentaction/](http://www.apu.edu/studentaction/).

### Army Reserve Officers' Training Corps (ROTC)

The Reserve Officers' Training Corps (ROTC) is an on-campus commissioning program open to all students who are U.S. citizens and who are interested in service as an active duty Army officer or reserve officer in the National Guard or U.S. Army Reserve. The program at APU is an extension of the Claremont McKenna College (CMC) Army ROTC program. Most activities are conducted on campus at APU. Students may compete for full-tuition scholarships, fees for books, and a monthly stipend. See the Financial Aid section of this catalog for more information.

Army ROTC challenges students to develop leadership traits critical to any career but designed for the military environment. Classroom instruction and leadership laboratories give students an active role in learning and reinforcing course concepts. Additional events each semester include training exercises in leadership development, orienteering, rappelling, rifle marksmanship, and small-unit tactics. Students also may participate in active Army training schools during the summer. Airborne training, a three-week course at Fort Benning, Georgia, teaches military parachuting techniques and awards airborne wings to participants upon completion of their fifth jump.

Students meet basic program requirements through class attendance in their freshman and sophomore years, or through attendance at a five-week intensive summer leadership training course at Fort Knox, Kentucky. Students with two full years of college remaining after completion of this training course enroll directly in the advanced program. Advanced program students attend Leadership Development and Assessment Courses (LDAC) at Fort Lewis, Washington, between their junior and senior years. This camp, the capstone event of each student's ROTC career, offers an opportunity to demonstrate leadership skills while working alongside fellow students from across the nation.

## ACADEMIC PROGRAMS

Qualified students can enroll in Army ROTC at any point in their college careers if they have at least two full years of full-time academic coursework remaining. Participation in the basic course (freshman/sophomore years) carries no military obligation, except for scholarship students. The service obligation is four years of active duty or eight years of reserve duty. Students may apply for guaranteed reserve forces duty. Graduate students may also participate in ROTC as long as they remain on full-time status and have two years remaining at their graduate institutions. Education delays are available to complete advanced schooling, usually in medical, dental, or law school.

Students with prior service time, prior ROTC training, or reserve training may qualify for immediate advanced program placement. Selected students also may participate in a reserve or National Guard unit while in ROTC, drawing pay from both.

For more information, contact the CMC Military Science and Leadership Department at (909) 621-8102 or visit [www.cmcarmyrotc.com](http://www.cmcarmyrotc.com).

The following Military Science and Leadership (MSL) courses are offered through Claremont McKenna College and are open to all Azusa Pacific University students, especially those with an interest in physical and mental challenges, organizational leadership, management, history, and the military as a profession. Many of these courses are held on the APU campus.

### **MSL 1A Analysis of Key 20<sup>th</sup>-Century Battles (2)**

Once a basic understanding of America's current national security strategy and doctrinal war fighting principles is established, students analyze selected battles in World War I, World War II, the Korean Conflict, the Viet Nam Conflict and the Middle East (Operations Desert Storm, Enduring Freedom, and Iraqi Freedom). Analysis focuses on the decisions made by commanders, forces employed, strategies used, intelligence available and acted on, material and technology employed, and logistics challenges. Extensive student discussion is included in each class.

### **MSL 89 Riflery and Orienteering (1)**

This course introduces students to the fundamentals, principles, and techniques of safe rifle/pistol marksmanship and offers instruction and practice using a map and compass to navigate between checkpoints along an unfamiliar course. This course gives beginners an awareness of firearms safety and an appreciation for the sport of shooting and instruction and application of basic foot navigation skills.

### **MSL 99 Army Physical Training Program (1)**

This course aligns with the Army's current physical fitness training philosophy of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition training. It includes a wide variety of events: unit distance runs and ability groups, circuit training, upper and lower body strength drills, swimming, and road marching. The course helps to instill the fundamentals of conditioning and expose students to a variety of conditioning drills that can be incorporated into an individual fitness program for life. Additionally, the course teaches team building and esprit de corps utilizing standard Army training doctrine. *This course fulfills APU's General Education Fitness for Life requirement.*

### **MSL 101A The Basics of Leadership A (0)**

This course introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

### **MSL 101B The Basics of Leadership B (0)**

This course overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Instructor role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the course.

### **MSL 102A Introduction to Military Operations and Leadership A (2)**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics.

### **MSL 102B Introduction to Military Operations and Leadership B (2)**

The course examines the challenges of leading tactical teams in the COE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. It provides a smooth transition into the MSL 103 series of courses. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

### **MSL 103A Intermediate Leadership and Management A (2)**

This course challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. The focus is developing students' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC). *Prerequisite: MSL 102B or permission of instructor*

### **MSL 103B Intermediate Leadership and Management B (2)**

This course uses increasingly intense situational leadership challenges to build student awareness and skills in leading small units. Skills in decision making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development and Assessment Course (LDAC). Students are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Students are evaluated on what they know and do as leaders. *Prerequisite: MSL 103A or permission of instructor*

### **MSL 104A Advanced Leadership and Management A (2)**

This course develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Students assess risk, make ethical decisions, and lead fellow students. Lessons on military justice and personnel processes prepare students to make the transition to Army officers. Students analyze, evaluate, and instruct students in other Military Science and Leadership courses. Both their classroom and battalion leadership experiences are designed to prepare students for their first unit of assignment. *Prerequisite: MSL 103B or permission of instructor*



**MSL 104B Advanced Leadership and Management B (2)**

This course explores the dynamics of leading in the complex situations of current military operations in the COE. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing students for their first unit of assignment in the Army. *Prerequisite: MSL 104A or permission of instructor*

**MSL 130 U.S. and Comparative Military Systems (4)**

This seminar course deals with the nature of military systems and their relationships with the societies they serve (or dominate). Each week, the course covers a different aspect of “things military” in a comparative context. The literature and issues the course considers concern the social origins of military personnel, their recruitment, their training, and the process of value inculcation, inter- and intra-service rivalries, the nature of combat, mutinies, civil-military relations, coups d’etat, the role of the military in “nation-building,” and the laws of warfare.

**Air Force Reserve Officers’ Training Corps (AFROTC)**

Air Force Reserve Officers’ Training Corps (AFROTC) is offered through an agreement with the University of Southern California (USC). The program is open to most students with at least two and a half years of school remaining. Competitive scholarships valued at up to 100 percent of tuition and fees are available to qualified applicants. See the Financial Aid section of this catalog for more information. Classes are offered on the USC and Harvey Mudd College campuses and include one hour of academics for freshman and sophomores and three hours of academics for juniors and seniors. Students also participate in two hours of leadership laboratory and undergo practical leadership training and development as Air Force officer candidates. Students who successfully complete the program will commission as an officer into the United States Air Force upon graduation. Students who qualify for and are selected to enter competitive programs including Air Force pilot, navigator, air battle manager, medical, and nursing career fields will be given specialized training following entry into the Air Force. For more information, contact the USC Department of Aerospace Studies at (213) 740-2670 or visit [www.usc.edu/dept/afrotc/](http://www.usc.edu/dept/afrotc/).

**Center for Research in Science (CRIS)**

The Center for Research in Science (CRIS) emerged in the fall of 1998 as an academic unit of the College of Liberal Arts and Sciences at Azusa Pacific University. The center’s mission is threefold: 1) to promote scientific inquiry through student-faculty research projects; 2) to foster excellence in science education; and 3) to encourage dialogue about faith and science.

One of the center’s hallmark activities (open to the community at large) is hosting the CRIS Science, Faith, and Culture Lecture Series in which experts from various disciplines present their perspectives on important issues in science and faith. A variety of topics ranging from cosmological and biological origins, to environmental stewardship, to human dignity and ethics are addressed.

Additionally, CRIS helps to further student and faculty research by arranging both intramural and extramural internships, inviting visiting scientists to engage with students in classroom settings, and working to establish synergistic partnerships with local businesses and organizations. For more information, call (626) 815-6480 or visit [www.apu.edu/cris/](http://www.apu.edu/cris/).

**Office of Research and Grants**

The Office of Research and Grants promotes the academic vision of Azusa Pacific University as a community of Christian scholars and researchers by celebrating and fostering research internally and by supporting faculty seeking external grants to fund research. Undergraduate students who engage in personal research under the mentorship of a faculty member may apply for travel grants to help them present their findings at professional conferences.

# Student Life

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## Student Life

The Office of Student Life at Azusa Pacific University recognizes the spiritual, intellectual, emotional, social, vocational, and physical needs of students. A variety of opportunities and activities are coordinated to enhance each student's God-given strengths.

Through programs focused on community life, God-honoring diversity, internationalization, spiritual formation, wellness, and leadership development, students integrate their academic and cocurricular experiences to promote congruence with their core values.

## Student Government Association (SGA)

Azusa Pacific University's Student Government Association is a proactive student government comprised of student representatives committed to the purpose of upholding the university's Four Cornerstones, bridging the gap between students and the administration, and improving the spiritual, academic, and social well-being of the student body through God-centered leadership and service.

SGA is comprised of six executive board members (president, vice president, controller, speaker of the house, director of communication, and the office manager), eight senators, three commissioners, and ten house of representatives. Under the direction of the president, the executive board oversees the daily operation of the office and mobilizes the student body to engage with the campus community.

## Intercollegiate Athletics

Intercollegiate athletics is an integral part of student life at Azusa Pacific. The university views athletics as an opportunity to develop and display unique physical abilities while glorifying God in teamwork and competition. Intercollegiate athletics also brings together the university in a distinctive manner that serves as a venue to reach into the local communities and forge new and lasting relationships.

The university is in the third year of a three-year transition process for membership in the National Collegiate Athletic Association (NCAA). The 19-sport Cougar athletic program is on schedule to attain active Division II membership in the summer of 2014. The Cougars are aligned with the uniquely diverse and scenic Pacific West Conference, a 14-school membership with institutions located in Hawaii, Utah, Arizona, southern and central California, and the San Francisco Bay Area. In addition, APU football has joined the Great Northwest Athletic Conference (GNAC) as an affiliate member.

Men's intercollegiate competition is offered in the following sports: baseball, basketball, cross country, football, soccer, tennis, and track & field (indoor and outdoor). Women's intercollegiate competition is provided in acrobatics & tumbling, basketball, cross country, soccer, softball, swimming & diving, tennis, track & field (indoor and outdoor), volleyball, and water polo.

All full-time students are eligible to participate in Azusa Pacific's intercollegiate athletic program provided they meet academic eligibility requirements of both the NCAA and the PacWest or GNAC. Registration with the NCAA Eligibility Center and completion of academic and amateurism requirements also impacts a student's eligibility to compete in intercollegiate athletics. Scholarships are awarded for special athletic skills. Also, financial aid is also awarded on the basis of financial need and/or superior academic achievement. The university is fully committed to the academic success of each student-athlete, to his or her physical welfare, to the principles of fair play, and to compliance with all NCAA rules and regulations.

Prior to its current move to NCAA Division II, the Cougar athletic program was governed by the National Association of Intercollegiate Athletic (NAIA). Azusa Pacific captured 36 NAIA national championships, the third most in association history, and won the past eight Directors' Cups, which recognized Azusa Pacific as the NAIA's best overall athletic program from 2005 to 2012.

## Campus Pastors

### Office of the Campus Pastors

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

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

### Confidential Pastoral Counseling

The campus pastors are available to meet with students individually to listen and provide pastoral counsel and spiritual direction through seasons of distress, indecision, illness, faith development, and celebration, or to simply get to know one another. Call (626) 815-3855 to schedule an appointment.

### Heart to Heart: Women's Spiritual Mentoring

The Women's Spiritual Mentoring Program has been an APU tradition for more than 20 years, involving undergraduate women serious about growing spiritually in a committed mentorship. Students and mentors meet one-on-one weekly for the duration of the school year. For more information, contact Jeanine Smith, Spiritual Mentoring Coordinator, at [womensmentoring@apu.edu](mailto:womensmentoring@apu.edu) or call (626) 815-6000, Ext. 3124.

### Blueprints: Men's Spiritual Mentoring

This program connects undergraduate male students with capable mentors who serve as guides and companions on the student's spiritual journey through college life. Students and mentors meet one-on-one weekly for the duration of the school year. For additional information, contact Jason Le Shana at [mensmentoring@apu.edu](mailto:mensmentoring@apu.edu) or (626) 815-3874.

### D-Groups Ministry

This ministry provides the opportunity for six to eight students to meet together for spiritual growth. Each D-Group incorporates prayer, Bible study, accountability and fellowship in meetings. To start or join a D-Group, visit [www.apu.edu/campuspastors/programs/dgroups/#getinto/](http://www.apu.edu/campuspastors/programs/dgroups/#getinto/). For more information on D-Groups, contact [dgroups@apu.edu](mailto:dgroups@apu.edu), or call (626) 815-3874.

### SALT Ministry

SALT, a student leadership opportunity in conjunction with the Office of the Campus Pastors, serves the community with four focused teams, D-Group, Kaleo, Liturgical, and Spiritual Formation. For additional information, go to [www.apu.edu/campuspastors/programs](http://www.apu.edu/campuspastors/programs) or call (626) 815-3874.

### Local Church Referrals

Local churches provide students with opportunities to invest in cross-generational, spiritual community, local ministry service, and to participate in interactive faith dialogue throughout the year. For help finding a local church, visit [apu.edu/campuspastors/churches/](http://apu.edu/campuspastors/churches/).

Please explore the Office of the Campus Pastors website at [www.apu.edu/campuspastors](http://www.apu.edu/campuspastors) to learn more about how the office and staff serves the campus community.

### Campus Safety

The Department of Campus Safety serves on APU's private property. It employs 25 full-time and 3 part-time staff members and is complemented by more than 90 student workers. The Department of Campus Safety is located on East Campus on the first floor of Adams Hall.

Campus Safety tactfully enforces APU rules and regulations in a positive, constructive, and impartial manner. The department's primary objective is to provide a safe and secure environment conducive to the educational process.

#### Services Provided

- 24/7 Safety Escorts
- After Hours Shuttle Service (10 p.m.–2 a.m.)
- Rape Aggression Defense (RAD) classes for women
- 360 Safety Videos ([www.apu.edu/campussafety/prevention/](http://www.apu.edu/campussafety/prevention/))
- Personal Safety Whistle Program
- Anonymous Silent Informant Reporting
- Parking Services and Traffic Enforcement
- 24/7 Dispatch
- 24/7 Officer Patrols (vehicle, bicycle, foot)
- Welcome Booth
- Vehicle Jump Starts
- Dorm Room Lockouts
- Perimeter Patrol (6 p.m.–2 a.m.)

#### Resources Provided

The department collaborates closely with local law enforcement agencies. Safety is paramount. All community members are encouraged to be Campus Safety's eyes and ears at all times and remember, "If you see something, say something." If assistance is needed, please adhere to the following guidelines:

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

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

**For additional information, please visit:**

#### Department of Campus Safety:

[www.apu.edu/campussafety](http://www.apu.edu/campussafety)

#### Annual Security and Fire Report:

[www.apu.edu/campussafety/securityreport](http://www.apu.edu/campussafety/securityreport)

#### Parking Services Information:

[apu.thepermitstore.com](http://apu.thepermitstore.com)

### Career Services

The Office of Career Services educates and assists students and alumni in the development of career decision making and professional skills through a Christian worldview. The staff equips students and alumni through career counseling, programs, office and online resources, and by developing and maintaining partnerships with employers, graduate schools, campus academic departments, and administrative offices.

#### Choosing a Major and Exploring Careers

Career Services assists students in self-exploration by assisting them in identifying interests, abilities, values, personality, and environmental preferences that are helpful in choosing a major and career. Several opportunities are available for students to do this, including individual appointments with a career counselor, and interest and personality assessments. Two 3-unit courses entitled Calling, Major, and Career Exploration: A Strengths-based Approach and Career and Life Planning allow students to examine and explore possible career paths.

#### Career Preparation

Career Services helps students find the right career and the right job after they graduate. Preparing a professional résumé and cover letter, preparing for an interview, and learning how to negotiate salary negotiations are just a few of the ways Career Services helps students prepare for life after APU.

#### Employment Opportunities

Career Services assists students in locating job opportunities primarily through online APU Career Network employment listings. In addition, career fairs and Evening with Industry events allow students to explore employment and networking opportunities with a wide variety of prospective employers.

#### Graduate School

Information on graduate schools and their programs can be obtained through Career Services Petersons Guide. Also, the Graduate School Fair held in fall brings more than 45 graduate school and seminary representatives to the campus to interact with students and provide information regarding their programs. In addition, graduate school admission workshops are regularly scheduled in fall.

## Center for Student Action

This community believes that the good news of Jesus' love transforms every people, culture, and condition, that all people are created in the image of God, and that every person matters. This simple but critical belief inspires healthy and God-honoring steps to advance the work of God in the world. The Center for Student Action mobilizes and educates students toward responsible and transformational service locally and globally through a collaborative network of offices and programs, including the Center for Global Learning & Engagement (study abroad), the Local, National, and International Mobilization programs, Mexico Outreach, International Students and Scholars, Rancho El Refugio, and H.I.S.years.

### University Service Requirement

**Service**, as one of Azusa Pacific's Four Cornerstones at Azusa Pacific University, stands at the heart of the university's local and international outreach, missions, and service-learning endeavors. The university desires to see the service experience connect to a deeper relationship with **Christ**, develop a greater sense of **community**, and model **scholarship** put into practice. To this end, the university desires that every student have an intercultural experience during his or her time at APU.

A student's service may correlate with his or her academic coursework or it may be an opportunity to branch out of the classroom experience. Students' involvement in ministry opportunities satisfies the graduation requirement of 120 service credits.

The graduation requirement for full-time students is as follows:

- 120 service credits for students beginning a fall semester as freshmen
- 90 service credits for transfer students beginning a fall semester as sophomores
- 60 service credits for transfer students beginning a fall semester as juniors
- 30 service credits for transfer students beginning a fall semester as seniors

APU recognizes the importance and value of service that happens on-campus as students strive to serve one another. One of the goals of the university, however, is to encourage students to pursue opportunities to serve local and global communities outside of APU. Therefore, the following criteria must be met in order for an experience to count towards service credits:

- The experience must take place outside of the APU community
- The experience must be unpaid
- The experience cannot be serving a family member
- Community events hosted on the APU campus may occasionally count towards service credits

Through supervised, purposeful, and transformational service, APU students become consistent community contributors. Generally, students can earn credits according to the following guidelines:

- 5 credits—one day service (must be 5+ hours in one day)
- 10 credits—two day or weekend service project (each day must be 5+ hours)
- 15 credits—semester of weekly involvement (generally 1-2 hours per week totaling roughly 15–30 hours of service)
- 30 credits—intensive week-long, summer long service or increased commitment and responsibility roughly equivalent to 40+ hours (e.g. Mexico Outreach, National, or International Action Teams)

APU encourages students to broaden their horizons through different experiences, and also recognizes that some students may desire to stay with a particular ministry to continue developing their gifts and sustain relationships. APU fully supports this continuity of involvement and wants to encourage students to provide leadership in their endeavors. **Each student can earn up to 60 credits maximum per academic year and up to 30 credits per semester (including summer).** The following restrictions exist:

- Athletic training may use up to four sessions for a maximum of 60 credits.
- Music ministries may use up to a maximum of two ensembles for a maximum of 60 credits.

Attention Nursing Students: The majority of nursing student service credits will be completed through their service-learning courses. To ensure full completion of the service requirement, these students are advised to complete 30 service credits prior to entering the nursing program. For more information about the service requirement or for questions, contact the Center for Student Action or email [servicerequirement@apu.edu](mailto:servicerequirement@apu.edu).

### Service Opportunities

In addition to the diverse service opportunities offered through the Mexico Outreach office and the Center for Global Learning and Engagement (Study Abroad), the Center for Student Action provides opportunities for students to serve in Azusa and greater Los Angeles, throughout the United States, and internationally each year.

### Local Service Opportunities

The local service opportunities through the center encourage students to invest time and energy with neighbors across the street in Azusa and throughout greater Los Angeles. Focused on collaborative relationships with organizations and churches, these service programs give students the chance to invest in the life of local families and neighborhoods. This past year, the opportunities included: retirement center ministries, high school youth outreach (e.g., Young Life), local food banks, sports ministries, creative arts and theater, children's ministries, and educational immersion trips engaging the city of Los Angeles.

### Action Teams

In total each year, the Center for Student Action mobilizes over 35 student teams to serve short-term in over 40 countries throughout the world, including several teams dedicated to serving within the United States. Depending on the need and mutual partnership with the local hosts, the type of ministry during the spring break and summer months requires all majors and a diversity of strengths and skills among the various teams. This past year, the opportunities included: a film team, youth and community development, evangelistic outreach, children's ministries, economic development, caring for the sick and dying, and church partnerships to advance the work of God in the world.

### H.I.S.years

At Azusa Pacific, service doesn't end at graduation—it should be a part of every student's lifestyle as he or she goes on to make a difference in the world. H.I.S.years (Hearing. Investing. Serving.) supports students passionate about serving among the world's least reached people groups. This two-year sending program equips volunteer alumni and connects them with service opportunities overseas through Christ-based community development and mission organizations. During their two-year service, APU pays the volunteers' student loans.

In addition to the service opportunities through the center, there are several opportunities to learn and grow through various programs, including:

## STUDENT LIFE

- **Azusa Scholars:** Qualified students from the city Azusa who have demonstrated a commitment to faith, education, service, and community are eligible to receive one of two scholarships and participate in a leadership development program.
- **Educational Programming:** The center invests time and energy to create educational programming opportunities for students including themes weeks (e.g., Global Vision Week, Justice Week) and partnerships throughout campus to raise awareness about local and global issues connected to faith development.

For more information about each of these opportunities or to learn more about the center, contact the Center for Student Action at (626) 812-3027 or visit [www.apu.edu/studentaction/](http://www.apu.edu/studentaction/).

### Chapel Programs

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 curricula that utilizes creative arts, gifted speakers, and Christian practices.

Because chapel is so important, **attendance three times a week is required of every full-time undergraduate student.** Please refer to the Student Handbook for a detailed policy.

The Office of Chapel Programs also strives to meet the needs of APU students with a variety of relevant speakers. Students may suggest potential speakers by contacting the Office of Chapel Programs at [chapel@apu.edu](mailto:chapel@apu.edu), or (626) 812-3088.

### Communiversity

The Office of Communiversity serves APU students by providing purposeful programming that develops intellectual and spiritual growth. The goal is to create a Christ-centered community by meeting the social, cultural, recreational, intellectual, and spiritual needs of the APU community in the following ways: commuter services, intramurals, concerts, cultural arts, outdoor adventures, and various other events.

Communiversity also coordinates all undergraduate clubs and organizations, including sports clubs, service organizations, ethnic organizations (in partnership with MEP), academic clubs, and social/interest groups. Azusa Pacific University does not allow or recognize national social clubs, fraternities, or sororities.

Communiversity also manages the Student Union (a.k.a. Cougar Dome) and InCom, one of the primary on-campus information hubs for the student community.

### Health Services

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 by empowering them to make healthy lifestyle choices. The center offers services for preventative medicine as well as treatment of illness, minor emergencies, first aid, wart and mole removal, Pap smears, STD testing, and disease management. Visits to the Health Center are by appointment only.

Hours vary and are posted on the website as well as at the Health Center. A 24-hour nurse advice hotline is available for consultation and referral at (877) 643-5130. Students referred to urgent care or ER are responsible to contact the Health Center the following business day to report the referral and avoid a deductible charge from the insurance company.

Office visits are free to all undergraduate students. Medications, injections, immunizations, procedures, blood draws, and treatments are provided by the attending physician, nurse practitioners, physician assistant, and registered nurses for a nominal fee. If students need further treatment or evaluation, there is an excellent referral base to specialists in the community as well as a hospital in close proximity for emergencies.

There is a prematriculation requirement for admission to the university.

**All students must have documentation of two MMR vaccines. Failure to provide proof of immunizations to the Health Center results in a hold on all academic classes.**

### Health Insurance

For students with 7 units or more, or who live on campus, health insurance is automatically a part of the fee schedule. It is the students' responsibility to take their insurance card to the place of service and pay the portion of the medical bill not covered by the policy. The \$100 deductible, if seen outside the Student Health Center, is waived by coming to the Health Center first and being referred to an outside provider.

Information regarding coverage and usage may be obtained at the Health Center or at [www.apu.edu/healthcenter/](http://www.apu.edu/healthcenter/). Because of the low cost of these policies, they are considered secondary insurance coverage; thus benefits are payable only to the extent that such expense is not covered by any other insurance policy (e.g., parent, individual, or group plan).

For more information, contact the Student Health Center at (626) 815-2100. Those students without insurance may schedule an office visit at the Health Center for a nominal charge.

Athletes participating in intercollegiate sports are covered through a separate policy.

### International Student Health Insurance

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase the APU international health insurance. The international health insurance meets the U.S. government requirement for health insurance for international students. The insurance must be purchased during registration (twice a year) with a total of 12-month coverage. All students with this coverage may use the Student Health Center for minimal or no cost. If the student withdraws from or leaves APU prematurely, health insurance coverage will be automatically terminated.

Students in the American Language and Culture Institute (ALCI) will purchase health insurance when they register for the first time and then for every six-month time period thereafter. If the ALCI student is concurrently enrolled in a graduate-level class, health insurance will be purchased at the time of registering for the ALCI classes through ALCI.

### Housing Services

The Office of Housing Services provides logistical support to APU's Residence Life program by tracking housing assignments, issuing room keys, and maintaining the basic room furniture provided by the university. **Because the residential experience so strongly supports the mission of APU, all traditional undergraduate students are required to live in campus housing during their freshman and sophomore years.** However, because campus housing is limited, many upper-division students can expect to live off campus sometime during their junior and senior years. The Office of Housing Services is located in Engstrom Hall on East Campus. Visit [www.apu.edu/housing](http://www.apu.edu/housing) to find out more about campus living areas, how to obtain housing, and much more.

## Mexico Outreach

*"Mexico Outreach empowers individuals to be God-focused message bearers and agents of change by providing Christ-centered, strategic, and intentional outreach opportunities in Mexico through partnerships within and across cultures while progressively cultivating a Spirit-driven lifestyle of love and service."*

Since 1970, Mexico Outreach has taken APU students and groups from across the United States and Canada to Mexico to work with the local church and community to lovingly show Christ to people of all nations. As the local church reaches out to their neighborhoods, they ask for the help and partnership of APU. There are passionate followers of Christ who want to reach their communities, but are surrounded by a great physical and spiritual poverty.

APU students can partner with Mexico to reach their communities. Join a team for an unforgettable outreach experience and work side by side with Mexican Christian ministries. It can change students' lives and transform their year. Service credits are offered for participation in these events.

### Opportunities

#### Thanksgiving Break (5 days)

This trip offers ministry opportunities for APU students and other college students to worship and work jointly with Mexican ministries.

#### Easter Break (7 days)

APU students join thousands of church participants in service to Mexicali and Ensenada on the following teams:

- **Team Luke Clinical and Special Needs:** Works in tandem with the "Healing Hands" clinic with a team of Mexican doctors and APU medical staff to conduct health and wellness fairs and physical therapy in many of the poorest areas of Mexicali.
- **Team Luke Hospice Care:** Works with DIF, a social service agency, and para-church organizations that provide adult assisted living care to elderly persons, many of whom are abandoned or have no family to support them.
- **Team Stephen:** During Thanksgiving, students conduct community service projects throughout Mexicali. This team is unique in that it provides APU students the opportunity to foster relationships with the Mexican government, churches, and communities. Over Easter, APU students lead community service projects for thousands of high school students.
- **Church Ministry:** The Mexican church and the student's ministry partner together to reach out to the local community. Relationships are formed as college students work with children, youth, and adults to grow in their faith and find encouragement from their team.
- **Team Ezra:** Serves as camp security as they watch over the base camp 24-7. Team Ezra interacts with the neighborhood children and youth by playing soccer and other games, as well as praying and sharing the gospel.
- **Team Barnabas:** Supports the overall mission effort by following the Holy Spirit's lead in praying over teams, their leaders, ministry sites, and much more.
- **Drama Team:** Travels to churches, orphanages, parks, and elderly homes to perform inspirational and evangelical drama messages that share the gospel of Jesus in order to open hearts through creative arts.
- **Team Nehemiah:** Provides integral support for the Cuernavaca base camp and the overall mission of the Mexico Outreach. They set up and tear down camp, do general maintenance, and assist in cooking breakfast, lunch, and dinner for the entire camp. They are the "missionaries" to the missionaries.

- **CAVIM Women's Shelter:** An all-female team that ministers to women in a protective shelter, who come from abusive and difficult backgrounds. The team ministers through relationship building, sharing personal testimonies, praying for one another, crafts, and other activities with the women.
- **Women's Rehab:** An all-female rehab center that ministers to women coming out of drug, alcohol, or abusive situations. This team shares in ministry through devotions, beauty sessions, making meals together, and prayer.
- **Rescate en las Calles:** Only available during Easter, students serve through a government program that identifies kids who are at risk of not receiving an education, as well as kids who are forced to work hard jobs at a very young age. Children are transported to a cultural center where students spend a day interacting with them through games, skits, crafts, and other activities.
- **Orphanage Teams:** Each team reaches out to the children through games, stories in Spanish, providing arts and crafts and doing sports with the children.
- **Construction Teams:** Serves at churches, missionary medical facilities and at other locations to assist in construction of buildings, houses, storage units, or other needs at the sites.
- **Men's and Women's Prison Teams:** These teams go into the gender-specific prisons to spend time and interact with the prisoners through sports, relationship building, and sharing personal testimonies of Jesus' work in their lives.

#### Ministry Brigades (Weekend Trips)

In a continued response to the Easter 2010 7.2 earthquake, teams of APU students collaborate with local ministries and government offices of Mexicali to assist the communities that were devastated by the quake. The brigades include distribution of family hygiene kits, VBS programs, a mobile wellness clinic hosted by a doctor, a dentist, and various types of community services. Inquire in the Mexico Outreach office for selected dates for each semester.

Students can find more information, dates, prices, and online applications at <http://mexicooutreach.imodules.com/university/>.

### International Center (IC)

The International Center consists of three departments: International Enrollment Services, Office of International Students and Scholars, and the American Language and Culture Institute. These departments serve international students in their pursuit of an education. The International Center is located on East Campus. The office hours for the International Center are Monday–Friday, 8 a.m. to 4:30 p.m. Please see each department's description for more detailed information.

### International Enrollment Services (IES)

International Enrollment Services (IES) is responsible for recruiting and admitting international students for Azusa Pacific University's undergraduate and graduate degree programs, as well as the intensive English programs (ALCI and SUPP). The office accomplishes this through a global network of partnerships with schools, churches, businesses, and government agencies in more than 50 countries. Staff members meet with students and their families, often through referrals from network partners, to offer helpful consultation and assessment regarding the student's educational, spiritual, and life goals. Upon initial arrival into the U.S., IES provides airport pick-up and helps students obtain a bank account, Social Security number, California ID, and housing.

## STUDENT LIFE

### **International Students and Scholars (ISS)**

The Office of International Students and Scholars assists all international students and scholars at APU as well as promotes international awareness and involvement on campus.

The responsibility of the ISS team includes International Student Orientation, U.S. immigration services, cross-cultural events, International Chapel, and support services for all international students residing on and off campus. All legal and official documents are processed within this office.

Orientation for international students acquaints them with the university and U.S. laws and culture. ISS sponsors an International Chapel once a week on Friday, which is open to international and domestic students alike. In addition, ISS sponsors numerous other special activities to introduce students to Southern California.

ISS holds various activities throughout the year to promote international awareness on campus. A few of these activities include Global Vision Week, Global Fest, International Student Awareness Month, and international awareness training sessions for student leaders.

### **American Language and Culture Institute (ALCI)**

The ALCI team administers and teaches extensive English language and cultural programs, including tutoring and mentoring, to all international students for whom English is a second language. International students will acquire all the necessary skills to function and compete within the American university environment. ALCI also offers opportunities for American and international students to develop leadership and cross-cultural skills. To assist second-language learners, ALCI offers limited hours weekly in writing consultations. See the Writing Center for appointments.

(For additional information, see "Admissions Policies" section in this catalog.)

### **International Campus Fellowship**

International Campus Fellowship groups meet weekly on campus to promote understanding of the Christian faith as well as to provide opportunities for building friendships. There are Korean, Japanese, and Chinese groups that meet regularly. These groups are supported by ISS.

### **American/International Mentoring (A.I.M.) Program**

The American/International Mentoring program partners students with diverse ethnic and cultural backgrounds for mutual benefit. Domestic students grow from learning about different countries and cultures through interaction with international students, and international students have a greater chance to learn about American culture, especially at APU. Both partners receive cross-cultural leadership training during the experience.

A.I.M. strives to foster lifelong friendships in Christ. As international and American students bond in friendship, the students use Jesus as a role model for sharing the love of Christ.

### **Multi-Ethnic Programs (MEP)**

The Office of Multi-Ethnic Programs holds as its primary mission to support the university's larger mission of God-honoring diversity. MEP designs and implements a continuum of programs and services that promote recruitment and retention, leadership development, and the pursuit of academic success and graduation. MEP's efforts expand cultural awareness for all students, faculty, and staff in order to promote and model racial reconciliation, unity, and an appreciation of all cultures.

MEP pursues this mission by:

1. Investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds.
2. Providing supplemental support and services for ethnic minority students.
3. Sponsoring programs and activities which increase awareness and appreciation for ethnic and cultural diversity.

MEP coordinates two scholarship programs. The Multi-Ethnic Leadership Scholarship program involves education in diversity, leadership, and discipleship with selected students who become leaders of intercultural understanding and racial reconciliation on campus and beyond. The TELACU Scholarship program is offered in collaboration with The East Los Angeles Community Union. MEP provides information on fellowship and internship opportunities offered by outside organizations for ethnic minority populations. The office also sponsors various campus events, including Gospel Sing, progressive dinners, Spotlight Talent Showcase, and a week focused on racial reconciliation.

### **Ethnic Organizations and Student Groups**

Ethnic organizations offer a forum for fellowship, education, and dialogue to encourage the appreciation of similarities and differences between all cultures represented by the APU community. MEP staff promotes student development through annual programming and the advisement of these ethnic organizations:

- Asian Pacific American Student Organization (APASO)
- Black Student Awareness (BSA)
- Latin American Students Association (LASA)
- Middle Eastern Student Organization (MESO)
- Native American Student Circle (NASC)
- Pacific Islanders Organization (PIO)

The ethnic organizations strive to unite and build community by fostering an environment that cultivates awareness, understanding, reconciliation, and appreciation, so that cultural exchange can be embraced and celebrated.

Ethnic organizations seek to be a safe place where students can challenge perspective, build relationships, share each other's culture, and learn to identify with one another.

In addition to regular meetings, ethnic organizations sponsor and cosponsor events like Connections campus visits, an annual luau, cultural coffee houses, focused discussion groups, guest speakers, and luncheons.

Each organization invites participation and involvement from all students, as everyone has ethnicity and culture to contribute to the fabric of APU. All ethnic organizations and programs are student led and advised by MEP and invested faculty and staff.

Students are welcome to stop by the office located on Cougar Walk next to the associate dean's office and the Women's Resource Center to obtain information on programs, activities, and scholarships, or just relax in the MEP living room. To stay informed, sign up for the MEP mailing list by submitting your name and email address to the MEP office, or call the office at Ext. 3720.





## Night of Champions

Night of Champions is an annual youth ministry event held in mid-March that welcomes nearly 5,000 junior high and high school age students from throughout Southern California to the Azusa campus. The event uses the excitement of various games, live Christian bands, great food, and the testimonies of Christian celebrity athletes, actors, and musicians to expose kids to Christianity and the love of Jesus Christ. More than 750 APU students volunteer at the event. (Eight to fifteen ministry credits are given for participation in this outreach.)

## Orientation and Transitions (OAT)

The Office of Orientation and Transitions helps transition students into the university setting and instills in them the confidence and abilities that will help them remain in college, persist to graduation, and find God's calling in their life through various programs: Alpha, Beginnings, Bridges, Omega (senior experience), Orientation, Team Transfer, and other transition programs.

The Office of Orientation and Transitions oversees a variety of programs and activities that help students excel during their time at APU, with the belief that each and every entering student:

- Has been uniquely created by God.
- Has been specifically and intentionally gifted by God to accomplish an important purpose.
- Has been strategically placed by God in our sphere of influence for an important reason.
- Already has within him/her all of the strengths and talents he/she needs to achieve and persist to graduation.
- Will benefit through knowing his/her strengths and how to apply them in order to achieve his/her true levels of excellence and fulfill God's plan for his/her life.

## Residence Life

Azusa Pacific University's on-campus Residence Life Program has several distinctive features. First, it exists as a community which engenders a spirit of redemption and grace to promote restoration and life change through Christ's involvement in students' day-to-day lives. Second, it offers undergraduate students many different types of living environments, including traditional residence halls and self-contained apartments. Many of the on-campus living communities are accessible to students with disabilities. Third, each living area strives to provide living-learning programs based on the assessed needs of the residents. Fourth, each residence community is managed by a residence director (RD) who serves as a liaison between residents and the university community. RDs are professionals, trained to assist students with making positive choices that ensure success in their college experiences. The RD also serves as an educator, helping students integrate their classroom learning with their out-of-classroom experiences. Fifth, each subcommunity is directed by a resident advisor (the RA reports to the RD) who plays a key role as a referral agent in the event that a student needs counseling or medical care. RAs assist in orienting students to the living area and the campus, and plan a variety of programs which promote a sense of community and cooperation among residents. Azusa Pacific University's on-campus residential setting offers students exceptional variety and quality of life experience.

## Student Standards of Conduct

It is the intention of Azusa Pacific University that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. Therefore, Azusa Pacific University expects that students refrain from activities which may be spiritually or morally detrimental. All students are expected to abide by the student standards of conduct listed in the Student Handbook, which can be accessed online at [www.apu.edu/judicialaffairs/policies/overview/](http://www.apu.edu/judicialaffairs/policies/overview/).

Admission to Azusa Pacific is a privilege. It is expected that students sincerely believe that they can honestly be themselves in this environment without being in conflict with it, seriously desire to discover and explore their relationship to God, and positively contribute to the Azusa Pacific University community.

## University Counseling Center (UCC)

The University Counseling Center empowers 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. UCC services are available at no cost to any currently enrolled student, and include individual, couples, and group counseling, as well as educational workshops and training. All counseling services provided by the UCC are confidential.

## Women's Resource Center (WRC)

The Women's Resource Center advocates women's holistic development through restoration, education, affirmation, and celebration in a Christ-centered community. Through engaging educational programs, WRC creates opportunities for students to understand women's issues and join in celebration of the sisterhood of women from orientation to graduation.

# College of Liberal Arts and Sciences

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# College of Liberal Arts and Sciences

*Interim Dean, College of Liberal Arts and Sciences,  
and Professor: Donald Isaak, Ph.D.*

*Associate Dean, College of Liberal Arts and Sciences,  
and Professor: Jennifer E. Walsh, Ph.D.*

## Introduction

Welcome to the College of Liberal Arts and Sciences, commonly referred to as CLAS. CLAS houses programs in humanities, social sciences, and natural sciences, and coheres with the university's purpose: education that prepares students for lifelong learning, advanced study, and for occupations within a context of Christian leadership and service.

The college includes 9 academic departments, 7 special programs, centers, and institutes, and more than 115 full-time faculty. CLAS offers 21 majors, including an accelerated degree program in computer science, and graduate programs in TESOL, urban leadership (MATUL), and information technology. The college also offers many of the courses in the university's General Education program. CLAS additionally houses the yearbook, student newspaper, forensics program, and campus radio station.

## The Center for Research in Science

The Center for Research in Science (CRIS) serves a community of students, scholars, and laypersons by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationship between science and culture, its role in classical liberal arts education, and the dialogue between faith and reason. For more information, see "Center for Research in Science" under "Academic Programs."

## The Math Center

The Math Center provides additional opportunities for APU students who need assistance at all levels of mathematics. Student tutors (mostly APU mathematics majors) are on site for walk-in tutoring from 2–8 p.m., Monday through Thursday, throughout each semester. Physics tutoring is also provided by APU physics majors. The staff encourages learning mathematics by doing mathematics. The Math Center provides an excellent environment for math learners to develop and practice their math skills. For more information, see "Math Center" under "Academic Resources and Auxiliary Services."

## CLAS Programs and Institutes

CLAS houses the American Language and Culture Institute, the Ethnic Studies program, the Humanities Program and the Liberal Studies/Undergraduate Education K–8 Program.

## American Language and Culture Institute (ALCI)

The ALCI team administers and teaches extensive English language and cultural programs, including tutoring and mentoring, to all international students for whom English is a second language. International students will acquire all the necessary skills to function and compete within the American university environment. ALCI also offers opportunities for American and international students to develop leadership and cross-cultural skills. To assist second-language learners, ALCI offers limited hours weekly in writing consultations. See the Writing Center for appointments. (For additional information, see the "Admission Policies" section of the catalog.) More information may be found in the following program pages.

## Ethnic Studies Program

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

## Humanities Program

APU's Humanities Program is supported by five interdisciplinary seminars in the subject areas of aesthetics, great ideas, great works, literary masterpieces, and Christian classics. These seminars are housed in the CLAS departments of History and Political Science, and English, the College of Music and the Arts, and the undergraduate division of the School of Theology. More information may be found in the following program pages, including course descriptions within each department, as well as the General Education section in this catalog.

## The International Tutoring Center (ITC)

The International Tutoring Center partners with APU's non-native English-speaking community to facilitate the continued development of English language skills and optimize student success. Students may sign up with trained consultants for free weekly sessions. For more information, see "International Tutoring Center" under "Academic Resources and Auxiliary Services."

## Liberal Studies/Undergraduate Education K–8

This program equips future teachers and helps them cultivate a Christian perspective of teaching by promoting an understanding of all students, emphasizing knowledge of subject matter, and cultivating awareness of cultural diversity in the teaching profession through coursework and experiences in surrounding school districts.

# American Language and Culture Institute

Director: Susan Clark, M.A.

Assistant Professor: Michael Chamberlain, M.A.

Lecturers (adjunct): Randall Barnes, Denzil Barnett, Lauren Maher, Tamara Masuda, Stephanie Sanford

## Introduction

### American Language and Culture Institute

The American Language and Culture Institute (ALCI) offers extensive English as a Second Language (ESL) courses and cultural programs to international students, enabling them to acquire the necessary skills to function and compete within the American university environment. Students who have not obtained the required English proficiency scores may complete ALCI's program to enter their undergraduate or graduate program at APU. To serve the whole person, ALCI also offers peer mentoring and leadership development through the American/International Mentoring program and limited hours weekly in writing consultations through the International Tutoring Center.

ALCI's certificate program contains six levels of study taught in two 15-week semesters and a 12-week summer semester with approximately 18 hours of class time weekly per level as listed above. Students who have been conditionally admitted to the undergraduate program must complete Level 4, whereas students conditionally admitted to a graduate program must complete Level 6 of ALCI. To complete Levels 1–4, students must pass all core courses (4 units or more) with an 80 percent (B-) or higher. To complete Levels 5 and 6, students must pass all core courses (4 units or more) with an 85 percent (B) or higher.

### American Language and Culture Institute Courses

#### Basic level courses (1 and 2 combined)

ALCI 021	Academic Composition and Reading Skills (Basic)	8
ALCI 022	Basic Life Skills	3
ALCI 023	Basic Pronunciation	2
ALCI 025	Basic Oral Communication	4

#### Intermediate level courses (3 and 4)

ALCI 031	Academic Composition and Reading Skills (3)	8
ALCI 032	Academic Skills for Intermediate Learners (3)	1
ALCI 035	Intermediate Oral Communication	4
ALCI 041	Academic Composition and Reading Skills (4)	4
ALCI 043	Intermediate Pronunciation (required for new students)	4
ALCI 044	Intercultural Communication	2
ALCI 045	Grammar/Seminar Speaking (4)	4
ALCI 046	Presentation Skills	3
ALCI 048	Capstone Project	4

#### Advanced level courses (5 and 6)

ALCI 052	Observation Report (5 or 6)	3
ALCI 053	Advanced Pronunciation (4, 5, or 6)	2
ALCI 055	Grammar/Seminar Speaking (5)	4
ALCI 056	Advanced Presentation Skills (5 or 6)	3
ALCI 058	Research Project (5 or 6)	5
ALCI 061	Advanced Reading and Vocabulary Strategies (elective)	3

ALCI 064	Personal Leadership Development (5 or 6) (spring and fall only)	2
ALCI 065	Christianity and Contemporary Worldviews (5 or 6) (summer only)	2
ALCI 067	Critical Thinking and Analysis (elective)	3
ALCI 068	Advanced Research Project (elective)	3

In addition to the courses required for each level, ALCI students are required to attend weekly ALCI Chapel meetings, participate in the AIM mentoring program for the beginning semester of their studies, and meet with their Student Advisor and Student Life Coach as assigned during the semester.

## Course Descriptions

### ALCI 021 Academic Composition and Reading Skills (Basic) (8)

This integrated reading, writing, and grammar course prepares basic ESL students to read and write at the university level. Students develop strategies for reading, increase vocabulary, attain grammar structures, and build sentence and paragraph composition skills.

### ALCI 022 Basic Life Skills (3)

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

### ALCI 023 Basic Pronunciation (2)

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

### ALCI 025 Basic Oral Communication (4)

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

### ALCI 031 Academic Composition and Reading Skills 3 (8)

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

### ALCI 032 Academic Skills for Intermediate Learners (1)

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

### ALCI 035 Intermediate Oral Communication (4)

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

### ALCI 041 Academic Composition and Reading Skills 4 (2)

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

### ALCI 043 Intermediate Pronunciation (4)

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

**ALCI 044 Intercultural Communication (2)**

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

**ALCI 045 Grammar/Seminar Speaking 4 (4)**

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

**ALCI 046 Presentation Skills (3)**

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

**ALCI 048 Capstone Project (4)**

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

**ALCI 052 Observation Report (3)**

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

**ALCI 053 Advanced Pronunciation (2)**

This advanced course focuses on accurate production of intonation, sounds, and rhythm of American English at the graduate level. Course content addresses individual pronunciation errors that hinder comprehensibility. This course is taken in Level 5 or as required by the director of ALCI. *Prerequisite: ALCI 043*

**ALCI 055 Grammar/Seminar Speaking 5 (4)**

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

**ALCI 056 Advanced Presentation and Seminar Skills (3)**

This course equips international ESL students with advanced presentation skills needed to succeed in the university. Critical thinking, organization, and rhetorical cues are addressed. *Prerequisite: This course is offered to Level 5–6 students. Students must meet Level 4 exit criteria prior to this course.*

**ALCI 058 Research Project (5)**

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

**ALCI 061 Advanced Reading and Vocabulary Acquisition Strategies (3)**

This course equips advanced ESL students with the requisite reading and vocabulary acquisition strategies, techniques, and practices necessary to comprehend graduate-level texts while concurrently developing a foundational, field-based lexicon. *Prerequisites: This course is offered to advanced-level students. Students must meet Level 4 exit criteria prior to this course.*

**ALCI 064 Personal Leadership Development (2)**

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

**ALCI 065 Christianity and Contemporary Worldviews (2)**

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

**ALCI 067 Critical Thinking and Analysis (3)**

This course equips advanced ESL students with the requisite strategies, techniques and practices to develop critical and analytical skills necessary to rigorously engage ideas and arguments in spoken and written forms at the graduate level. *Prerequisites: This course is offered to Level 5–6 students. Students must meet Level 4 exit criteria prior to this course.*

**ALCI 068 Advanced Research Project (3)**

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

# Ethnic Studies Program

## Faculty

Director: Patricia Andujo, Ph.D.

## Introduction

The ethnic studies program enhances students' understanding of the experiences of U.S. immigrant populations and communities of color, along with their sensitivity to issues of race, ethnicity, and social class. The program also enables students to analyze contemporary social problems that affect these populations, and to evaluate public policy related to the areas of immigration, education, criminal justice, health care, and economic development. The primary curricular focuses are on the experiences of Asian Americans, African Americans, Chicano/Latino, and American Indian peoples within the United States. Because of its interdisciplinary character, students can appreciate how scholars in different fields (e.g., history, art, literature, communications, anthropology, education, political science, psychology, and sociology) approach the study and expression of race and ethnicity.

The ethnic studies program supports two overarching goals:

1. To allow APU students to develop a greater understanding of racial and ethnic diversity in the United States as a basis for
  - a) enhanced effectiveness in multicultural workplaces, and
  - b) a critical appraisal of contemporary intergroup relations, both stateside and abroad.
2. To provide students of culturally diverse backgrounds at APU with an academic program that addresses their heritage and enhances their self-awareness.

## Ethnic Studies Program

**18 units**

### Requirements

#### Core Courses

ETHN	150	Introduction to Ethnic Studies	<b>3 units</b>	3
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#### Contemporary Experience Courses

ETHN	355	The Asian American Experience	<b>9 units</b>	3
ETHN	356	The African American Experience	3	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3	3

#### Elective Requirements

**6 units**

Select 6 units from any of the courses below:

#### Culture and the Arts

ART	403	Multicultural Art*	3	3
COMM	495	Special Topics: Film and Minority Issues	3	3
ENGL	364	American Ethnic Literature	3	3
ENGL	489	Literary Topics: African American Literature and the City	3	3
GLBL	301	Anthropology for Everyday Life**	3	3
MUS	301	Music of Africa	3	3
MUS	302	Soul Music	3	3

#### Social Relationships/Public Policy

EDLS	405	Diversity in the Classroom**	3	3
GLBL/COMM	310	Intercultural Communication	3	3
HIST	346	History of American Immigration	3	3
PSYC	400	Cultural Psychology	3	3
SOC	358	Human Diversity	3	3
SOC	359	Immigrant Los Angeles	3	3
SOC	464	Social Stratification	3	3
THEO	480	Theologies of Liberation	3	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

## Course Descriptions

### ETHN 150 Introduction to Ethnic Studies (3)

This class examines the complexities of ethnic and racial diversity in the United States, exploring the historical and cultural aspects of how ethnic minority groups have been affected by social inequality in America. The course provides an overview of concepts and terms essential to studies and discussions within the discipline of ethnic studies. Covered terms include: race, racism, racialization and racialism, ethnicity and ethnic identity, ethnonationalism or ethnic nationalism, panethnicity, ethnocentrism, prejudice, discrimination, segregation, marginalization, diversity, pluralism, multiculturalism, affirmative action, enculturation, acculturation, assimilation, and self-determination. This survey course provides an overview of the discipline of ethnic studies as a whole. Topics of study include: the social construction of race and ethnicity, notions of identity and citizenship, and analyses of African Americans, Asian Americans, Chicanos and Latinos, Native Americans, and Pacific Islanders. The effect of culture on spiritual experience and identity are also examined.

### ETHN 355 The Asian American Experience (3)

This class introduces students to the history and experiences of Asian Americans. Using the analytical lens of sociological inquiry, students examine immigration patterns, sociopolitical and economic challenges, as well as issues encountered by Asian Americans due to racism and/or ignorance. The course also explores the contributions of Asian cultures to the fabric of American life.

### ETHN 356 The African American Experience (3)

This course introduces students to the experience of African Americans in the United States, including an examination of their contributions to the nation's development as well as an exploration of the dimensions of their identity. Students are challenged to critically analyze and interpret history and culture.

### ETHN 357 The Chicano(a)/Latino(a) Experience (3)

This class introduces students to the history and experiences of Chicano(a)/Latino(a) Americans, while examining Latino(a)/Chicano(a) immigration patterns, sociopolitical and economic influences, heritage and traditions, contributions to America culture, and race relations.

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Humanities Program

## Faculty

Director: Christopher Flannery, Ph.D.  
 Faculty: Diana Glycer, Ph.D. (English);  
 Brad Hale, Ph.D. (History and Political Science);  
 Carole Lambert, Ph.D. (English);  
 Teri Merrick Ph.D. (Theology and Philosophy);  
 Christopher Noble, Ph.D. (English);  
 Matthew Smith, Ph.D. (English);  
 David Weeks, Ph.D. (History and Political Science);  
 Steve Wilkens, Ph.D. (Theology and Philosophy);  
 David Williams, Ph.D. (Theology and Philosophy)

## Program Overview

All humanities courses have roots in the liberal arts. The liberal arts are foundations for a full liberal education, which rises from them and reaches beyond them. They are preparation for the lofty and rigorous discipline of understanding in its fullness "...the truth [that] shall make you free" (John 8:32). The humanities curriculum builds on the foundation of the Great Works Option for fulfilling General Education core requirements. Great works of literature, philosophy, art, music, science, and theology offer the most enriching content of the liberal arts and of liberal education itself. They are living teachers speaking to each generation with rare wisdom and beauty. Through study of such works, students of the humanities integrate the liberal arts with one another, with education as a whole, and with Christian higher education in particular.

A liberal arts education prepares the student not for a specific profession but for life itself, for the moral, intellectual, social, civic, and spiritual maturity and growth that accompany a life well-lived. A successful liberal education prepares the student for the proper ordering of all spheres of life and for a lifetime of learning. The first task of the liberal arts is to secure the liberation of the mind from those many fetters that can bind it, notably ignorance, prejudice, and the influence of the passions. In and through this essential freedom, the freedom of the mind, "humanity" manifests itself. The integrative principle of the liberal arts is this idea, *humanitas*.

## Humanities Minor

**24 units**

The humanities minor consists of 24 units from the listed courses. At least 12 units must be upper-division HUM courses. Students must take HUM courses (upper- or lower-division) in at least three categories of the General Education curriculum.

ART 354	Ancient Art History*	3
ART 356	History of Modern Art**	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3
ENGL 377	Shakespeare**	3
ENGL 410	American Novel	3
ENGL 466	British Novel	3
HIST 401	Humanities Seminar	6
HUM 221	Humanities Seminar I: Great Works*/^	3, 4
HUM 222	Humanities Seminar II: Literary Masterpieces*/^	3, 4
HUM 223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 224	Humanities Seminar IV: Great Ideas*/^	3, 4
HUM 321	Humanities Seminar I: Great Works*/^	3, 4
HUM 322	Humanities Seminar II: Literary Masterpieces*/^	3, 4
HUM 323	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 324	Humanities Seminar IV: Great Ideas*/^	3, 4
HUM 325	Humanities Seminar V: Christian Classics*/^	3, 4
MUS 351	Ancient, Renaissance, and World Music Literature	3
MUS 352	Baroque, Classical, and Early Romantic Music Literature**	3
MUS 455	Late Romantic and 20 <sup>th</sup> Century Music Literature	3
PHIL 315	History of Ancient Philosophy	3
PHIL 316	Medieval Philosophy	3
PHIL 320	History of Early Modern Philosophy	3
PHIL 340	Concepts of Human Nature*/**	3
POLI 360	Classical Political Thought	3

POLI 363	Modern Political Thought	3
POLI 376	The American Founding	3
SOC 298	Basic Sociological Theory	3
SPAN 432	Literary Masters	3
SPAN 431	Spanish Language Poetry and Short Story	3
UBBL 310	I and II Samuel*	3
UBBL 340	Romans and Galatians*	3
UBBL 341	Thessalonian and Corinthian Epistles*	3
UBBL 343	The General Epistles*	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^Humanities Seminars are offered for 3 units on the Azusa campus and 4 units at the High Sierra Semester.

## Course Descriptions

### HUM 221/321 Humanities Seminar I: Great Works (3, 4)

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Heritage and Institutions*

### HUM 222/322 Humanities Seminar II: Literary Masterpieces (3, 4)

This course offers a study of selected literary texts from a variety of cultures and genres taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Language and Literature*

### HUM 223/323 Humanities Seminar III: Aesthetics (3, 4)

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Aesthetics and the Creative Arts*

### HUM 224/324 Humanities Seminar IV: Great Ideas (3, 4)

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Heritage and Institutions (Philosophy)*

### HUM 325 Humanities Seminar V: Christian Classics (3, 4)

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in God's Word and Christian Response (Doctrine)*

### HUM 401H, HUM 402H, HUM 403H, HUM 404H Honors Colloquia (0)

Honors Colloquia offer students in the Honors Program an opportunity to explore innovative topics that augment the regular Honors curriculum. Each semester, students select from a range of colloquia events in the humanities, social sciences, and natural sciences offered at both APU and local colleges and universities. The topics of colloquia offered vary from semester to semester and from year to year. Students attend three events per semester. To graduate as an Honors Scholar, Honors students must complete four HUM 400 series courses, one of which must be completed in their junior or senior year of study. This is a credit/no-credit class. *Prerequisites: To enroll in these courses, a student must be admitted to the Honors College and be considered a member in "active" status.*

# Liberal Studies/ Undergraduate Education K-8 Program

## Faculty

Director and Associate Professor: Paul Flores, Ph.D.

Assistant Professor: Tolulope Noah, Ed.D.

Director of Student Services: Jenna Clement, M.Ed.

Adjunct Faculty: Marianne Cintron, M.A.; Melissa Dabiri, Ed.D.; Chinaka DomNwachukwu, Ph.D.; Dave Hauser, M.A.; Barry Hepner, M.A.; Karen Kapadia, M.A.; David Landers, M.Ed.; Jeffrey Lee, Ed.D.; Andrew Mainiero, M.A.; Jane Thompson, M.A.

## Mission

This program equips future teachers and other professionals by integrating coursework and service-learning experiences with the application of a Christian worldview as it relates to life vocation. It promotes awareness of cultural diversity issues and studies multiple curricula with emphasis in specific subject areas while fostering a holistic understanding of knowledge.

## Goals

1. To establish a strong foundational understanding of subject matter on which to build teachers' professional preparation, instruction, and development
2. To prepare well-educated beginning teachers who understand significant ideas, structures, and values in the disciplines comprising the K-8 curriculum
3. To prepare prospective multiple subject teachers to analyze situations, synthesize information from multiple sources, make decisions on rational bases, communicate skillfully, and appreciate diverse perspectives
4. To provide collaboration between education majors and local schools to further their understanding of teaching in an experiential setting
5. To produce teachers who are competent, compassionate, and people of character who will ultimately serve students and their families by displaying Christ through their gift of teaching

## Program Overview

The Liberal Studies/Undergraduate Education K-8 Program offers a Bachelor of Arts in Liberal Studies approved by the California Commission on Teacher Credentialing to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in a K-8 setting.

The liberal studies degree provides future elementary school teachers with opportunities to teach up to a basic ninth-grade level subject(s), and to take the California Subject Examination for Teachers: Multiple Subject (CSET). State changes require a Supplementary/Subject Matter Authorization (SMA) if the student desires to teach content up to a ninth-grade level. Please consult the Liberal Studies/Undergraduate Education K-8 Program office for complete information.

During the first two years of college, it is suggested that undergraduate liberal studies majors complete university General Education requirements and prerequisites to upper-division coursework, which is embedded in the program's four-year plan. Students may want to explore the teaching field by taking EDLS 300 Introduction to Teaching as a Profession as sophomores, juniors, or seniors, along with EDLS 405 Diversity in the Classroom and EDLS 496 Senior Seminar. Students in this program participate in approximately 72 hours of teacher-oriented, service-learning field experience and observation through several core liberal studies/undergraduate education K-8 courses.

## Career Opportunities

Though most liberal studies graduates find teaching positions in public and private schools locally, nationally, and abroad, demands exist in the business and communication fields as well because of the increasing need for college graduates with broad and diverse academic backgrounds. Potential teaching careers exist in multiple subject, single subject, and special education.

Every spring, APU hosts a Teacher Career Forum where local public school districts, private schools, and APU students participate.

## Liberal Studies Majors Taking Graduate Teacher Education Courses

Multiple subject credential candidates seeking admission into the Teacher Education Program must take both the CBEST and CSET. **Undergraduate students should plan for successful passage of CBEST during their sophomore year, and the CSET during their junior/senior year (after most core courses are taken) prior to applying to the credential program.** Those who pass these tests by graduation may be hired on paid contracts with a school district while completing their fifth-year Multiple Subject Credential. This qualifies the student to apply for an intern credential.

While qualified undergraduate students may take an unlimited number of graduate courses, a maximum of 8 of those units earned as an undergraduate may be applied toward a master's degree in education. Undergraduate students with unit availability during their last semester are advised to start their fifth-year credential and/or take units that will count toward their SMA. Please contact the Liberal Studies/Undergraduate Education K-8 Program office for details.

## Liberal Studies Major 117-125 units

The liberal studies major gives broad coverage in the liberal arts. A total of 117-125 units must be earned from the following areas: language/literature, mathematics, science, social sciences, humanities, visual/performing arts, physical education, human development, religion, and a subject concentration (depth of study). All 61 units of General Education requirements are met by completing the liberal studies major. Depending upon the subject concentration selected, students may enrich their program with one or more electives of their choice. **Core and concentration courses require a minimum of a C grade (2.0), however, please note that students must maintain an overall B average (3.0 GPA) in all core courses.** A portfolio is required for graduation consisting of samples from 10 courses related to education. Students are given the Portfolio Assessment of Subject-Matter Competence and Professional Growth requirements in their first semester during academic advising. All students, before graduation, must present their portfolio to the liberal studies office at the time of their exit review. The minimum number of units required for graduation is 120. Transfer students should contact the liberal studies office for appropriate advising and course requirements that may differ from the program below. **Please see the liberal studies office for a four-year plan.**



**COLLEGE OF LIBERAL ARTS AND SCIENCES 2013-14**

Those classes which are in bold type are considered the core of the liberal studies curriculum.

<b>Language/Literature</b>		<b>23 units</b>
COMM 111	Public Communication+	3
ENGL 110	Freshman Writing Seminar+	3
ENGL 111	Introduction to Literature*	3
ENGL 402	Principles of Language	3
<b>ENGL 434</b>	Children's Literature	3
Foreign Language+		4, 4

<b>Mathematics</b>		<b>6 units</b>
MATH 110	College Algebra+	3
<b>MATH 201</b>	Mathematical Concepts for the Elementary Teacher	3

<b>Science</b>		<b>14 units</b>
BIOL 101/101L	Fundamentals of Biology* (with lab)	4
<b>BIOL 400/400L</b>	Science and Children (with lab)	4
PHYC 110	Principles of Physical Science (no lab)	3
PHYC 125	Earth Science Concepts and Applications (no lab)	3

<b>History and Social Science</b>		<b>18 units</b>
HIST 120	World Civilizations to 1648*	3
HIST 121	World Civilizations Since 1648*	3
<b>HIST 151</b>	U.S. History to 1865*/^^ (satisfies U.S. Constitution)	3
HIST 152	U.S. History Since 1865*	3
HIST 210	World Geography	3
HIST 338	History of California	3

<b>Humanities</b>		<b>3 units</b>
PHIL 220	Introduction to Philosophy*	3

<b>Visual/Performing Arts</b>		<b>6 units</b>
<b>ART 310</b>	Fundamental Art Experiences*	3
<b>MUS 432</b>	Music in the Elementary Schools	3

<b>Physical Education</b>		<b>6 units</b>
PE XXX	Fitness for Life+/^	1
PE 240	Health Education+/^	2
<b>PE 450</b>	Physical Education in Elementary Schools, K-6	3

<b>Human Development</b>		<b>3 units</b>
<b>PSYC 290</b>	Human Growth and Development*	3

<b>Education</b>		<b>11 units</b>
<b>EDLS 300</b>	Introduction to Teaching as a Profession (sophomore standing, lab included)	4

— or —

<b>EDLS 302</b>	Introduction to Teaching as a Profession 7-12	4
<b>EDLS 405</b>	Diversity in the Classroom**	3
<b>EDLS 496</b>	Senior Seminar*	3
LDRS 100	Beginnings+	1

<b>Religion</b>		<b>15 units</b>
MIN 108	Christian Life, Faith, and Ministry*	3
UBBL 100	Exodus/Deuteronomy*	3
UBBL 230	Luke/Acts*	3

Select one of the following:

UBBL 310	I and II Samuel*	3
UBBL 311	Hebrew Prophets I*	3
UBBL 312	Hebrew Prophets II*	3
UBBL 320	Hebrew Poetical and Wisdom Literature*	3
UBBL 330	Life and Teachings of Jesus*	3
UBBL 340	Romans and Galatians*	3
UBBL 341	Thessalonians and Corinthian Epistles*	3
UBBL 343	The General Epistles*	3
UBBL 350	Geographical and Historical Setting of the Bible*	3
UBBL 460	Theology of the Old Testament*	3
UBBL 461	Theology of the New Testament*	3

Select one of the following:

THEO 303	Theology and the Christian Life*	3
THEO 352	Church History to 1517*	3
THEO 354	Church History Since 1517*	3
THEO 363	Contemporary Christian Thought*	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^Meets a University Skills requirement.

^Taken concurrently

^^Liberal studies students are required to satisfy the state of California's U.S. Constitution curriculum requirement. HIST 151 or POLI 150 will satisfy the requirement. If a student transfers HIST 151 from another institution, the state of California's U.S. Constitution requirement will be verified by One Stop | Registrar.

**Concentrations 12-20 units**

Concentrations are available in art, English, math, music, physical education, psychology, science, social science, and Spanish. Students must take at least 50 percent of the courses for each concentration through an APU program. **A minimum of a C (2.0) is required in each of these classes.** For further and updated information regarding a Supplement in Physical Education or Subject-matter Authorization in the other specified concentration area, please contact a credential analyst within the Department of Teacher Education. Categories and units are subject to California Commission on Teacher Credentialing regulations.

**Art Concentration 13-16 units**

Required Courses		
ART 145	Drawing I	3
ART 146	Painting I	3

Select one of the following:

ART 354	Ancient Art History*	3
ART 356	History of Modern Art*/**	3
ART 357	Contemporary Art Trends*	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3

Select one of the following:

ART 205	Ceramics I^	3
ART 311	Sculptural Objects and Functional Art	3
ART 403	Multicultural Art*	3

Upper-division Elective	1 or 4 units^	
ART 430	Applied Design	1-4

— or —

Any upper-division ART course

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^Students who take ART 205 (Ceramics) will need 4 units of upper-division electives.

**English Concentration 12 units**

ENGL 404	Approaches to Grammar	3
ENGL 406	Advanced Composition**	3

Select two courses from the following:

(Note: One must be ENGL 324, ENGL 334, or ENGL 344.)

ENGL 324	World Literature to the Renaissance*	3
ENGL 334	World Literature Since the Renaissance*	3
ENGL 344	American Literature to 1865*	3
ENGL 354	American Literature Since 1865*	3
ENGL 377	Shakespeare**	3
ENGL 410	American Novel** (offered alternate fall terms)	3
ENGL 435	Social and Psychological Aspects of Language (not offered every semester)	3

\*Meets a General Education Core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

## LIBERAL STUDIES/UNDERGRADUATE EDUCATION K-8 PROGRAM

### Math Concentration

**18 units**

See the Department of Mathematics and Physics for updated schedules.  
Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT score, previous university coursework, or the APU mathematics placement test. Some students will require one or more courses prior to calculus.

MATH	161	Calculus I	5
MATH	162	Calculus II	4
MATH	340	Geometry (fall)	3
MATH	360	Probability and Statistics (spring)	3
MATH	390	History of Mathematics and Number Theory (fall)	3

### Music Concentration

**18 units**

MUS	101	Beginning Voice Class	1
MUS	103	Beginning Piano Class <sup>^</sup>	1
MUS	104	Elementary Piano Class <sup>^</sup>	1
MUS	110	Elementary Guitar Methods	1
MUS	121	Music Theory I*	3
MUS	122	Music Theory II	3
MUS	133	Practical Musicianship I	1
MUS	134	Practical Musicianship II	1
MUS	201	Introduction to World Music*	3
MUS	250	Music and Civilization*	3

\*Meets a General Education core requirement.

<sup>^</sup>Or one unit each Applied Piano (permission by audition only)

### Physical Education Concentration

**19 units**

AES	242	Fundamental Principles of Fitness	2
PE	237	Methods of Teaching Rhythmic and Multicultural Activities	3
PE	250	Methods of Teaching Individual Sports (fall)	2
PE	252	Methods of Teaching Team Sports (spring)	3
PE	325	Motor Development and Learning	3
PE	406	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE	452	Adapted Physical Education	3

### Psychology Option I (School Psychology)<sup>^</sup>

**15 units**

PSYC	110	General Psychology*	3
PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	360	Abnormal Psychology	3
PSYC	410	Psychology of Exceptional Children	3
PSYC	480	Psychological Testing and Measurements	3

\*Meets a General Education core requirement.

<sup>^</sup>PSYC 290 and PSYC 299 are prerequisite courses for the upper-division courses in this concentration.

### Psychology Option II (Special Education)<sup>^^</sup>

**15 units**

PSYC	110	General Psychology*	3
PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	360	Abnormal Psychology	3
PSYC	410	Psychology of Exceptional Children	3
PSYC	430	Intervention Strategies with Children	3

\*Meets a General Education core requirement.

<sup>^^</sup>PSYC 290 is a prerequisite course for the upper-division courses in this concentration.

### Science Concentration Option I

**20 units**

BIOL	151	General Biology I*	4
BIOL	152	General Biology II (spring only)	4
CHEM	111	Organic Chemistry for the Health Sciences*	2
CHEM	112	Biochemistry for the Health Sciences*	1
CHEM	114	Laboratory for the Health Sciences*	1
PHYC	140	Introduction to Astronomy*	4
PHYC	151	Physics for Life Sciences I* (fall only)	4

\*Meets a General Education core requirement.

### Science Concentration Option II

**16 units**

BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
CHEM	111	Organic Chemistry for the Health Sciences*	2
CHEM	112	Biochemistry for the Health Sciences*	1
CHEM	114	Laboratory for the Health Sciences*	1
PHYC	151	Physics for Life Sciences I* (fall only)	4

\*Meets a General Education core requirement.

### Social Science Concentration

**12 units**

POLI	150	American Government*	3
<i>Select one of the following:</i>			
HIST	320	Modern Africa	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
POLI	390	History and Politics of the Non-Western World	3
<i>Select two of the following:</i>			
HIST	334	History of American Foreign Affairs	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	357	Enlightenment Europe	3
HIST	358	Europe 1789-1914	3
HIST	359	Europe 1914-1992	3
HIST	374	Colonial Era	3
HIST	380	Civil War and Reconstruction	3
HIST	386	Modern America	3
UBBL	451	The Greco-Roman World	3

\*Meets a General Education core requirement.

### Spanish Concentration

**15 units**

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
SPAN	301	Advanced Spanish (fall only)	3
SPAN	320	Advanced Spanish Composition (spring only)	3
Plus one Spanish Literature class: SPAN 421, 422, or 432			
(At least one is offered every semester.)			

### Special Education Concentration

**15 units**

EDLS	303	Introduction to Special Populations (proposed course)	3
EDLS	304	Introduction to Teaching Special Populations (proposed course)	3
PSYC	110	General Psychology	3
PSYC	410	Psychology of Exceptional Children*	3
PSYC	430	Intervention Strategies with Children*	3

\*Prerequisites: PSYC 110 and PSYC 290

Note: Students must meet the prerequisites for classes. Please see the appropriate section of the catalog for details.

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

**Students must earn a minimum of a C in core and concentration courses and an overall GPA of 3.0 must be maintained in all core courses.**

### Application to Teacher Education for a Fifth-Year Credential

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Therefore, the Department of Teacher Education assesses the candidate from admissions through recommendation of credentials in these standards, making APU graduates highly sought-after professionals.

Application for admission to the Teacher Education Program (TEP) is needed only when applying to the credential program, not the bachelor's degree. The application requires liberal studies majors to complete a minimum of 60 units of university coursework, attend a mandatory information meeting, and successfully complete the application process to the Teacher Education Program prior to

taking any TEP courses. See requirements for “Admission to the Teacher Education 2042 Multiple Subject Credential Program, Track A.” Candidates may then begin a sequence of professional TEP-prefixed education courses, which include 30 hours of concurrent daytime field experience in preparation for full-time student teaching later. Students starting the multiple subject, single subject, or special education credential program during their senior year or immediately after completing their B.A. are strongly recommended to have first completed EDLS 411: Introduction to Assessment. Undergraduate students may petition to have 8 TEP units count for specific units in the M.A. in Education degree. CBEST and CSET must be passed before student teaching, along with a posted B.A. degree.

## Liberal Studies Minor 22–23 units

The liberal studies minor is a multidisciplinary program that adds some foundational elements of K–8 subject-matter preparation and practical field experience to any student’s major course of study. The program provides students with the opportunity to develop a teaching philosophy and acquire basic subject-matter knowledge in five to seven different content areas with an understanding of diversity and culture in a classroom setting. This may provide some preparation for substitute teaching and lesson planning. Students work closely with an advisor in both major and minor fields in order to create an organized on-campus study. Liberal studies minors must maintain a C or higher in all courses credited toward their minor. *NOTE: The minor does not prepare the student for the subject-matter exam, currently CSET. Additional studying is required in order to pass the exam and move forward with obtaining a Multiple Subject Teaching Credential.*

<b>Core Courses</b>		<b>7 units</b>
EDLS 300	Introduction to Teaching as a Profession	4
— or —		
EDLS 302	Introduction to Teaching as a Profession 7–12	4
EDLS 300L	Introduction to Teaching Lab	0
EDLS 405	Diversity in the Classroom**	3

<b>Subject-matter Electives</b>		<b>15–16 units</b>
<i>Select five courses from the following:</i>		
ART 310	Fundamentals of Art Experiences*	3
BIOL 400	Science and Children	4
ENGL 434	Children’s Literature	3
MATH 201	Math Concepts for Elementary Teachers	3
MUS 432	Music in the Elementary Schools	3
PE 450	Physical Education in the Elementary Schools, K–6	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

## Course Descriptions

See the Graduate Catalog for a complete description of credential programs and courses.

### Liberal Studies/Teacher Education

#### EDLS 300 Introduction to Teaching as a Profession (4)

LECTURE, 3 HOURS; LAB, 3 HOURS PER WEEK

This course provides an overview to the teaching profession, focusing on the art of teaching at the K–12 level. Issues addressed surround the California State Standards for the Teaching Profession and Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. *The service-learning lab requires 45 hours in a K–12 school. Prerequisite: sophomore standing*

#### EDLS 302 Introduction to Teaching as a Profession 7–12 (4)

This course provides an overview to the art and profession of teaching at the 7–12 level. Issues addressed surround the California State Standards for the Teaching Profession and include school organization

and teaching, curriculum and pedagogical practices, and classroom management and assessment. The service-learning lab requires 15 hours in 7–12 school classrooms. Students can take either EDLS 300 or EDLS 302, but not both. *Prerequisite: Sophomore standing*

#### EDLS 303 Introduction to Special Populations (3)

This course provides an overview of educational practices that influence the identification, placement, and teaching of students with mild-to-moderate disabilities. The basic principles of special education, including its history, legal mandates, and descriptions of various types of disabling conditions are examined. Learning problems are addressed in terms of the specific categories related to mild-to-moderate disabilities. *Prerequisite: Sophomore standing*

#### EDLS 304 Introduction to Teaching Special Populations (3)

This course provides an overview of instructional practices and procedures for assisting perspective teachers in their role as educator of students with mild-to-moderate disabilities. It raises awareness of the exceptional child first and foremost as an individual who is influenced by, and must cope with, the broad contexts or environments of family, peers, school, and society. *Prerequisite: Sophomore standing*

#### EDLS 405 Diversity in the Classroom (3)

This course focuses on the examination of the interaction of the student’s cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism in schools. *Meets General Education Upper-division Writing Intensive requirement, includes service learning hours in educational settings, and is an ELL-approved course.*

#### EDLS 411 Introduction to Assessment (1)

The course provides an introduction to the California Teaching Performance Assessment with specific focus on principles of content-specific and developmentally appropriate pedagogy. Issues addressed include engaging and supporting students in learning, making subject matter comprehensible, assessing learning, planning instruction, and designing learning experiences for students. Electronic portfolio is utilized. *Pre- or corequisite: EDLS 300*

#### EDLS 496 Senior Seminar: Education and Professional Ethics (3)

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Meets the General Education Senior Seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God’s Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God’s Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God’s Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God’s Word and the Christian Response

#### EDLS 497 Readings (1–4)

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

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Biology and Chemistry

## Faculty

*Chair and Professor: Bruce Spalding, Ph.D.*

*Professors: Scott Kinnes, Ph.D.; Jon Milhon, Ph.D.;  
Cahleen Shrier, Ph.D.; James White, Ph.D.; Jürgen Ziesmann, Ph.D.*

*Associate Professors: Matthew Berezuk, Ph.D.; Skyla Herod, Ph.D.;  
Abby Hodges, Ph.D.; Sheng-Lin Kevin Huang, Ph.D.;  
Joshua Morris, Ph.D.; Sarah Richart, Ph.D.; Kathleen Tallman, Ph.D.;  
Willetta Toole Simms, Ph.D.; Thomas Walters, Ph.D.*

*Assistant Professors: Melissa LaBonte Wilson, Ph.D.;  
Carrie Miller, Ph.D.; Ronald Norris, M.D.; Megan Prosser, Ph.D.*

*Instructor: Marian Saleh, M.S.*

*Lecturers (part time): Wayne Bowden, M.D.; Michele Cazares, DPT;  
Melissa Cole, DPT; John Dobrenen, M.S.; Amy Garrison, B.S.;  
Louise Huang, Ph.D.; Emmanuel Ilupeju, MSc, M.Div., D.Min.;  
James Ivey, M.D.; Steven Johnson, M.A., JD; Kris Kontis, Ph.D.;  
Kathy Kurtz, M.S.; Louie Labial, DPT; Dorothy Marshall, MBA;  
Tammy Milhon, B.S.; Rhonda Ramage, M.S.; Marian Saleh, M.S.;  
Matt Sanders, M.S.; Ryan Somers, DPT; Lisa Sommers, M.A.;  
Michael Smith, M.A.; Shawn Thompson, Ph.D.; Peter Wilson, Ph.D.*

*Laboratory Manager: Nicole Mulcahy, B.A.*

*Laboratory Technicians: Lindsay Bruggman, M.S.;  
Mary DerMovsesian, M.A.; Ashley Schneider, MBA;  
Paul Spielman, B.S.; Yun-Lan Chan Wong, M.S.*

## Mission

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 Education program, and that serve as support courses for students in other majors. The department also provides opportunities for students to prepare for graduate or professional studies and for success in their chosen careers.

## Department Statement

The Department of Biology and Chemistry serves God through the integration of a Christian perspective into the disciplines of biology and chemistry, and the preparation of Christian men and women to serve in leadership or support roles in these sciences.

## Goals

Upon completion of a bachelor's degree from the Department of Biology and Chemistry, graduates will be able to:

1. Demonstrate a traditional knowledge base of the major subject and associated science cognate areas.
2. Relate theories, problem-solving techniques, laboratory applications, and instrumentation procedures to this field of study.
3. Integrate a Christian worldview within the science disciplines.
4. Matriculate into graduate programs appropriate to the specific discipline.

## Department Overview

Students can earn the Bachelor of Science in Applied Health, Biology, Chemistry, or Biochemistry.

Students planning a career in teaching science at the secondary level should prepare for the CSET examination. Students should major in biology, chemistry, or physics to obtain subject-matter proficiency in one of these areas for the specialization test. In addition, to prepare for the breadth part of the test, students should take BIOL 151/152, CHEM 151/152, and PHYC 130, 140, and either PHYC 151/152 or 161/162.

## Biology and Chemistry Fellowships

Each year the Department of Biology and Chemistry offers a limited number of fellowships to selected undergraduates to participate in the Student-to-Scholar (S2S) Program involving laboratory research with a faculty mentor.

## Requirements for Applied Health, Biochemistry, Biology, and Chemistry majors

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

### Freshman Applicants

To qualify for a major in **applied health, biology, biochemistry, or chemistry**, freshman\*\* applicants must submit documentation of all three of the following (or their equivalents) to the Office of Undergraduate Admissions before the start of classes:

**Math:** Minimum 540 math SAT\*, 23 math ACT\*, or AP calculus score of 3 or above

**English:** Minimum 480 verbal SAT, 19 ACT English and 20 ACT Reading, or AP English score of 3 or above

**HS Prep:** Grades of B or higher in one year each of high school biology\* AND chemistry

\*For chemistry major, 600 math SAT or 26 math ACT is required; high school physics may be substituted for biology.

\*\*All freshman transfers can qualify for major under freshman applicant requirements only if all college math/science grades are B- or better.

Freshman applicants who do not qualify for direct admission to applied health, biology, biochemistry, or chemistry may be admitted to Bio/Chem Interest upon submission of documentation of both of the following (or their equivalents) to the Office of Undergraduate Admissions before the start of classes:

**Math:** Minimum 500 math SAT or math ACT of 21 AND

**English:** Minimum 480 verbal SAT, 19 ACT English and 20 ACT Reading, or AP English score of 3 or above

**NOTE:** There is a **two-semester limit** for remaining in Bio/Chem Interest. After two semesters, students must declare a major (see section for *Matriculated APU Students below*) or select a major outside the Department of Biology and Chemistry.

### Transfer Applicants

To qualify for a major in **applied health, biology, biochemistry, or chemistry**, transfer\*\* applicants must submit evidence of all **three** of the following to the Office of Undergraduate Admissions before the start of classes:

GPA: Minimum cumulative college GPA of 3.0

Math: B- or higher in College Algebra

Science: B- or higher in 1 semester each of college-level biology\* AND chemistry

— or —

B or higher in 1 year of high school biology\*  
**and** chemistry (*HS transcript must be provided*)

\*For chemistry major: college level physics or second semester of college-level chemistry may be substituted for high school biology.

\*\*All freshman transfers can qualify for major under freshman applicant requirements only if all college math/science grades are B- or better.

### Matriculated APU Students

To declare a major in **applied health, biology, biochemistry, or chemistry**, current APU students (including current Bio/Chem Interest) must satisfy all **three** of the following before their change of major will be approved:

**Math:** B- or higher in MATH 110 College Algebra\*\*

**English:** B- or higher in ENGL 110 Freshman Writing Seminar\*\*

**Science:** B- or higher in BIOL 101 Fundamentals of Biology\*/\*\*  
or CHEM 101 Introduction to Chemistry\*\*

\*For chemistry major, B- or higher in CHEM 101 is required to meet this requirement.

\*\*Or higher level APU course in same discipline with at least the same units.

### Additional Requirements for Applied Health, Biology, Biochemistry, or Chemistry majors

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

- A minimum cumulative GPA of 2.0 in all biology, chemistry, math, and physics courses required for the major must be maintained.
- A minimum grade of C- is required for all classes within the major.
- Any single class within the major can only be taken two times at APU; students must change their major after two unsuccessful attempts in a single required course.
- Only two courses total within the major can be repeated (including repeats of withdrawn courses); students must change their major after unsuccessful attempts in any three required classes.

### Department Policies

The following are policies that apply to all majors and minors offered by the department:

- Students must complete all prerequisites for a course with a C- or better before taking the course.
- All majors are required to take the BIOL 496 Senior Seminar: Ethics and the Sciences to meet their General Education Senior Seminar course requirement.
- While courses required of the major may be taken at other accredited institutions, both lecture and laboratory components must be taken at the same institution in the same semester.
- Students missing more than three labs in a course receive an automatic F in the course.
- It is strongly recommended that freshmen in all biology majors (including biochemistry) take General Chemistry and General Biology the first year, and that chemistry majors start with General Chemistry and Calculus the first year. Should the math competency placement exam require algebra of the student, then that class should be taken the first year and a five-year program may be indicated.
- BIOL 151 should be taken by applied health, biochemistry, or biology majors who receive AP biology credit. Many medical schools and graduate programs will not accept AP biology to meet requirements for admission. AP credit for BIOL 151 will only be given with approval of the chair of the Department of Biology and Chemistry.

Regarding upper-division electives required for each major:

- At least one 3- or 4-unit course must be taken.
- No more than two 1-unit courses may be taken for elective credit.
- Students may take up to 3 units of research, readings, or internship for elective credit in the major.
- BIOL 470 Science for the MCAT, BIOL 325 Humans and the Environment, BIOL 330 Gender Differences, and BIOL 400 Science and Children may not be taken to meet upper-division elective requirements in the major.

Students may petition for exemptions by submitting the Department of Biology and Chemistry Student Petition form to the department chair.

### General Education Note

Biochemistry and biology majors are not required to take health education as part of their General Education requirements.

### Biology Major

**72–76 units**

#### Introduction

A well-balanced complement of courses in the field of biology is offered to provide solid academic training for the student who wishes to major in this area. The biology faculty stimulates the created “senses” of curiosity and creativity within each student and employs basic scientific knowledge in the practical solutions of problems related to living organisms and in understanding the wonders of God’s world.

#### Objectives

This program develops students who can:

- Demonstrate a traditional biology knowledge base appropriate for entry into an accredited graduate program in the field.
- Apply the scientific method and appropriate biological knowledge and theories to issues such as environmental stewardship, medical ethics, and biotechnology.
- Relate themes of Christian faith to the diverse functioning of organisms and their relationships to the natural world.

#### Career Opportunities

Students majoring or minoring in biology may enter biomedical/pharmaceutical sales, become elementary or secondary school science teachers, or serve as technicians in conservation, agriculture, food or health sciences, university research laboratories, or hospitals. The major also prepares the student for studies leading to graduate professional degrees in medicine, dentistry, optometry, veterinary science, pharmacology, biotechnology, biomedical research, or university teaching positions. The applied health major is especially pertinent for those desiring to matriculate into a physical therapy or physician’s assistant program. For information on the premedical/pre dental emphasis, see “Professional Programs” under “Academic Programs.”

#### AuSable Institute of Environmental Studies

The AuSable Institute serves evangelical Christian colleges by offering environmental studies in Southern Michigan’s forests, wetlands, lakes, and rivers. Azusa Pacific University students may attend the institute because of APU’s involvement with the Council for Christian Colleges & Universities and receive credit for courses taken there with prior approval. Please see the biology faculty representative for further information.

## BIOLOGY AND CHEMISTRY

### Requirements

#### Chemistry

CHEM	151*/^/152^	General Chemistry	4/4
CHEM	251/252	Organic Chemistry – Theory	4/4
CHEM	261/262	Organic Chemistry – Lab	1/1

**18 units**

#### Mathematics

MATH	151/152	Applied Calculus I/II	3/3
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**6 units**

#### Physics

*Select one of the following:*

PHYC	151*/^/152^	Physics for Life Sciences I/II	4/4
PHYC	161*/^/162^	Physics for Science and Engineering	5/5

**8–10 units**

#### Biology

BIOL	151	General Biology I*	4
BIOL	152	General Biology II	4
BIOL	240	Biology of Microorganisms	4
BIOL	280	Cell Biology	4
BIOL	300	Genetics	4
BIOL	496	Senior Seminar: Ethics and the Sciences*	3

**23 units**

#### Required Emphasis (choose one)

**7–8 units**

##### Ecological

BIOL	320	Ecology**	4
BIOL	435	Stewardship Ecology	3

##### Molecular

BIOL	410	Molecular Biology	4
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*Select one of the following:*

BIOL	360	Principles of Biochemistry	4
BIOC	380	Biochemistry I	4

##### Organismal

*Select two of the following:*

BIOL	320	Ecology**	4
BIOL	336	Vertebrate Biology	4
BIOL	350	Mammalian Physiology	4

#### Biology Electives

**10–11 units**

##### Ecological Emphasis

*Select 11 units of 300- or 400-level BIOL courses as follows:*

- 4 units from an approved, off-campus, field-study program such as the AuSable Institute described above.
- Up to 4 additional units from an approved, off-campus, field-study program or BIOL 336, 340, 350, or 365
- 3 or more units from BIOL 336, 340, 350, 365, 395 or approved (by department chair) topics in BIOL 495 or BIOL 498

##### Molecular and Organismal Emphasis

Select 10 additional units of 300- or 400-level BIOL or BIOC courses, including one 4-unit laboratory course, and excluding courses used in fulfilling the required emphasis. The following BIOL classes also do not fulfill this requirement: BIOL 325, 330, 400, 435, 445, 454, 455, 470.

#### Biology Minor

**28 units**

The minimum prerequisites for this program include one year of high school chemistry, one year of high school biology, and two years of high school algebra. Students must have received a grade of C or better in each of the high school courses.

#### Lower-division Requirements

**20 units**

Each student must take the following and must receive a grade of C or better before being allowed to continue the minor:

BIOL	151	General Biology I*	4
BIOL	152	General Biology II	4
CHEM	151	General Chemistry I*/^	4
CHEM	152	General Chemistry II^	4

*Select one of the following:*

BIOL	115	Anatomy and Physiology	4
BIOL	240	Biology of Microorganisms	4

#### Upper-division Electives

**8 units**

Select 8 additional units of 300- or 400-level BIOL or BIOC courses, including at least one 4-unit laboratory course. The following BIOL courses do not fulfill this requirement: BIOL 325, 330, 400, 435, 445, 454, 455, 470, 496. These 8 units may not include units used to fulfill requirements of the student's major.

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^This course may be waived with an appropriate Advanced Placement test score.

### Applied Health Major

**64–66 units**

#### Introduction

This major is especially designed for those students desiring to matriculate into a physical therapy program. It is also the major of choice for entry into an allied health career or master's-level program, such as physician's assistant, sports medicine, or chiropractic medicine.

This program develops students who can:

- Matriculate into graduate programs in physical therapy, physician's assistant, and/or other programs in the allied health areas.
- Apply knowledge in the subject areas of biology, anatomy, physiology, and associated scientific disciplines.
- Assist in appropriate health care fields.
- Integrate a Christian worldview within the science disciplines.

All applied health majors must complete the following core courses and choose one of the emphasis areas.

Note: Entry requirements differ among graduate schools. Students are responsible to contact the graduate schools in which they are interested to determine these requirements.

#### Core Courses

**35 units**

BIOL	151	General Biology I*	4
BIOL	240	Biology of Microorganisms	4
BIOL	280	Cell Biology	4
BIOL	300	Genetics	4
BIOL	496	Senior Seminar: Ethics and the Sciences*	3
CHEM	151*/^/152^	General Chemistry	4/4
PHYC	151*/^/152^	Physics for Life Sciences I/II	4/4

\*Meets a General Education core requirement.

^This course may be waived with an appropriate Advanced Placement test score.

#### Physical Therapy Emphasis

**29 units**

BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
BIOL	326	Neurobiology	4
CHEM	240	Introduction to Organic and Biochemistry	4
PSYC	290	Human Growth and Development*	3
PSYC	299	Applied Statistics	3
PSYC	360	Abnormal Psychology^	3

\*Meets a General Education core requirement.

^Prerequisite: PSYC 110

*Select one of the following:*

BIOL	465	Clinical Research/Practicum in Applied Health**	4
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— or —

AES	364	Kinesiology	3
— and —			
BIOL	490	Biology Seminar	1

\*\*Meets the Upper-division Writing Intensive requirement.

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<b>Physician Assistant Emphasis</b>	<b>31 units</b>
BIOL 250 Human Anatomy	4
BIOL 251 Human Physiology	4
BIOL 3XX-4XX Biology Elective <sup>^^/^^^</sup>	7
CHEM 251/252 Organic Chemistry – Theory	4/4
CHEM 261/262 Organic Chemistry Lab	1/1
MATH 151/152 Applied Calculus I/II	3/3

<sup>^^</sup>The following BIOL classes do not fulfill this requirement: BIOL 325, BIOL 330, BIOL 400, BIOL 435, BIOL 445, BIOL 454, BIOL 455, and BIOL 470.

<sup>^^^</sup>Of these 7 units, 4 must be in a BIOL or BIOC lab course.

<b>Business Emphasis</b>	<b>29 units</b>
AT 465 Pharmacology for Athletic Trainers	2
BIOL 152 General Biology II	4
BUSI 120 Principles of Accounting I	4
BUSI 210 Principles of Management	3
BUSI 240 Introduction to Information Systems	3
BUSI 330 Principles of Finance <sup>^</sup>	3
CHEM 240 Introduction to Organic Chemistry and Biochemistry	4
ECON 250 Principles of Macroeconomics	3

*Select one of the following:*

BUSI 350 Business Internship	3
BIOL 395 Science Internship	3

<sup>^</sup>Prerequisites for BUSI 330 include BUSI 220 and BUSI 311; or MATH 151, or MATH 161, or ECON 351.

## Biochemistry Major 72–80 units

### Introduction

The Department of Biology and Chemistry offers an interdisciplinary major in biochemistry.

### Biochemistry Objectives

This program develops students who can:

- Demonstrate a traditional knowledge base of biology, chemistry, and associated science cognate areas.
- Relate theories, problem-solving techniques, laboratory applications, and instrumentation procedures to modern chemical and molecular biology fields.
- Integrate a Christian worldview within the science disciplines.

### Career Opportunities

This major serves premedical students as well as others who desire a current molecular emphasis in their major. It contains a basic core of chemistry and biology courses as well as classes that are crossdisciplinary in nature, such as biochemistry, physiology, and cell and molecular biology. The student enjoys the freedom to choose biology or chemistry electives while keeping the total major units required for graduation at a reasonable level. This major is especially appropriate for students seeking a career in a laboratory research area such as biotechnology; graduate study in biochemistry or the biological sciences; chemistry, pharmacy, or medical-related studies; or education. The Association of American Medical Colleges has indicated that biochemistry undergraduates enjoy one of the highest acceptance rates for medical schools of the science major categories.

### Requirements

<b>Biology</b>	<b>16 units</b>
BIOL 151*/152 General Biology	4/4
BIOL 240 Biology of Microorganisms	4
BIOL 280 Cell Biology	4

<b>Chemistry</b>	<b>18 units</b>
CHEM 151*/152 General Chemistry	4/4
CHEM 251/252 Organic Chemistry–Theory	4/4
CHEM 261/262 Organic Chemistry–Lab	1/1

### Math 6–9 units

*Select one of the following:*

MATH 151/152 Applied Calculus I/II	3/3
MATH 161/162 Calculus I/II	5/4

### Physics 8–10 units

*Select one of the following:*

PHYC 151*/152 Physics for Life Sciences	4/4
PHYC 161*/162 Physics for Science and Engineering	5/5

### Upper-division Requirements 24–27 units

#### Required Courses

BIOC 380/381 Biochemistry I/II	4/4
BIOL 496 Senior Seminar: Ethics and the Sciences*	3

*Select one of the following:*

BIOL 300 Genetics <sup>^^</sup>	4
BIOL 410 Molecular Biology	4

### Electives

The elective requirement is fulfilled in two parts: List A and List B.

*List A: One of the following is required:*

CHEM 300/310 Quantitative Chemical Analysis and Lab	2/2
CHEM 390 Physical Chemistry for the Life Sciences	3
CHEM 401 Thermodynamics	3

*List B: Complete the elective requirement by selecting two options from the list below (either single courses as listed first, or boxed classes). Please note that the boxed groupings are valid options only if their conditions are met.*

CHEM 300/310 <sup>^</sup> Quantitative Chemical Analysis and Lab	2/2
CHEM 320/330 Instrumental Analysis (Theory/Lab)**	3/1
CHEM 390 <sup>^</sup> Physical Chemistry for the Life Sciences	3
CHEM 401 <sup>^</sup> Thermodynamics	3
CHEM 402 Kinetics and Quantum Mechanics	3
CHEM 451 Advanced Organic Chemistry	4
CHEM 461 Advanced Inorganic Chemistry	3
CHEM 495 Topics in Advanced Chemistry	3–4

BIOL 326 Neurobiology	4
— or —	
BIOL 336 Vertebrate Biology	4
— or —	
BIOL 350 Mammalian Physiology	4

BIOL 490 Biology Seminar	1
— and —	
BIOL 498 Directed Research	3
— or —	
CHEM 490 Chemistry Seminar	1
— and —	
CHEM 498 Directed Research	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement if both CHEM 320 and CHEM 330 are taken.

<sup>^</sup>If not used above as the elective in List A

<sup>^^</sup>Premed students should take BIOL 300.

## BIOLOGY AND CHEMISTRY

### Chemistry Major

**63–66 units**

#### Introduction

Chemistry has been called the “central science” because an understanding of it is necessary for study in the fields of biology, astronomy, earth science, and physics. Chemistry is fundamental to interdisciplinary fields such as biochemistry, ecology, medicine, pharmacology, and environmental toxicology. The department offers the courses CHEM 101 Introduction to Chemistry and CHEM 105 Citizen Chemistry, which meet General Education requirements and educate the student not only in basic chemical principles, but also in how chemistry impacts the planet.

The core requirements of the chemistry major are a year each of general chemistry, organic chemistry, analytical chemistry (Quantitative Analysis and Instrumental Analysis), and physical chemistry. The remainder of the requirements give the student a foundation in related fields and provide breadth. In addition to classroom requirements, it is strongly recommended that students complete a special project during their junior or senior year. This may involve collaboration with one of the science faculty in a research project, off-campus internship in industry, or a project in which students pursue one of their own ideas.

#### Objectives

This program develops students who can:

- Apply basic knowledge, theories, and mathematical problem-solving approaches to this field.
- Demonstrate traditional chemistry instrumentation and laboratory applications.
- Relate modern discoveries in chemistry to applications in medicine, pharmacology, toxicology, and foods to applications in industry, waste management, and environmental issues.
- Matriculate into graduate programs in medicine, biochemistry, and research.

#### Career Opportunities

The chemistry major is excellent preparation for graduate school in chemistry, biochemistry, and environmental studies. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors. The chemistry major is also excellent for students planning to attend professional school in medicine, dentistry, veterinary medicine, medical technology, forensic science, and pharmacology.

Examples of employment which students may seek immediately after graduation include entry-level positions as a research or laboratory technician, in governmental or industrial technical support, in management (when coupled with a major or minor in business administration), or in teaching at the secondary level. It is highly recommended that students desiring employment immediately after graduation complete an internship in the private or government sector before graduation.

#### Requirements

##### Chemistry

		<b>46 units</b>
BIOL	496	Senior Seminar: Ethics and the Sciences* 3
CHEM	151*/^/152^	General Chemistry I/II 4/4
CHEM	251/252	Organic Chemistry – Theory 4/4
CHEM	261/262	Organic Chemistry – Lab 1/1
CHEM	300	Quantitative Analysis – Theory 2
CHEM	310	Quantitative Analysis – Lab 2
CHEM	320	Instrumental Analysis – Theory** 3
CHEM	330	Instrumental Analysis – Lab** 1

CHEM	401	Thermodynamics	3
CHEM	402	Kinetics and Quantum Mechanics	3
CHEM	461	Advanced Inorganic Chemistry	3
CHEM	490	Chemistry Seminar	1

Select at least 7 units from the following:

BIOC	380	Biochemistry I	4
BIOC	381	Biochemistry II	4
CHEM	451	Advanced Organic Chemistry	4
CHEM	495	Advanced Topics in Chemistry	3–4
CHEM	498	Directed Research^^	1–4
MATH	263	Multivariate Calculus^^^	4
MATH	270	Differential Equations^^^	4
MATH	290	Linear Algebra^^^	3

#### Mathematics

MATH 161\*/^/162^ Calculus I/II 9 units 5/4

#### Physics

Select one of the following:

PHYC	151*/^/152^	Physics for Life Sciences I/II	4/4
PHYC	161*/^/162^	Physics for Science and Engineering I/II	5/5

\*Meets a General Education Core requirement.

\*\*Meets the Upper-division Writing Intensive requirement if both CHEM 320 and CHEM 330 are taken.

^This course may be waived with an appropriate Advanced Placement test score.

^^A minimum of 3 units required if CHEM 498 is chosen.

^^^Only one of these MATH courses may count toward the major.

#### Chemistry Minor

**25 units**

CHEM	151*/^/152^	General Chemistry I, II	4/4
CHEM	251/252	Organic Chemistry – Theory	4/4
CHEM	261/262	Organic Chemistry – Lab	1/1
CHEM	300	Quantitative Analysis – Theory	2
CHEM	310	Quantitative Analysis – Lab	2
		Upper-division Chemistry Elective	3

\*Meets a General Education core requirement.

^This course may be waived with an appropriate Advanced Placement test score.

## Course Descriptions

### Biology

#### BIOL 090 Laboratory Safety (0)

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

#### BIOL 101 Fundamentals of Biology (4)

LECTURE, 3 HOURS; LAB, 3 HOURS

This basic course covers the themes of cell biology, genetics, ecology, evolution, and human biology. It promotes an appreciation for the unification and interdependence of all life. **Special fee applies.** Meets General Education core requirement in Nature. Does not count toward biology major credit.

#### BIOL 109 Introduction to Biological Sciences (3)

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

#### BIOL 115 Anatomy and Physiology (4)

LECTURE, 3 HOURS; LAB, 3 HOURS

This is an introductory course in the principles of anatomy and physiology as they relate to the structure and function of the living human body. It is designed for physical education majors. **Special fee applies.** Does not count toward biology or nursing major credit. *Prerequisite: BIOL 101 or BIOL 151*



**BIOL 151 General Biology I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR  
Principles of cell structure and function, genetics, development, reproduction, and animal systems biology are covered in this introductory course. There is a laboratory emphasis on the investigative approach and experimental techniques of biology. **Special fee applies.** *Meets the General Education core requirement in Nature. Prerequisite: BIOL 101 or one year high school biology with a grade of B or higher along with a 950 SAT or 20 ACT; completion of reading, writing, and mathematics proficiency requirements (ENGL 099, ENGL 100, MATH 095, or their waivers).*

**BIOL 152 General Biology II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This second-semester course deals with behavior, evolution, plant and animal diversity of life, plant biology, and introduction to ecology. There is a laboratory emphasis on plant and animal biology. **Special fee applies.** *Prerequisite: BIOL 151*

**BIOL 220 General Microbiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This class is for students majoring in or planning to major in nursing. The focus is on fundamental microbiological principles and laboratory techniques with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. **Special fee applies.** *Prerequisite: CHEM 112*

**BIOL 230 Human Anatomy and Physiology I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This is the first semester of a two-semester course that integrates the anatomy and physiology of the human organ system from a systemic approach. It includes laboratories in human dissection and physiological instrumentation. *Not open to nursing majors without School of Nursing consent. Prerequisite: BIOL 101 or one year of high school biology*

**BIOL 231 Human Anatomy and Physiology II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This is a continuation of Human Anatomy and Physiology I. *Not open to nursing majors without School of Nursing consent. Prerequisite: BIOL 230*

**BIOL 240 Biology of Microorganisms (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This class is for students in applied health, biology, or biochemistry. It covers the fundamental principles and techniques of microbiology, with emphasis on the role of microorganisms in disease, immunity, and food production. **Special fee applies.** *Prerequisites: Completion of all of the following: 100-level BIOL courses in the major with a C- or better and CHEM 151 (CHEM 151 may be taken concurrently with BIOL 240.)*

**BIOL 250 Human Anatomy (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; OPTIONAL DISCUSSION  
This is an intensive course in human anatomy using the systemic approach. Lab exercises utilize human cadaver dissections. **Special fee applies.** *Prerequisites: BIOL 101 or BIOL 151, or high school biology, along with a minimum SAT, ACT, or GPA as set by the chair of the Department of Biology and Chemistry*

**BIOL 251 Human Physiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; OPTIONAL DISCUSSION  
This course deals with how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. **Special fee applies.** *Prerequisites: BIOL 250 and CHEM 111 or CHEM 151 (CHEM 151 may be taken concurrently with BIOL 251.)*

**BIOL 280 Cell Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR  
This course covers a theoretical approach to cellular and molecular biology, including ultra structure, cytology, metabolism, and molecular genetics. Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. **Special fee applies.** *Prerequisites: BIOL 240 and CHEM 151*

**BIOL 300 Genetics (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
Principles of heredity, including Mendelian, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques, are covered. **Special fee applies.** *Prerequisite: BIOL 280*

**BIOL 320 Ecology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This course provides an understanding of the relationship of plants and animals to their environment with particular consideration given to distribution, communities, and population analysis. *Meets the General Education Upper-division Writing Intensive requirement.* **Special fee applies.** *Prerequisite: BIOL 152*

**BIOL 325 Humans and the Environment (4)**

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

**BIOL 326 Neurobiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
Students undertake a detailed study of the structure and function of animal nervous systems. Special emphasis is given to the anatomy and neurophysiology of reflexes, motor pathways, senses, and neurological diagnosis. This course is designed for students oriented toward the health sciences. *Prerequisite: BIOL 280*

**BIOL 330 Gender Differences (3)**

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

**BIOL 336 Vertebrate Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This course provides a comprehensive survey of the natural history, anatomy, and systematics of vertebrate animals—fish, amphibians, reptiles, birds, and mammals. Laboratory will include training in dissection skills and experience with a human cadaver. *Prerequisite: BIOL 152*

**BIOL 340 Invertebrate Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
The classification, natural history, and functional morphology of invertebrate phyla are studied. *Prerequisite: BIOL 152*

**BIOL 342 Medical Microbiology (3)**

This lecture course emphasizes the importance of microbiology to medicine and applied areas of science. The spectrum of infectious agents, host response, current diagnostic methodologies, and recent advances/problems in diagnosis and treatment are covered. *Prerequisites: BIOL 240 and BIOL 280*

**BIOL 350 Mammalian Physiology (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR; LAB, 3 HOURS  
This course offers an analysis of physiological mechanisms in animals with an emphasis on function at the organ systems level. This course is appropriate for those preparing for medical school and related graduate study. Introductory experiences applying physiological principles to clinical medicine are covered. **Special fee applies.** *Prerequisite: BIOL 280*

**BIOL 365 Plant Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This course introduces botanical research topics, including plant classification, genetics, structure and function, growth and development, and evolution and ecology. It integrates themes and processes of the California State Science framework. *Prerequisite(s): BIOL 101, or BIOL 151 and BIOL 152*

**BIOL 370 Prosection (1)**

Students are introduced to the human body through gross dissection and demonstration of selected portions of a human cadaver. This course requires 30 hours of laboratory. *Prerequisite: instructor's consent*

## BIOLOGY AND CHEMISTRY

### **BIOL 390 Premedical Practicum (1)**

This course provides credit for professionally supervised observation, demonstration, and study in a local medical, dental, or laboratory facility. Students are introduced to health care philosophies, hospital and patient routines, instrumentation/computer, and specific treatment practices. A case study and research paper may be required. This course requires 30 hours of observation. *Prerequisites:* BIOL 220, CHEM 151, and the department chair's permission

### **BIOL 391 Medical Missions Practicum (1)**

LECTURE/DISCUSSION, 1 HOUR

This course offers a practicum experience for students preparing for a career in the medical/health-related sciences. Didactic medical-clinical instruction in first aid, assessment, and medical history is emphasized. Students gain practical field experience as Team Luke members with Mexico Outreach. *Prerequisite:* BIOL 101, BIOL 151, or BIOL 250

### **BIOL 395 Science Internship (3)**

This course gives students an opportunity to apply knowledge gained in the academic setting to the real world by allowing them to establish either paid or volunteer science-related internships with local business organizations. Students gain a realistic view of their career goals, explore possible career choices, and gain valuable experience under the guidance of their job supervisor and academic supervisor. *Prerequisites:* junior/senior standing and instructor's permission

### **BIOL 396 Topics in Biology and Christian Thought (1)**

This course covers the basic ideas behind the Creation/evolution and Creation care discussions. Students are exposed to, and are asked to critically evaluate, the scientific, philosophical, and theological foundations of these two debates. *Prerequisites:* BIOL 151, CHEM 152, UBBL 230, and junior-level standing

### **BIOL 400 Science and Children (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is designed for liberal studies majors interested in obtaining a Multiple Subject Teaching Credential. It assists the student in developing knowledge and skills in science content for teaching science concepts and processes emphasized in the California State Science Framework, K–6. **Special fee applies.** *Does not count toward biology major credit*

### **BIOL 410 Molecular Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course covers the traditional molecular biology curriculum which includes transcription, translation, and gene expression in both prokaryotes and eukaryotes. Lecture includes theory on key molecular techniques. Laboratory exercises emphasize current techniques in molecular biology such as molecular cloning, blotting, PCR, and assays of gene expression. *Prerequisite:* BIOL 280

### **BIOL 435 Stewardship Ecology (3)**

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

### **BIOL 440 Developmental Biology (3)**

LECTURE/LAB/DISCUSSION, 3 HOURS

This is a study of the origin, morphology, and chemical control of developing germ layers, tissues, and systems of the body. *Prerequisite:* BIOL 152

### **BIOL 445 Environmental Internship (2)**

LAB/DISCUSSION, 6 HOURS

Senior students are given the opportunity to apply academic knowledge to real-world situations through time spent working with various environmentally oriented organizations and businesses.

### **BIOL 450 Histology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course teaches the structure and function of animal tissues. Emphasis is on preparation and recognition techniques of cell and tissue structure. *Prerequisite:* BIOL 280

### **BIOL 454 Electron Microscopy for Biological Sciences (2)**

This lecture course deals with theory and principles of various microscopy methods, with emphasis given to electron optics, specimen preparation, and operation of transmission and scanning electron microscopes and ultrastructure analysis. *Prerequisite:* PHYC 151, PHYC 152, or instructor's consent

### **BIOL 455 Laboratory in Electron Microscopy (2)**

This companion course to BIOL 454 covers biological and medical specimen preparation techniques and basic photographic protocol. Current laboratory instrumentation, dealing with both scanning and transmission electron microscopy, is emphasized. *Prerequisite or corequisite:* BIOL 280 or BIOL 454

### **BIOL 465 Clinical Research/Practicum in Applied Health (4)**

LECTURE/DISCUSSION, 2 HOURS; LAB, 6 HOURS

This is an honors-level course dealing with diagnosis strategies, prevention, and rehabilitation programs integral to the field of physical therapy and sports physiology. Study of research literature is emphasized so as to facilitate the student's development of the needed knowledge, aptitudes, and skills within the applied health field. The clinical laboratory component emphasizes current instrumentation and practice. **Special fee applies.** *Meets the General Education Upper-division Writing Intensive requirement.* *Prerequisites:* BIOL 250, BIOL 251, and PHYC 151; recommended AES 364

### **BIOL 470 Science for the MCAT (1)**

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

### **BIOL 490 Biology Seminar (1)**

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required. *Prerequisites:* junior/senior standing in biology and instructor's permission

### **BIOL 495 Advanced Topics in Biology (3)**

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. *Prerequisites:* junior/senior standing and instructor's permission

### **BIOL 496 Senior Seminar: Ethics and the Sciences (3)**

This course covers the basics of worldviews, science, and ethics, while delving deeper into the details of various ethical perspectives and their implications for science. Specific areas of science are explored from a Christian ethics viewpoint through lectures, a thesis, and oral presentations. *Meets the General Education Senior Seminar requirement.* *Prerequisites:* BIOL 151 or CHEM 151 or PHYC 151 or PHYC 152

*In addition to the prerequisites listed above, a student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**BIOL 497 Readings (1–3)**

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

**BIOL 498 Directed Research (1–3)**

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

**Biochemistry****BIOC 360 Principles of Biochemistry (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students gain a systematic and theoretical understanding of the biochemical activities of living cells, including an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. The course does not meet the requirements of the biochemistry major. Credit will not be given for both BIOC 360 and BIOC 380; nor for both BIOC 360 and BIOC 381. *Prerequisite: CHEM 252*

**BIOC 380 Biochemistry I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students gain a systematic and theoretical study of the biochemical activities of living cells in this course. It is an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. **Special fee applies.** *Prerequisite: CHEM 252*

**BIOC 381 Biochemistry II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course is a continuation of BIOL 380 Biochemistry I. Molecular lab techniques are emphasized. **Special fee applies.** *Prerequisite: BIOC 380*

**Chemistry****CHEM 090 Laboratory Safety (0)**

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

**CHEM 101 Introduction to Chemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This elementary course is designed for the student with no previous high school or college chemistry. **Special fee applies.** *Meets the General Education core requirement in Nature and prepares the student for CHEM 111 or CHEM 151.*

**CHEM 105 Citizen Chemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is designed for nonscience majors and presents chemistry in its broad cultural, social, and economic context. The lectures and laboratories cover experiences that are of concern to students' everyday lives. *Meets the General Education core requirement in Nature.*

**CHEM 111 Organic Chemistry for the Health Sciences (2)**

An introduction to organic chemistry with emphasis on nomenclature, physical characteristics, and selected reactions. This course focuses on the simple functional groups with special attention given to carbonyl chemistry. *Meets the General Education requirement in Nature if CHEM 112 and CHEM 114 are also completed. Prerequisites: CHEM 101 or high school chemistry, along with a minimum SAT, ACT, or GPA as set by the chair of the Department of Biology and Chemistry*

**CHEM 112 Biochemistry for the Health Sciences (1)**

This short biochemistry course covers the chemical reactions and physiological significance of cellular macro molecules. Emphasis is placed on the biological basis of pharmacology and pharmacotherapeutics. *Meets the General Education requirement in Nature if CHEM 111 and CHEM 114 are also completed. Prerequisite: CHEM 111; corequisite: BIOL 251*

**CHEM 114 Laboratory for the Health Sciences (1)**

This course includes several experimental activities involving some general chemistry topics such as reactions, equilibrium solutions, and acid/base phenomena. The bulk of the lab activities look at the physical and chemical characteristics of the common organic functional groups.

**Special fee applies.** *Meets the General Education requirement in Nature if CHEM 111 and CHEM 112 are also completed. Prerequisite/corequisite: CHEM 111*

**CHEM 151 General Chemistry (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION, 2 HOURS

This is a general course in the basic laws and concepts of modern chemistry and the first of a two-semester sequence. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. **Special fee applies.** *Meets the General Education core requirement in Nature. Prerequisites: one year of high school chemistry or CHEM 101, and MATH 110 or equivalent*

**CHEM 152 General Chemistry II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION, 2 HOURS

This is a continuation of CHEM 151 General Chemistry begun in the fall. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. **Special fee applies.** *Prerequisite: CHEM 151*

**CHEM 240 Introduction to Organic and Biochemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students are introduced to the names, properties, and reactions of organic functional groups with applications to biochemical monomers and macromolecules. **Special fee applies.** *Prerequisite: CHEM 152*

**CHEM 251 Organic Chemistry – Theory I (4)**

This is a general course in bonding theory, structure analysis, isomers, nomenclature, physical properties, functional groups, fundamental reaction mechanisms, stereochemistry, spectroscopy, and synthesis of hydrocarbons. *The laboratory course CHEM 261 must be taken concurrently with CHEM 251. Prerequisite: CHEM 152 with a grade of C or higher*

**CHEM 252 Organic Chemistry – Theory II (4)**

This is a general course in the spectroscopy, physical properties, reaction mechanisms, thermodynamics, kinetics, aromaticity, and fundamental reaction mechanisms of hydrocarbons, carbonyl compounds, and biological macromolecules. *The laboratory course CHEM 262 must be taken concurrently with CHEM 252. Prerequisite: CHEM 251*

**CHEM 261 Organic Chemistry – Lab (1)**

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

**CHEM 262 Organic Chemistry – Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. **Special fee applies.** *Must be taken concurrently with CHEM 252.*

**CHEM 300 Quantitative Chemical Analysis – Theory (2)**

The theoretical basis of gravimetric and volumetric analyses are covered in this course. Topics include multiequilibria, acid-base equilibria, and redox reactions as applied to quantitative analysis. *Prerequisite: CHEM 152*

**CHEM 310 Quantitative Chemical Analysis – Laboratory (2)**

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300. *Prerequisite or corequisite: CHEM 300*

**CHEM 320 Instrumental Analysis – Theory (3)**

The theory and operation of modern analytical equipment are covered in this course, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisites: CHEM 151 and CHEM 152*

**CHEM 330 Instrumental Analysis – Lab (1)**

In this laboratory course, students analyze materials by the methods studied in CHEM 320. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisite or corequisite: CHEM 320*

### **CHEM 390 Physical Chemistry for the Life Sciences (3)**

The physical and chemical theories of thermodynamics, equilibria, kinetics, and spectroscopy are examined in the context of the chemical and physical properties of a living cell. *Prerequisite: CHEM 152*

### **CHEM 401 Thermodynamics (3)**

Students learn the theoretical basis of thermodynamics, including the zeroth, first, second, and third laws. These laws are applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy, and equilibrium. *Prerequisites: CHEM 151 and MATH 162*

### **CHEM 402 Kinetics and Quantum Mechanics (3)**

Kinetics includes molecular motion in the gas and liquid states, rate laws, the Arrhenius equation, reaction mechanisms, and activated complex theory. Quantum mechanics are introduced and applied to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the use of Schrodinger's equation, it is applied to atomic and molecular structure. *Prerequisite: CHEM 401; recommended: PHYC 152 or PHYC 162*

### **CHEM 451 Advanced Organic Chemistry (4)**

This course covers advanced physical organic chemistry, modern organic synthesis strategies, reaction mechanisms, and bonding theories. *Prerequisite: CHEM 252*

### **CHEM 461 Advanced Inorganic Chemistry (3)**

This course lays a foundation in the subjects of atomic structure, bonding theory, symmetry theory and acid-base chemistry. This foundation is then used to explore advanced topics involving crystalline compounds, coordination compounds, and organometallic compounds. Topics include bonding, spectroscopy, and kinetics. *Prerequisite: CHEM 152*

### **CHEM 490 Chemistry Seminar (1)**

The seminar consists of reviews, reports, and discussions on current scientific literature. *Prerequisite: senior standing in biochemistry or chemistry*

### **CHEM 495 Advanced Topics in Chemistry (3–4)**

This course presents advanced coverage of topics in chemistry. Course credit is 4 units when a laboratory component is included. The course may be repeated for credit when different topics are offered. *Prerequisites: junior/senior standing and instructor's permission*

### **CHEM 497 Readings (1–4)**

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

### **CHEM 498 Directed Research (1–4)**

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

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Communication Studies

## Faculty

Chair and Professor: Bala Musa, Ph.D.

Professors: Ray McCormick, Ph.D.; William James Willis, Ph.D.

Associate Professors: Marcia Berry, Ph.D.; Daniel Pawley, Ph.D.

Assistant Professors: Starla Anderson, JD; Ryan Hartwig, Ph.D.; Kyle Huckins, Ph.D.; Amy Jung, M.A.; Karen Lang, M.A.; Ryan Montague, Ph.D.; Brooke Van Dam, Ph.D.

Lecturers: John Baugus, MBA, MDR; Kellie Cabrera, M.A.; Jeff Carter, M.Div.; Laci Corzo, M.A.; Wendi Dykes, M.A.; Kerri Gallagher, M.A.; Isaiah Granados, M.A.; Christine Holland, M.A.; Adam Lipson, M.A.; Philip Lollar, M.A.; Christopher Manus, MFA; Neal Montgomery, M.Div.; Don Murray, D.Min.; Belu Onyedika, M.A.; John Pate, M.A.; David Peck, Ph.D.; Teresa Petersen, M.A.; Tim Posada, M.A.; Phil Reed, M.A.; Lynn Reynolds, Ph.D.

## Mission

The Department of Communication Studies offers undergraduate degree programs in communication studies and journalism, supports the university General Education program through both required and elective course offerings, and is responsible for the forensics program, student publications, and campus radio station. 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.

## Goals

The Department of Communication Studies prepares students who can:

1. Apply the basic concepts of communication theory and research to their life's work.
2. Incorporate individual and group communication styles that relate to the achievement of their personal and professional goals.
3. Utilize appropriate communication skills for solving problems, making decisions, managing conflict, executing change strategies, and promoting the intellectual, spiritual, and emotional growth of those with whom they live and work.
4. Understand the moral and ethical implications of the communicator's responsibilities in the construction of social worlds.

## Department Overview

The Department of Communication Studies offers two distinct bachelor of arts degrees in communication studies and journalism.

The communication studies major covers a variety of student interests. Students must complete a core of courses as well as complete courses in an area of concentration. The three areas of concentration are: interpersonal and organizational communication, media studies, and rhetoric and public address.

The journalism major offers an in-depth study of journalism and mass communication, giving practical experience in writing, reporting, editing, and publication production and management.

The department also offers minors in communication studies and journalism.

## Department GPA Requirements

To graduate, communication studies and journalism students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Any student participating in Department of Communication Studies cocurricular activities, forensics, or media production must maintain a 2.5 cumulative grade-point average.

## Career Opportunities

To enhance their career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Graduates enter professions in the media, journalism, public relations or advertising, law, education, communications research, ministry, consulting, and sales. Many will go on to graduate school in communications or to law school.

## Communication Studies Major 48 units

### Lower-division Core Requirements 15 units

COMM 200	Introduction to Mass Communication	3
COMM 203	Communication Theory	3
COMM 211	Presentational Speaking	3
COMM 215	Writing for Communication	3
JOUR 250	Public Relations	3

### Upper-division Core Requirements 12 units

COMM 300	Research Methods in Communication	3
COMM 302	Rhetorical Theory	3
COMM 425	Interpersonal Communication Processes	3
COMM 490	Communication Internship <sup>^</sup> / <sup>^^</sup>	3

<sup>^</sup>May be repeated for credit; only 3 units count toward the major

<sup>^^</sup>Media studies concentration students may substitute TFT 490 for COMM 490.

### Areas of Concentration 21 units

Choose one from the following:

#### Interpersonal and Organizational 21 units

COMM 330	Small-group Communication	3
COMM 420	Conflict Management <sup>**</sup>	3
COMM 430	Organizational Communication	3
COMM 440	Persuasion and Attitude Change	3

Select three of the following:

COMM 310	Intercultural Communication	3
COMM 325	Gender Communication	3
COMM 405	Nonverbal Communication	3
COMM 435	Family Communication	3
COMM 495	Special Topics	3
COMM 498	Directed Research <sup>^</sup>	3
JOUR 460	Advanced Public Relations	3

<sup>\*\*</sup>Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>COMM 498 is a 1–4 unit class. 3 units must be taken to be used in this category.

#### Media Studies 21 units

COMM 360	Studies in Popular Culture <sup>^</sup>	3
COMM 440	Persuasion and Attitude Change	3
JOUR 305	Media Law and Ethics	3
TFT 101	Christianity and the Creative Process <sup>*</sup>	3
TFT 275	History of Broadcasting and Electronic Media	3
TFT 341	Media Criticism and Theory	3
TFT 351	Film and Social Issues <sup>^</sup>	3

<sup>\*</sup>Meets a General Education core requirement.

<sup>^</sup>May substitute TFT 495 or COMM 495 Special Topics with approval of chair of the Department of Communication Studies.

#### Rhetoric and Public Address 21 units

COMM 115	Essentials of Argumentation and Debate	3
COMM 330	Small-group Communication	3
COMM 340	Advanced Argumentation	3
COMM 440	Persuasion and Attitude Change	3
COMM/JOUR 495	Special Topics	3
Upper-division communication studies or journalism elective, excluding COMM 496		3

## COMMUNICATION STUDIES

Select one of the following:

COMM 116	Intercollegiate Forensics	1-3
COMM 315	Intercollegiate Forensics	1-3

### Communication Studies Minor 24 units

#### Core Requirements 12 units

COMM 200	Introduction to Mass Communication	3
COMM 211	Presentational Speaking	3
COMM 203	Communication Theory	3
JOUR 250	Public Relations	3

#### Remaining Elective Units 12 units

Select one of the following:

COMM 115	Essentials of Argumentation and Debate	3
COMM 302	Rhetorical Theory	3
COMM 440	Persuasion and Attitude Change	3
COMM 495	Special Topics in Communication	3

Select three of the following:

COMM 310	Intercultural Communication	3
COMM 325	Gender Communication	3
COMM 330	Small-group Communication	3
COMM 405	Nonverbal Communication	3
COMM 420	Conflict Management**	3
COMM 425	Interpersonal Communication Processes	3
COMM 430	Organizational Communication	3
COMM 435	Family Communication	3
COMM 498	Directed Research	1-4
JOUR 460	Advanced Public Relations	3

\*\*Meets the Upper-division Writing Intensive requirement.

### Journalism Major 48 units

#### Lower-division Core Requirements 15 units

COMM 200	Introduction to Mass Communication	3
COMM 215	Writing for Communication	3
JOUR 210	Introduction to Journalism	3
JOUR 220	Press Theory and Democracy	3
JOUR 230	Digital News Gathering	3

#### Upper-division Core Requirements 21 units

COMM 300	Research Methods in Communication	3
COMM 490	Communication Internship	3
JOUR 300	Editing	3
JOUR 305	Media Law and Ethics	3
JOUR 315	Multimedia Publishing and Design	3
JOUR 325	Newspaper Workshop	1
JOUR 430	Public Affairs Reporting**	3

Select 2 units in any combination from the following:

JOUR 326	Magazine Workshop	1
JOUR 327	Radio Workshop	1
JOUR 328	Television Workshop	1

#### Elective Requirements 12 units

Choose 12 units from the following courses:

COMM 420	Conflict Management**	3
ENGL 304	Creative Writing: Creative Nonfiction	3
JOUR 250	Public Relations	3
JOUR 261	Radio Broadcast Journalism	3
JOUR 376	Television Journalism	3
JOUR 410	International Journalism	3
JOUR 420	Entertainment Reporting	3
JOUR 425	Opinion and Editorial Writing	3

JOUR 440	Religion and Values Reporting	3
JOUR 460	Advanced Public Relations	3
JOUR/COMM 495	Special Topics	3

\*\*Meets the Upper-division Writing Intensive requirement.

### Journalism Minor 25 units

#### Core Requirements 16 units

JOUR 210	Introduction to Journalism	3
JOUR 220	Press Theory and Democracy	3
JOUR 230	Digital News Gathering	3
JOUR 300	Editing	3
JOUR 430	Public Affairs Reporting***	3

Select 1 unit from the following:

JOUR 325	Newspaper Workshop	1
JOUR 326	Magazine Workshop	1
JOUR 327	Radio Workshop	1
JOUR 328	Television Workshop	1

#### Elective Requirements 9 units

JOUR 250	Public Relations	3
JOUR 261	Radio Broadcast Journalism	3
JOUR 305	Media Law and Ethics	3
JOUR 315	Multimedia Publishing and Design	3
JOUR 376	Television Journalism	3
JOUR 410	International Journalism	3
JOUR 420	Entertainment Reporting	3
JOUR 425	Opinion and Editorial Writing	3
JOUR 440	Religion and Values Reporting	3
JOUR/COMM 495	Special Topics	3

\*\*Meets the Upper-division Writing Intensive requirement.

## Course Descriptions

### Communication Studies

#### COMM 111 Public Communication (3)

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education requirement for University Skills and Requirements.*

#### COMM 115 Essentials of Argumentation and Debate (3)

This course provides a basic overview of academic debating. Emphasis is placed on the role of effective research, identifying different forms of arguments, and the basic structure and format of a debate, with participation in formal debates centered on current events.

#### COMM 116 Intercollegiate Forensics (1-3)

Students participate in directed activity in debate and/or individual events, including platform speaking, limited preparation events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to 6 units, but only 3 count toward the major.

#### COMM 200 Introduction to Mass Communication (3)

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to a historical and critical understanding of media structures and functions.

#### COMM 201 Introduction to Communication Studies (3)

This introductory course exposes students to the main areas of scholarship and research within the field of communication. Students are introduced to the fundamental issues and concerns involved in the study of rhetorical and communication theory and given an orientation necessary for future study. Emphasis is placed on approaches to communications employed within the field, current developments in scholarship, and the development of proper research techniques.

**COMM 203 Communication Theory (3)**

Basic theories and concepts associated with human communication are the focus of this course, which reviews research and theoretical positions on interpersonal, intrapersonal, small-group, nonverbal, and intercultural communication.

**COMM 211 Presentational Speaking (3)**

The purpose of this course is to improve the presentational skills of students who will be entering a career in business. The course focus is not only on the structural skills necessary to deliver a professional presentation, but also on the integration of the use of technology into the oral presentation. Presentational tools such as overheads, charts, graphs, illustrations, and PowerPoint are incorporated into the course assignments. *Prerequisite: COMM 111*

**COMM 215 Writing for Communication (3)**

This course develops writing skills applicable to academic and professional contexts. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for communication studies, news media, public relations, online, and professional communications.

**COMM 261 Radio and Sound Production (3)**

This course provides basic instruction and practical experience in the preparation, direction, production, and editing of materials for radio and sound tracks. In addition to acquiring general knowledge and aptitude in these areas, students develop a greater capacity for teamwork and relationships, planning skills, and the ability to operate under pressures and deadlines of media production, audience analysis, budgeting, audio techniques, talent use, and crew management. **Special fee applies.**

**COMM 300 Research Methods in Communication (3)**

This course introduces students to the research process. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research. *Prerequisites: COMM 201, COMM 203, and COMM 215*

**COMM 302 Rhetorical Theory (3)**

This course provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Attention is given to the critical and theoretical analysis of human discourse in modern society. *Prerequisite: COMM 215*

**COMM 310/GLBL 310 Intercultural Communication (3)**

This course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of neglecting the consideration of salient spiritual, moral, and ethical issues involved in intercultural communication.

**COMM 315 Intercollegiate Forensics (1–3)**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited prep events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to 6 units, but only 3 count toward the major. *Prerequisite: instructor's permission*

**COMM 325 Gender Communication (3)**

This course explores the role of gender in communication processes. Students examine both the personal and social nature of gender, including how it shapes communication and how communication creates, reproduces, sustains, and sometimes challenges and changes the meaning of gender. Attention is given to how gender impacts, and is impacted by, friendships, family relationships, education, media, and organizations. *Prerequisites: junior/senior standing and COMM 203*

**COMM 330 Small-group Communication (3)**

This course provides the student with both a theoretical and active acquaintance with group participation and leadership. The effectiveness of group discussion is examined through the concepts of leadership emergence, norms and roles, cohesiveness, interaction conformity, conflict, listening, and group structure.

**COMM 340 Advanced Argumentation (3)**

This course analyzes argumentation techniques used in both formal and informal settings. Its focus includes understanding and defining argument, discovering argument in the personal community, the social community, and nontraditional places. *Prerequisite: COMM 115 or instructor's permission*

**COMM 341/TFT 341 Media Criticism and Theory (3)**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist is framed by a cultural studies approach, giving an understanding of film as an expression of both art and popular culture.

**COMM 360/TFT 360 Studies in Popular Culture (3)**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

**COMM 376 Broadcast Journalism (3)**

This course emphasizes the writing and production of broadcast news programs. Special attention is given to electronic news gathering (ENG) techniques, including basic video camera operations, broadcast reporting skills, and nonlinear video editing fundamentals as they relate to the reporting and writing process. *Prerequisite: JOUR 210*

**COMM 405 Nonverbal Communication (3)**

This course introduces students to nonverbal communication as a vital factor in human communication by examining the research, practice, and principles underlying nonverbal behavior. The course focuses on several components of nonverbal communication, including touch, proximity, vocal quality, eye contact, facial expression, personal appearance, gesturing, and gender and culture differences in nonverbal behavior. Application of the theories of nonverbal communication is made to workplace, social, and family settings. *Prerequisites: junior/senior*

**COMM 420 Conflict Management (3)**

Students examine the process of communication within conflict situations. The course analyzes conflict on intrapersonal, interpersonal, group, and organizational levels. *Meets the General Education Upper-division Writing Intensive course requirement. Prerequisite: junior/senior standing*

**COMM 425 Interpersonal Communication Processes (3)**

This course offers an in-depth analysis of dyadic interaction. Initial and developing relational sequences are highlighted. Such topics as self-disclosure, intimacy, trust, and interpersonal influence are discussed. Current developments in theory and research in the area of interpersonal communication are also stressed. *Prerequisites: junior/senior standing, COMM 203, and COMM 215*

**COMM 430 Organizational Communication (3)**

The nature and process of communication in modern organizations are examined, including the pragmatic implications of organizational communication theories as they relate to understanding organizations and implementing change strategies. Attention is also given to applied business communication such as interviewing, personnel relations, and negotiation.

## COMMUNICATION STUDIES

### COMM 435 Family Communication (3)

This course offers an in-depth analysis of various family units and family functioning. Topics include family theories (i.e., systems theory, relational dialectics, and communication privacy management), specific family relationship types (i.e., sibling relationships, blended families, adoption, and parent-child relationships), and communication patterns in families. Current development in theory and research in the area of family communication are also stressed. *Prerequisites: COMM 201, COMM 203, and COMM 215*

### COMM 440 Persuasion and Attitude Change (3)

This course examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda.

### COMM 490 Communication Internship (1–3)

This course provides an opportunity for directed experiences in applying the principles and skills of communication theory while performing specific tasks. Internships are arranged individually by the participants and supervised directly by the instructor. Tasks may include career training and group leadership. Enrollment is contingent upon department approval. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

*Prerequisite: junior/senior standing*

### COMM 491/TFT 491 Classroom Practicum (1–3)

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation. *Prerequisite: instructor's permission*

### COMM 495/JOUR 495 Special Topics (3)

This course allows occasional offerings of diverse topics in communication studies and journalism not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies and journalism, or special interests of faculty and students may be targeted under this category. Performance areas such as drama and forensics, as well as subject areas such as leadership communication, urban communication, literary journalism, precision journalism, community journalism, politics, economics, environment, propaganda, and health communication are some topics that may be taught in this course.

### COMM 496 Senior Seminar: Ethics in Human Communication (3)

This seminar in ethics and communication helps students understand the ethical dilemmas faced by communicators in a variety of situations. Through the examination of various communication theories, students come to understand the powerful ways in which communication defines, creates, maintains, and/or changes social reality and understand the ethical implications involved in each of these communication functions. *Meets the General Education Senior Seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

### COMM 497 Readings (1–4)

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

### COMM 498 Directed Research (1–4)

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

### COMM 499 Thesis/Project (1–4)

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

## Journalism

### JOUR 210 Introduction to Journalism (3)

This course allows students to practice the basics of newspaper reporting. The focus is on techniques of researching and writing hard news stories and features.

### JOUR 220 Press Theory and Democracy (3)

This is a reading-intensive course combining history, philosophy, and contemporary social issues such as race and gender, as they serve to help students understand the roles journalism can play in a democratic society.

### JOUR 230 Digital News Gathering (3)

This course emphasizes the writing and production of news as it relates to digital platforms. Students in this course learn to record audio and video for electronic news stories utilizing the specialized tools necessary including digital voice recorders, digital video cameras and non-linear editing systems. Students learn how to use the various types of equipment in the field while producing news stories for broadcast on television and the Web. *Prerequisite: JOUR 210*

### JOUR 250 Public Relations (3)

Communication principles and theories are applied to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication.

### JOUR 261 Radio Broadcast Journalism (3)

This course emphasizes the writing and production of radio news programs. Special attention is given to the use of Associated Press radio news wire resources for re-write, and for reading on air. One text is the *AP Broadcast News Handbook*, which focuses on writing for the ear. Field recording and reporting will enable students to learn radio interviewing, newsgathering, and reporting skills. This course is the prerequisite for JOUR 327 Radio Workshop. *Prerequisite: JOUR 210*

### JOUR 300 Editing (3)

This course examines the question, "What does it mean to be an editor?" Emphasis is placed on copy editing, news and editorial writing, and layout and design. The course also examines some ethical and legal issues editors face. *Prerequisite: JOUR 210 or instructor's permission*



**JOUR 305 Media Law and Ethics (3)**

This advanced course analyzes past and recent interpretations of freedom of expression as argued in state and federal courts and other forums. Issues of concern include libel, right to privacy, information gathering, protection of sources and state secrets, the FCC and FTC, obscenity, and propaganda. The struggle of the press to maintain its role in this democratic society is emphasized. *Prerequisites: COMM 200 and JOUR 210*

**JOUR 310 History of American Journalism (3)**

This survey course on the history of American journalism and the mass media tracks and discusses the milestones in that history and analyzes the evolution of media and journalistic concepts from the days of Colonial America to the 21<sup>st</sup> century. Students explore key concepts such as freedom of the press and the people's right to know and discuss why these traditions exerted either functional or dysfunctional influences on the American press. The course follows a lecture/discussion model and the students work in small teams to prepare classroom presentations on specific examples of pertinent concepts.

**JOUR 315 Multimedia Publishing and Design (3)**

This skills course teaches the journalism major how to create, edit, and design publications using software created for that purpose. As media convergence trends impact the industry, requiring reporters, editors, and designers to create visual stories and skillfully coordinate text and art, future media specialists must focus on these strengths. This course enables students to adapt stories for a variety of media, including the Internet, and develops the computer networking skills necessary for efficient publication production in today's market. Note: As this is an applied computer course wherein students develop journalistic publications, previous computer expertise is not sufficient to opt out of the course.

**JOUR 325 Newspaper Workshop (1)**

This workshop allows students with earned credit in newspaper courses to develop skills and contribute to the production of the student newspaper. This course may be repeated three times for credit toward the journalism major and up to six times total. *Prerequisite: JOUR 210 or instructor's permission*

**JOUR 326 Magazine Workshop (1)**

This course allows students to develop writing and reporting skills and to contribute to the production of a student magazine. As a workshop, the instructional format is one of mentoring rather than formal instruction. Students compile a portfolio of published feature articles, page design, or photography for final evaluation. *Prerequisite: JOUR 210*

**JOUR 327 Radio Workshop (1)**

Students achieve proficiency in selection, writing, and broadcasting of newscasts using Associated Press newswire and the *AP Broadcasting Manual*. *Prerequisite: JOUR 261*

**JOUR 328 Television Workshop (1)**

This coursework first focuses on developing basic technical competencies in camera operation, lighting techniques, and basic editing. The main focus of this module is electronic newsgathering and single-camera film-style narratives. *Prerequisites: JOUR 210 and JOUR 230*

**JOUR 376 Television Journalism (3)**

This course emphasizes the writing and production of broadcast television news programs. It also forces students to critically analyze what is being produced in broadcast journalism today. Special attention is given to digital news gathering (DNG) techniques, including advanced video operations, broadcast reporting skills, and non-linear video editing fundamentals as they relate to the reporting and writing process. *Prerequisite: JOUR 210 and JOUR 230*

**JOUR 410 International Journalism (3)**

This class approaches the challenge of portraying foreign cultures in reporting. With international journalism a critical component in all facets of reporting, this course develops an understanding of the unique challenges inherent in communications with foreign cultures. Students examine international journalists' work, explore how they strive to connect cultures in media conversations and coverage, and generate writing that connects the world through writing and reporting. *Prerequisite: JOUR 210*

**JOUR 420 Entertainment Reporting (3)**

This specialty journalism course capitalizes on the unique location of Azusa Pacific University in the backyard of the entertainment capital of the world. The course emphasizes an understanding of the entertainment industry and focuses on reporting and writing techniques that prepare students to cover the world of entertainment as a news beat. Students analyze the writing styles of the print media such as newspapers and magazines, and write reviews of films, television shows, and musical concerts. *Prerequisite: JOUR 210*

**JOUR 425 Opinion and Editorial Writing (3)**

This course explores two purposes of journalism: providing a public forum for discussion and amplifying the current conversations in communities. Focusing on editorial pages, this course trains students to increase community conversations and amplify hot topics. The course emphasizes the fact-finding skills vital to op-ed pieces and focuses on writing structures and techniques that engage news consumers and cause them to think about issues more deeply and creatively. Beyond editorials, the course also analyzes the construction of various kinds of personal columns and reviews. *Prerequisite: JOUR 210*

**JOUR 430 Public Affairs Reporting (3)**

This advanced journalism course examines the reporting of public institutions and programs that affect and impact the market area of the media organization. The class covers local, state, and national government; schools; tax-supported organizations; the military; and the programs affiliated with these institutions. *Meets the General Education Upper-division Writing Intensive requirement*

**JOUR 440 Religion and Values Reporting (3)**

This seminar in faith and values reporting and writing examines the role of religious journalism in covering faith, public life, and culture. Also included in the course is an examination of publications and media that routinely accept stories dealing with faith and values. *Prerequisite: JOUR 210*

**JOUR 460 Advanced Public Relations (3)**

In this course, students apply their knowledge and skills to a real-life public relations project. Students must think critically about public relations practices and develop innovative solutions to public relations problems while working for mythical clients with real image needs. *Prerequisites: JOUR 210 and JOUR 250*

**JOUR 495/COMM 495 Special Topics (3)**

This course allows occasional offerings of diverse topics in communication studies and journalism not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies and journalism, or special interests of faculty and students may be targeted under this category. Performance areas such as drama and forensics, as well as subject areas such as leadership communication, urban communication, literary journalism, precision journalism, community journalism, politics, economics, environment, propaganda, and health communication are some topics that may be taught in this course.

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Computer Science

## Faculty

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

*Associate Professor: Simon Lin, Ph.D.*

*Assistant Professor: Bin Tang, Ph.D.*

*Lecturers (part time): Tedd Szeto, Ph.D.; Rod Ulrich, M.S.*

## Department Overview

The Department of Computer Science offers a Bachelor of Science in Computer Science as well as Information Security, a Bachelor of Arts in Information Systems, an undergraduate minor in both computer science and computer information systems, and provides the curriculum and instruction support for accelerated degree completion of the Bachelor of Science in Computer Information Systems. The department also provides several support courses for other science and math majors as well as computer literacy courses for all students.

## Mission

The Department of Computer Science at Azusa Pacific University offers undergraduate degree programs in computer science and computer information systems, provides computer literacy courses and support courses for science majors, prepares students for graduate study and success in their chosen careers, and assists students in applying their knowledge and skills in service to a society based on an understanding of Christian truth and values.

## Goals

The department seeks to equip students to:

1. Understand the design and function of computers and related technology.
2. Understand and be competent with software development processes, principles, and procedures.
3. Effectively analyze user's problems, and design and implement good solutions.
4. Cultivate knowledge and capability working with data structures and algorithms.
5. Be effective as computer programmers and/or in related work.
6. Understand programming concepts sufficiently to learn computer languages independently.
7. Program computers with knowledge of two or more programming languages.

## Department Resources

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

Although the university provides extensive computer lab facilities for student use, each student is encouraged to purchase a personal computer (PC). Students with their own PC have a definite advantage in utilizing and applying computer science instruction.

## Computer Courses for General Credit

(Do not count as credit toward the computer science major or minor)

CS	120	Computer Literacy	3
CS	205	Microcomputer Software Tools	3

## Computer Science Major

### 60 units

### Introduction

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

Upon graduation, an APU computer science major should be able to:

- Understand the design of computers and the computational process.
- Analyze and design data structures and algorithms.
- Understand programming concepts in order to acquire computer language proficiency independently.
- Program computers with knowledge of at least two programming languages.
- Understand and apply software development principles.

With a faculty of competent and dedicated teachers, small classes, excellent computer labs, and up-to-date software, computer science at Azusa Pacific University is challenging, professional, intellectually stimulating, and is directly applicable to current problems in society and industry.

The Bachelor of Science in Computer Science at Azusa Pacific University prepares students for graduate work in computer science or for careers in fields such as computer programming, software engineering, and systems analysis.

The computer science major covers the following topics:

1. All functional levels of computing, from applications to microcode
2. Programming theory and practice (five or more languages)
3. Software engineering: principles, procedures, techniques, and applications
4. Databases
5. Logical digital design
6. Computer architecture
7. Telecommunications

Students who plan to pursue an advanced degree in computer science should review their program of studies with their advisor as soon as possible.

## Career Opportunities

The bachelor's degree in computer science prepares the graduate for advanced studies in such fields as computer science, computer engineering, software engineering, and telecommunications. Because of the rapidly changing technical and scientific technology in computer science, students are encouraged to enter a graduate program soon after completing a bachelor's degree.

The Azusa Pacific University computer science program also opens career opportunities for those who choose not to pursue a graduate degree immediately following graduation. Employment opportunities include careers as a systems programmer, software engineer, scientific programmer, telecommunications specialist, high school computer science and mathematics teacher, and other computing fields. Missionary and other Christian organizations need computer science graduates for their increasingly complex applications, such as Bible translation work, as well as administrative, financial, fundraising, and technical support activities. Job opportunities are available globally.

## Requirements

In addition to the General Education requirements, a minimum of 51 computer science units and 9 mathematics units (for a total of 60 units) are required for the Bachelor of Science in Computer Science.

A candidate for the Bachelor of Science in Computer Science is required to take two mathematics courses. (Only three additional mathematics courses are needed to complete a minor in mathematics.)

### Computer Science Courses **42 units**

CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	240	Discrete Structures	3
CS	250	Operating Systems	3
CS	320	Data Structures	3
CS	325	Database Management Systems	3
CS	330	Systems Programming I	3
CS	340	Systems Programming II	3
CS	400	Compiler Construction	3
CS	445	Computer Architecture and Organization	4
CS	455	Numerical Analysis	3
CS	470	Software Engineering I	3
CS	480	Software Engineering II	3

### Upper-division Computer Science Electives<sup>^</sup> **9 units**

Select 9 units from the following:

CS	363	Web Programming	3
CS	420	Telecommunications and Interfacing	3
CS	425	Fundamentals of Network Administration	3
CS	430	Artificial Intelligence	3
CS	435	Advanced Database Applications Programming	3
CS	460	Software Project	3
CS	495	Special Topics in Computer Science	3
CS	496	Senior Seminar: Ethics in Computer Science*	3
CS	497	Readings	1–4
CS	498	Directed Research	1–4
CS	499	Thesis/Project	1–4

\*Meets a General Education core requirement.

<sup>^</sup>Computer science electives include any upper-division CS courses numbered 300 or above.

### Mathematics Courses **9 units**

MATH	161	Calculus I	5
MATH	162	Calculus II	4

## Computer Science Minor **25 units**

CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	240	Discrete Structures	3
CS	320	Data Structures	3
MATH	161	Calculus I	5
Upper-Division Computer Science Electives <sup>^</sup>			6

<sup>^</sup>Computer science electives include any upper-division CS courses numbered 300 or above.

## Computer Information Systems Major **57 units**

### Introduction

The Bachelor of Arts in Computer Information Systems (CIS) provides an educational foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as programmers, systems analysts, application software developers, and information technology specialists. Students who have a strong interest in technology and its application, but are not primarily interested in the scientific and mathematical aspects of computer science should find this program a good fit.

Information systems (IS) is the study of the application of computer technology in organizations. It is founded on two major reference disciplines, computer science and management. Unlike computer science students, IS undergraduates must complete some accounting and finance coursework. IS involves no coursework in engineering or scientific computing, and the mathematics courses are practical and applied. Traditionally, the IS undergraduate curriculum has been divided into two sections: MIS, where the emphasis has been on managing information systems (the business side of IS); and CIS, where the emphasis has been on the application of computer technology to information systems.

To be successful in this major, knowledge of operating systems, word processing, spreadsheets, and database applications is necessary. CS 205 Microcomputer Software Tools is designed to assist students who do not have a strong background in these skills.

## Career Opportunities

While students preparing for careers in scientific computing or planning to go on to computer science graduate programs are best served by the undergraduate CS degree, students whose career plans will take them into the business world, ministry, or onto the mission field as technology enablers will benefit from a degree that allows them a greater focus on the application of technology.

## Requirements

### Computer Information Systems Courses **38 units**

CS	205	Microcomputer Software Tools	3
CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	240	Discrete Structures	3
CS	250	Operating Systems	3
CS	320	Data Structures	3
CS	325	Database Management Systems	3
CS	330	Systems Programming I	3
CS	420	Telecommunications and Interfacing	3
CS	435	Advanced Database Applications Programming	3
CS	470	Software Engineering I	3
CS	480	Software Engineering II	3

## COMPUTER SCIENCE

### Upper-division Computer Information Systems Electives 9 units

Select 9 units from the following:

CS	340	Systems Programming II	3
CS	363	Web Programming	3
CS	400	Compiler Construction	3
CS	425	Fundamentals of Network Administration	3
CS	430	Artificial Intelligence	3
CS	445	Computer Architecture and Organization	4
CS	455	Numerical Analysis	3
CS	460	Software Project	3
CS	495	Topics in Computer Science	1-3
CS	496	Senior Seminar: Ethics in Computer Science	3
CS	497	Readings	1-4
CS	498	Directed Research	1-4
CS	499	Thesis/Project	1-4

### Math Courses

MATH	151	Applied Calculus I	3 units
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### Other Courses

BUSI	120	Principles of Accounting I	7 units
BUSI	210	Principles of Management	3

## Computer Information Systems Minor

A minor in computer information systems meets the needs of the business-minded student specializing in information technology at the professional level. It provides graduates with a variety of technological skills needed by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include database systems, computer information systems, Web programming, accounting, and principles of management.

### Minor in Computer Information Systems

24 units

ACCT	120	Principles of Accounting I	4
BUSI	210	Principles of Organization and Management	3
CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	325	Database Management Systems	3
CS	363	Web Programming	3
CS	435	Advanced Database Programming	3

## Course Descriptions

### CS 120 Computer Literacy (3)

This PC-based course teaches the student what a computer is and how to use it, with a brief introduction to microcomputer programming. Other applications are taught hands-on, using word processing, spreadsheet analysis, and database application programs. This course includes a strong emphasis on the vocabulary and concepts necessary to understand the use and technology of computers. It may be used as a general elective, but does not apply as an elective toward the computer science major or minor. However, it is strongly recommended as a general elective for students who do not already possess computer skills.

### CS 205 Microcomputer Software Tools (3)

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

### CS 220 Introduction to Computer Science (4)

Lecture, 3 hours; Lab, 3 hours

Students are introduced to object-oriented programming, with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a weekly lab is required. Students complete a number of programming projects. *Recommended prerequisite: MATH 110*

### CS 225 Fundamentals of Computer Science (4)

Lecture, 3 hours; Lab, 3 hours

This course is a continuation of object-oriented programming and other topics from CS 220. It also provides an introduction to the general architecture of computers and elementary data structures. Problem analysis, program design, development and implementation, and related topics are covered. A weekly lab is required. Students complete a number of programming projects. *Prerequisite: CS 220*

### CS 240 Discrete Structures (3)

This course explores the mathematical elements of computer science, including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, algorithms, matrices, graphs, trees, and Boolean logic. Attention is given to the direct applications to computer science. *Prerequisites: CS 220 with a grade of C or better, or MATH 151 or MATH 161 with a grade of C or better*

### CS 250 Operating Systems (3)

This course provides an introduction to the basic functions of modern operating systems. These include multitasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security. The course also includes a comparative analysis of several popular operating systems such as Windows XP, Windows NT, OS/2, and UNIX. *Prerequisite: CS 225*

### CS 320 Data Structures (3)

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language. *Prerequisite: CS 225 and CS 240 (CS 240 may be taken concurrently)*

### CS 325 Database Management Systems (3)

Students learn about database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. *Prerequisite: CS 225 and CS 240 (CS 240 may be taken concurrently)*

### CS 330 Systems Programming I (3)

This course provides an in-depth study of programming using appropriate computer languages. Applications include systems programming problems. *Prerequisite(s): CS 225 or department permission*

### CS 340 Systems Programming II (3)

This programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, assembly language programming, and advanced topics on the Intel 80X86 family of microprocessors. Students write several programs which are assembled and run on Intel 80X86-based microcomputers. Students become proficient at keyboard, screen, and disk I/O, as well as character manipulation and screen graphics. *Prerequisite: CS 225 or department permission*

### CS 363 Web Programming (3)

This course is the study of website development, emphasizing Web-based programming using open source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript and DHTML, MySQL, and others. Included are the concepts, principles, procedures, methods, tools, and techniques used in the development and management of Internet websites. This includes the design, construction, implementation, testing, and maintenance of complex websites using cutting-edge tools. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small Web projects, serves on a development team, and implements part of one major term project. *Prerequisite: CS 225*

### CS 400 Compiler Construction (3)

This course covers some fundamental knowledge of languages and automata as well as algorithms and implementation of compiler construction. Regular languages, context-free languages, and context-sensitive languages are covered. Finite-state automata, push-down automata, and multi-stack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization. An almost complete subset of C is used for construction compiler. *Prerequisite: CS 320*

**CS 420 Telecommunications and Interfacing (3)**

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

*Prerequisite:* CS 330 or department permission

**CS 425 Fundamentals of Network Administration (3)**

This course provides an introduction to the three key network management issues: cost analysis, security, and administration. Case studies and laboratory exercises supplement the lecture material. *Prerequisite:* CS 420 or department permission

**CS 430 Artificial Intelligence (3)**

Principles of artificial intelligence, and the study, design, and application of computer systems that model human intelligence are the focus of this course. It includes instruction in one or more artificial intelligence computer programming language (LISP and Prolog) expert systems, recursion, natural language processing, and search techniques. Students write several programs and complete a project. *Prerequisite:* CS 225

**CS 435 Advanced Database Application Programming (3)**

This course examines advanced concepts used in the development of information system products. Topics include advanced database programming, embedded database commands in high-level languages, and expert system designed user interface concepts. Pertinent current topics in information system development are also included. The course includes a major team project which is implemented and tested during the semester. *Prerequisites:* CS 325 and CS 330

**CS 445 Computer Architecture and Organization (4)**

This course studies the hardware components of computer systems, including design considerations, implementation, interrelationships, and performance. Combinational and sequential logic and their use in the components of CPUs, buses, and interfaces are covered. Instruction sets and an introduction to assembly-language programming are included. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include both CISC and RISC, as well as multiprocessor systems. *Prerequisites:* CS 225 and CS 240 (CS 240 may be taken concurrently)

**CS 455/MATH 455 Numerical Analysis (3)**

Approximation methods and their applications to computers are covered, including error analysis, zeros of functions, systems of equations, numerical integration, and differentiation. Applications are programmed using an appropriate language. *Prerequisites:* CS 220 and MATH 161

**CS 460 Software Project (3)**

The student completes an independent project in the development of a nontrivial software system for an application of the student's choice. *Prerequisites:* CS 320 and CS 325

**CS 470 Software Engineering I (3)**

This course includes a study of the concepts, principles, techniques, methods, procedures, and documents of software engineering. Emphasis is placed on systematic approaches to software engineering and the software life cycle. Each student participates in a major team project. *Prerequisites:* CS 320 and CS 325

**CS 480 Software Engineering II (3)**

Students further study the concepts, principles, techniques, methods, procedures, and documents of software engineering in this course. The emphasis is on systematic approaches to software engineering and software lifecycle. Each student participates in a major team project. *Prerequisite:* CS 470

**CS 495 Topics in Computer Science (1–3)**

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

**CS 496 Senior Seminar: Ethics in Computer Science (3)**

This seminar provides a study of ethics, social, and moral implications of computing and the various relevant aspects of computer science. *Meets the General Education Senior Seminar requirement.*

*Prerequisites:* A student intending to register for Senior Seminar must meet the following prerequisites.

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**CS 497 Readings (1–4)**

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

**CS 498 Directed Research (1–4)**

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

**CS 499 Thesis/Project (1–4)**

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

**Accelerated Degrees in Computer Information Systems, Information Security, and Management Information Systems**

**BSIS 255 Operating Systems (3)**

The functions of computer operating systems, including memory management, hardware control, multi-tasking, batch-file programming, and other relevant topics are taught. Students become proficient in using current versions of several popular operating systems such as Unix, Windows, Windows NT, OS, OS/2, and others. The course includes a comparative analysis of the operating systems studied. *Prerequisites:* MCIS 101 or Background and Prerequisite Questionnaire, 3 units in Micro Computer Programming, 3 elective units in Information Security or Computer Information Systems

**BSIS 265 Computers and Telecommunications (3)**

The principles, techniques and applications of computers and telecommunications are covered. Topics include state-of-the-art practical technology, standards protocols, topologies, ISDN, electronic/voicemail systems, electronic bulletin boards, network performance proposals, and case studies. Instruction may include projects. *Prerequisite:* BSIS 255 or department approval

## COMPUTER SCIENCE

### **BSIS 355 Internet Programming (3)**

This hands-on PHP programming course uses open source software, PHP and MySQL, to provide the student with a limited programming background with the applied skills to build professional-quality, database-driven Internet sites. By integrating PHP and MySQL with the XHTML and CSS frameworks, students develop the skills to build interactive Internet sites with authentication and security. Students apply new concepts in both guided and free-form activities and expand the functionality of a comprehensive Internet project that can be directly translated or easily modified to be used as a real-world Internet application. *Prerequisite: BSIS 265 or department approval*

### **BSIS 365 Networking Fundamentals (3)**

This course offers students an opportunity to learn how network software functions by using software development. The programs required in this course are designed for a target environment involving a large number of unknowns. Course time is devoted to the study of alternative developmental models. *Prerequisites: CS 210 and BSIS 355*

### **BSIS 455 Computer and Network Security (3)**

Security of information systems has become a critical concern in the past few years. With many IT systems being developed or converted for Internet access, and the growing concept of eBusiness, it is essential to guarantee that these systems are secure against malicious attacks. As an IT professional, students will appropriately and successfully design security systems and integrate security mechanisms into existing systems. *Prerequisite: BSIS 365*

### **BSIS 465 Database Systems (3)**

Students learn about database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. *Prerequisite: BSIS 255 or department approval*

### **BSIS 475 Computer Forensics (3)**

This course examines digital forensics as it relates to both civil and criminal investigations. The course content includes best practices in securing, processing, acquiring, examining and reporting on digital evidence. Students are exposed to current technologies and methods as well as leading-edge techniques with practical-based projects and research opportunities. *Prerequisite: BSIS 465 or department approval*

### **BSIS 480 Software Security (3)**

In this course, students gain an appreciation for how security knowledge is needed to operate telecommunications devices and use the results effectively. Security expertise also helps teams address security in the requirements and design phases, where analogous tools don't exist and where the majority of vulnerabilities are introduced—ensuring the early detection and prevention of vulnerabilities. *Prerequisite: BSIS 475 or department approval*

### **BSIS 485 Web XML Applications (3)**

This course is the study of website development, emphasizing Web-based programming using open source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript, DHTML, MySQL, and others. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small Web projects, and implements part of one major term project. *Prerequisite: BSIS 480 or department approval*

### **BSIS 495 Information Security Capstone Project (3)**

Students are guided and assisted in the completion of a capstone project that addresses information security. The instructor reviews, advises, offers suggestions for corrections and improvements, tests, validates, and verifies the resulting products as delineated in the APS Department of Computer Science Capstone Guidelines. *Prerequisite: BSIS 485 or department approval*

### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

### **BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

### **CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules and input/output. The course covers programming applications in a computer programming language.

### **CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

### **CISS 330 Systems Programming I, C++ Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

### **CISS 335 Systems Programming II, C++ Language (3)**

This is an advanced course in computer programming using the C++ language. This course emphasizes object programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

### **CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation, is included. Applications are implemented using an appropriate computer language.

### **CISS 460 Software Project I (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor but working independently in teams, students complete the design phase, develop, and implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

### **CISS 461 Software Project II (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor but working independently in teams, students complete the design phase, develop, and implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

### **CISS 462 Software Project III (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor but working independently in teams, students complete the design phase, develop, and implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

### **CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in CISS 460 and culminates in a completed software product at the end of the program.

**MCIS 101 Computer Applications (3)**

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

**MCIS 102 Introduction to Programming (3)**

Students are introduced to object-oriented programming with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: MCIS 101 or department approval*

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading, and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

**MISS 346 Structured Systems Design (3)**

Students study the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MISS 446 and culminates in a completed software product at the end of the program.

**MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. The course covers programming applications in a computer programming language.

**MISS 348 Database Program Development (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems (MIS), including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

**MISS 443 IT Application and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

**MISS 446 Advanced Systems Management I (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**MISS 447 Advanced Systems Management II (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**MISS 448 Advanced Systems Management III (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of English

## Faculty

*Chair and Professor: David Esselstrom, Ph.D.*

*Professors: Joseph Bentz, Ph.D.; Nancy Brashear, Ph.D.; Ralph Carlson, Ph.D.; Mark Eaton, Ph.D.; Diane Helen Glancy, M.A.; Diana Glycer, Ph.D.; Emily Griesinger, Ph.D.; Andrea Ivanov, Ph.D.; Carole Lambert, Ph.D.; Christopher Noble, Ph.D.*

*Associate Professors: Sarah Adams, Ph.D.; Thomas Allbaugh, Ph.D.; Patricia Andujo, Ph.D.; Eric Drewry, Ph.D.; Adrien Lowery, Ph.D.*

*Assistant Professor: Katherine Manning, Ph.D.; Kristen Sipper, Ph.D.; Matthew Smith, Ph.D.; Caleb D. Spencer, Ph.D.*

## Mission

The Department of English introduces students to significant works of the literary imagination, guides their development in language and composition, and encourages them to read attentively, reflect deeply, write cogently, and express themselves creatively, all to glorify God and serve others.

## Goals

1. Introduce students to significant works of the literary imagination.
2. Guide student development in language and composition.
3. Encourage attentive reading, deep reflection, cogent writing, and creative expression of all students to glorify God and serve others.

## Department Overview

English is a fundamental liberal art at a university such as Azusa Pacific. The following four objectives demonstrate the centrality of English to the curriculum. The program certifies the writing skills of all students to be at the collegiate level and enhances those skills involving research, personal and creative expression, and expository and argumentative modes. It provides literature and film courses that contribute to the cultural experience of students and enriches their enjoyment of literature as an avenue to truth and social comment as well as self-expression. The program offers a balanced selection of courses in writing, film, and literature for students majoring in English, so that their breadth of reading and literary analysis includes the best world literature and the development of critical skills currently practiced by the finest literary critics. The program satisfies professional needs, especially of prospective teachers.

Beyond the three general goals of APU's English curriculum, the following specific outcomes represent the department's intention for the course offerings and requirements in General Education and the major:

- Assist students in achieving familiarity with a wide range of texts from varying traditions, cultures, and eras
- Equip students with the critical vocabulary, background, and analytical tools necessary to both appreciate and evaluate literary texts, including film
- Encourage students to understand and apply the heritage of literary criticism and theory

- Help students relate the lessons and values found in literature, film, and literary criticism to contemporary life
- Assist students in acquiring a working familiarity with the history of rhetoric and composition theory, along with linguistic theory and practice
- Ensure that students develop clear, concise, and effective prose styles reflecting the differing purposes for writing both in academia and in society
- Afford students experience with in-class presentations and teaching practices which demonstrate the techniques, methods, and resources required to teach language arts and literature
- Enable students to experience and understand the process of achieving successful writing by providing constructive feedback from diagnosis of initial stages to evaluation of final products

The English major allows students to choose among three concentrations: literature, teaching, and writing. The lower-division requirements and the upper-division core requirements are the same for all concentrations, providing a common foundation in literature, writing, and language for all English majors. The selection of a concentration and specific courses within that concentration should be made only upon consultation with an English faculty advisor.

## Career Opportunities

Teaching is still a strong interest of many English majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses are valid career opportunities. English majors are encouraged to double major or at least minor in a complementary field, such as business, religion, psychology, or communication, so that their language skills can be applied to a different field of professional employment.

## English Major 43–44 units (Literature and Writing Concentrations)

All English majors in the literature and writing concentrations must complete the lower-division and upper-division core requirements below, as well as all requirements for a concentration. All English majors must take at least one literature course from a period prior to the 18<sup>th</sup> century. Courses that meet this requirement include ENGL 222, ENGL 324, and ENGL 344. English majors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited towards their major.

## English Core 24–25 units Lower-division Core Courses 9 units

ENGL	110	Freshman Writing Seminar <sup>+</sup>	3
<i>Select one of the following:</i>			
ENGL	111	Introduction to Literature*	3
ENGL	112	Introduction to Literary Analysis*	3
<i>Select one of the following:</i>			
ENGL	222	English Literature Survey to 1789	3
ENGL	232	English Literature Survey since 1789	3

## Upper-division Core Courses 15–16 units

ENGL	402	Principles of Language	3
<i>Select one of the following:</i>			
ENGL	324	World Literature to the Renaissance*	3
ENGL	334	World Literature since the Renaissance*	3
HUM	322	Humanities Seminar II: Literary Masterpieces*	3–4
(3 units on Azusa campus, 4 units at High Sierra Semester)			



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Select one of the following:

ENGL 344	American Literature to 1865*	3
ENGL 354	American Literature since 1865*	3

Select one of the following:

ENGL 301	Creative Writing: Fiction	3
ENGL 302	Creative Writing: Poetry	3
ENGL 303	Creative Writing: Drama and Film	3
ENGL 304	Creative Writing: Creative Nonfiction	3

Select one of the following:

ENGL 487	Literary Movements^	3
ENGL 488	Significant Authors^	3
ENGL 489	Literary Topics^	3

+Meets a University Skills requirement.

\*Meets a General Education core requirement.

^In recognition of the importance of race, class, ethnicity, and gender in shaping the literary landscape of the 21<sup>st</sup> century, multicultural topics and authors are embedded in courses throughout the literature core. In addition, at least one offering of ENGL 487, ENGL 488, or ENGL 489 each year will focus on multicultural topics and authors, such as Postcolonial and Third World literature, significant authors (African American, Hispanic, Asian American, Native American, Jewish, etc.), and images of women in literature. Contact the department for current course descriptions as topics vary from semester to semester.

**Literature Concentration** **19 units**  
**Required Courses** **6 units**

ENGL 377	Shakespeare**	3
ENGL 480	Contemporary Literary Criticism	3

**Electives** **13 units**

Select 13 units from the following:

ENGL 222	English Literature to 1789^^	3
ENGL 232	English Literature since 1789^^	3
ENGL 311	Film and Literature	3
ENGL 324	World Literature to the Renaissance*/^^	3
ENGL 334	World Literature since the Renaissance*/^^	3
ENGL 344	American Literature to 1865*/^^	3
ENGL 354	American Literature since 1865*/^^	3
ENGL 364	American Ethnic Literature	3
ENGL 399	Transitions for English Majors	1
ENGL 374	African American Literature	3
ENGL 410	American Novel**	3
ENGL 434	Children's Literature	3
ENGL 435	Social and Psychological Aspects of Language	3
ENGL 436	Adolescent Literature	3
ENGL 466	British Novel	3
ENGL 486	Topics in Film Analysis	3
ENGL 487	Literary Movements^^^	3
ENGL 488	Significant Authors^^^	3
ENGL 489	Literary Topics^^^	3
ENGL 496	Senior Seminar*	3
ENGL 497	Readings	3
ENGL 498	Directed Research	1-4
ENGL 499	Thesis/Project	3
HUM 322	Humanities Seminar II: Literary Masterpieces* (3 units on the Azusa campus, 4 units at High Sierra Semester)	3-4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^^If not taken as part of the English major core requirements

^^^ENGL 487, ENGL 488, and ENGL 489 may be repeated only once to fulfill this requirement.

**Writing Concentration** **19 units**

Select 19 units from the following:

(At least 6 of the 19 units in the concentration must be ENGL classes.)

ART 120	Introduction to Computer Graphics	3
ART 281	Graphic Design I	3
ART 382	Webpage Design I	3
ART 383	Graphic Design II	3
ART 384	Webpage Design II	3
COMM 302	Rhetorical Theory	3

ENGL 301	Creative Writing: Fiction^^	3
ENGL 302	Creative Writing: Poetry^^	3
ENGL 303	Creative Writing: Drama and Film^^	3
ENGL 304	Creative Writing: Nonfiction^^	3
ENGL 360	Technical and Professional Writing	3
ENGL 361	Freelance Magazine Article Writing	3
ENGL 399	Transitions for English Majors	1
ENGL 404	Approaches to Grammar	3
ENGL 406	Advanced Composition**	3
ENGL 425	Advanced Creative Writing	3
ENGL 490	Writing Internship^^^	3
ENGL 496	Senior Seminar*	3
ENGL 497	Readings	3
JOUR 210	Introduction to Journalism	3
JOUR 250	Public Relations	3
JOUR 300	Editing	3
JOUR 315	Multimedia Publishing and Design	3
JOUR 325	Student Publication Workshop (1 unit at a time)	3
JOUR 420	Entertainment Reporting	3
JOUR 425	Opinion and Editorial Writing	3

\*\*Meets the Upper-division Writing Intensive requirement

^^If not taken as part of the English major core requirements

^^^While not required, ENGL 490 is strongly recommended for students intending a writing career.

**English Major** **64 (77) units**  
**(Teaching Concentration)**

All English majors with a teaching concentration must complete the lower-division and upper-division core requirements below, as well as all requirements for the concentration. All English majors must take at least one literature course from a period prior to the 18<sup>th</sup> century. Courses that meet this requirement include ENGL 222, ENGL 324, and ENGL 344.

English majors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited towards their major. For admissions to the APU teaching credential program, English majors with a teaching concentration must maintain a grade-point average of at least 3.0.

**English Core** **28 units**  
**Lower-division Core Courses** **12 units**

ENGL 110	Freshman Writing Seminar+	3
COMM 111	Public Communication+	3

Select one of the following:

ENGL 111	Introduction to Literature*	3
ENGL 112	Introduction to Literary Analysis*	3

Select one of the following:

ENGL 222	English Literature to 1789	3
ENGL 232	English Literature since 1789	3

**Upper-division Core Courses** **16 units**

ENGL 399	Transitions for English Majors	1
ENGL 402	Principles of Language	3

Select one of the following:

ENGL 324	World Literature to the Renaissance*	3
ENGL 334	World Literature since the Renaissance*	3

Select one of the following:

ENGL 344	American Literature to 1865*	3
ENGL 354	American Literature since 1865*	3

Select one of the following:

ENGL 301	Creative Writing: Fiction	3
ENGL 302	Creative Writing: Poetry	3
ENGL 303	Creative Writing: Drama and Film	3
ENGL 304	Creative Writing: Creative Nonfiction	3

## ENGLISH

Select one of the following:

ENGL	364	American Ethnic Literature <sup>^</sup>	3
ENGL	374	African American Literature <sup>^</sup>	3
ENGL	487	Literary Movements <sup>^</sup>	3
ENGL	488	Significant Authors <sup>^</sup>	3
ENGL	489	Literary Topics <sup>^</sup>	3

+Meets a University Skills requirement.

\*Meets a General Education core requirement.

<sup>^</sup>In recognition of the importance of race, class, ethnicity, and gender in shaping the literary landscape of the 21<sup>st</sup> century, multicultural topics and authors are embedded in courses throughout the literature core. In addition, at least one offering of ENGL 487, ENGL 488, or ENGL 489 each year will focus on multicultural topics and authors, such as Postcolonial and Third-World literature, significant authors (African American, Hispanic, Asian American, Native American, Jewish, etc.), and images of women in literature. Contact the department for current course descriptions as topics vary from semester to semester.

### Teaching Concentration Required Courses

**36 (49) units**

For admission to the APU teaching credential program, English majors must maintain a grade-point average of at least 3.0.

ENGL	377	Shakespeare**	3
ENGL	404	Approaches to Grammar	3
ENGL	405	American English Language History	3
ENGL	406	Advanced Composition**	3
ENGL	436	Adolescent Literature	3
ENGL	480	Contemporary Literary Criticism	3
ENGL	3xx-4xx	Upper-division Literature Course	3

Select one of the following:

ENGL	222	English Literature Survey to 1789 <sup>^^</sup>	3
ENGL	232	English Literature Survey since 1789 <sup>^^</sup>	3

Select one of the following:

ENGL	324	World Literature to the Renaissance*/ <sup>^^</sup>	3
ENGL	334	World Literature since the Renaissance*/ <sup>^^</sup>	3

Select one of the following:

ENGL	344	American Literature to 1865*/ <sup>^^</sup>	3
ENGL	354	American Literature since 1865*/ <sup>^^</sup>	3

Select one of the following:

ENGL	361	Freelance Magazine Writing	3
JOUR	210	Introduction to Journalism	3

Select one of the following:

TFT	110	Introduction to Acting	3
TFT	213	Introduction to the Theater	3

### Additional Requirements

**13 units**

In addition, students must complete field experience by permission or by taking:

EDLS	300	Introduction to Teaching as a Profession, K-12	4
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Students should also complete prerequisites for the professional credential program as follows:

EDLS	405	Diversity in the Classroom**	3
POLI	150	American Government*	3
PSYC	290	Human Growth and Development*	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

<sup>^^</sup>Whichever course was not taken as part of the English major core requirements

NOTE: Appropriate substitutions or transfer credit for the upper-concentration electives will be accepted only after evaluation and adjudication by the department advisor and chair. This is a CCTC-approved program which waives the English CSET exam.

## English Minor

**24 units**

The lower-division core requirements are the same for minors and majors (literature and writing concentrations). Upper-division courses for the minor should be chosen in consultation with an English advisor and total 15 units, of which 3 units may be a 200-level course. English minors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their minor.

### Course Descriptions

#### ENGL 099 College Reading and Critical Thinking (2)

Students actively work to develop prerequisite skills needed to handle the reading demands in a college-level setting. This course is also designed to prepare the limited reader with critical reading material representing controversial issues that are commonly the subject of college debate. *This course is required during the first semester for students with SAT I Verbal of 470 and below or ACT Reading at 19 and below. Credit for this course does not count toward graduation.*

#### ENGL 100 Writing Strategies (3)

Diagnostic assessment, group work, and individualized instruction are utilized in this course to improve skills in the grammatical and mechanical features of academic writing including clear, cohesive paragraphs, and essays for diverse purposes and audiences. *This is a first-semester, required course for students entering with an SAT I Verbal/SAT Critical Reading score of 470 or below; or ACT English of 19 and below. Does not meet the General Education requirement for University Skills and Requirements. This course counts as elective credit.*

#### ENGL 102 Study Skills and Strategies (1)

This course helps students become effective, efficient learners. It covers such topics as learning styles, motivational patterns, time management, test taking, study reading, and note taking.

#### ENGL 110 Freshman Writing Seminar (3)

This course promotes the development of analytical and writing skills through composition of expository essays. Seminar topics addressing issues pertinent to Christian liberal arts vary per instructor. Universal requirements include argumentative and research papers. *Meets the General Education requirement for University Skills and Requirements*

#### ENGL 111 Introduction to Literature (3)

This course is an introduction to fiction, drama, and poetry. *Meets the General Education core requirement in Language and Literature*

#### ENGL 112 Introduction to Literary Analysis (3)

An introduction to English as a discipline with varying fields of specialization, this course instructs students in the analysis of literary texts through close reading, theory, application, and in traditional and electronic research skills in the humanities. *Meets the General Education core requirement in Language and Literature*

#### ENGL 211/TFT 211 Introduction to Film (3)

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

#### ENGL 222 English Literature Survey to 1789 (3)

A chronological study of English literature from the beginning through the Neoclassical period is provided in this course.

#### ENGL 232 English Literature Survey since 1789 (3)

A chronological study of English literature from the Romantic through the Modern periods is provided in this course.

#### ENGL 301 Creative Writing: Fiction (3)

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story.

#### ENGL 302 Creative Writing: Poetry (3)

Students survey trends in the prior century's English language poetry in support of their own writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

**ENGL 303/TFT 303 Creative Writing: Drama and Film (3)**

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

**ENGL 304 Creative Writing: Creative Nonfiction (3)**

This course examines the art and technique of creative nonfiction. Students analyze fictional techniques such as plot and characterization, and learn to use them in writing about subjects of their own choosing. Some focus is given to the art of memoir as a literary genre.

**ENGL 311 Film and Literature (3)**

This course is an introduction to film and literature as related, though distinct, cultural forms. Students examine the similarities and differences between film and literature, with an emphasis on movies as a narrative and visual medium. Students become familiar with the terms, methods, and techniques of film analysis, and view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

**ENGL 324 World Literature to the Renaissance (3)**

Students review world literature from Confucius to Dante. *Meets the General Education core requirement in Language and Literature*

**ENGL 334 World Literature since the Renaissance (3)**

Students review world literature from the Renaissance to the 20<sup>th</sup> century, excluding British and American literature. *Meets the General Education core requirement in Language and Literature*

**ENGL 344 American Literature to 1865 (3)**

Major writers and literary movements in America through the Civil War are examined. *Meets the General Education core requirement in Language and Literature*

**ENGL 354 American Literature since 1865 (3)**

Representative writers and major types of American literature since the Civil War are featured. *Meets the General Education core requirement in Language and Literature*

**ENGL 360 Technical and Professional Writing (3)**

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in writing proposals, incorporating graphics, and writing for clients to solve problems encountered in that world. *Prerequisite: ENGL 110*

**ENGL 361 Freelance Magazine Article Writing (3)**

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

**ENGL 364 American Ethnic Literature (3)**

Depending on the section and emphasis, students read selections by African American, Asian American, Jewish, Latino/Latina, Native American, and possibly Euro-American writers. Topics may include canon formation, the American Dream, gender, equality, ethnicity, globalization, hybridity, immigration, multiculturalism, pluralism, race, and religion.

**ENGL 374 African American Literature (3)**

This course examines African American literature from its beginnings in oral tradition to the present. Selected readings vary. Topics to be addressed may include race, class, ethnicity, gender, language, slavery, equality, freedom, folklore, miscegenation, passing, pluralism, religion, segregation, syncretism, canon formation, and more.

**ENGL 377 Shakespeare (3)**

Students undertake a representative study of Shakespeare's sonnets, dramas, comedies, histories, tragedies, and romances. *Meets the General Education Upper-division Writing Intensive requirement*

**ENGL 399 Transitions for English Majors (1)**

This course offers junior English majors guidance in researching and exploring individualized career, advanced degree, and service paths. *Prerequisite: 45 completed units*

**ENGL 402 Principles of Language (3)**

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.

**ENGL 404 Approaches to Grammar (3)**

Traditional and modern analyses of grammar are covered, providing a grounding in the traditional eight parts of speech and a grounding in the modern 12 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching. *Prerequisite: ENGL 402*

**ENGL 405 American English Language History (3)**

A study of the origins and development of the English language within the Indo-European language family and the growth of American English as a unique and dynamic variety among the several major offshoots of British English is the focus of this course. *Prerequisites: ENGL 404*

**ENGL 406 Advanced Composition (3)**

This course in advanced composition is especially for students contemplating teaching at the elementary or secondary level and of interest to students wanting to learn more about their own writing processes and writing instruction. The course includes direct instruction and practice in writing in various forms, examining various composition theories and practices, and observing and practicing the teaching of composition, all based on the idea that writing is best learned through writing and learning how to teach it. *Meets the General Education Upper-division Writing Intensive requirement*

**ENGL 410 American Novel (3)**

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content.

**ENGL 425 Advanced Creative Writing (3)**

In a workshop setting, students read, write, analyze, and critique advanced work in one of the following areas: poetry, fiction, nonfiction, or playwriting/screenwriting. *Prerequisites: ENGL 301 or ENGL 302 or ENGL 303 or ENGL 304. The appropriate prerequisite must be met to enroll in a particular section. This course may be repeated as the topics vary.*

**ENGL 434 Children's Literature (3)**

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course.

**ENGL 435 Social and Psychological Aspects of Language (3)**

Students engage in a study of cognitive and social aspects of language affecting acquisition and use; comprehension and use of sentences; language memory and production; political and social implications of language; social roles, bilingualism, codes, and code switching; and second-language acquisition and language planning.

**ENGL 436 Adolescent Literature (3)**

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the student with both popular and enduring works, and provides close critical reading of both. Criticisms of adolescent literature, as well as classroom applications for the works, are included in the class. The course is an upper-division elective in English and of particular use to students planning to teach. *Prerequisite: ENGL 110, and either ENGL 111 or ENGL 112*

**ENGL 466 British Novel (3)**

Students explore the origins and development of British fiction, reading representative novels from the 18<sup>th</sup> century to the present.

**ENGL 480 Contemporary Literary Criticism (3)**

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

**ENGL 486/TFT 486 Topics in Film Analysis (3)**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., film noir, images of women in film, Shakespeare on film, the western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

**ENGL 487 Literary Movements (3)**

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability. *Repeatable once towards the literature concentration.*

**ENGL 488 Significant Authors (3)**

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C.S. Lewis, Tolstoy and Dostoevsky, and Mark Twain, among others. Selection varies depending on student interest and faculty availability. *Repeatable once towards the literature concentration.*

**ENGL 489 Literary Topics (3)**

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability. *Repeatable once towards the literature concentration.*

**ENGL 490 Writing Internship (3)**

This course provides practical application of the writing skills learned in the classroom. Internships are arranged individually for the students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, and other organizations in which writing is emphasized. Enrollment is contingent upon department approval. *Meets the General Education Upper-division Writing Intensive requirement*

**ENGL 496 Senior Seminar: English and the Professions (3)**

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in the careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. The assigned readings, class discussions, and required essays and thesis aid in the process of integration. *Meets the General Education Senior Seminar requirement*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**ENGL 497 Readings (1–4)**

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

**ENGL 498 Directed Research (1–4)**

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

**ENGL 499 Thesis/Project (1–4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: Upper-division Writing Intensive course completed or instructor's permission, and junior or senior standing*

**Humanities**

**HUM 222/322 Humanities Seminar II: Literary Masterpieces (3, 4)**

This course offers a study of selected literary texts from a variety of cultures and genres taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra Semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Language and Literature.*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Global Studies, Sociology, and TESOL

## Faculty

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

*Professors: Paul Hertig, Ph.D.; Richard Slimbach, Ph.D.;  
Mary Wong, Ph.D.*

*Associate Professors: Grace Bahng, Ph.D.; David Miyahara, Ph.D.;  
Carrie Peirce, Ph.D.*

*Assistant Professors: Tasha Bleistein, Ph.D.; Nori Henk, Ph.D.*

*Lecturers (part time): Adam Ayers, Ph.D.; Ryan Bell, D.Min.;  
Heather Castle, M.A.; Elizabeth Fang, M.A.; Caryn Gerstenberger, M.A.;  
Young Lee Hertig, Ph.D.; Michael Itagaki, M.A.; Lauren Maher, M.A.;  
Michael Mata, M.A.; Joel Matthews, M.A.; Lori Ottaviano, M.A.;  
Catherine Reyes, Ph.D.; Kristin Ritzau, M.A.; Teresa Ubovich, M.A.;  
Isaac Voss, M.A.; Erin Wolbeck, M.A.; Gustavo Zdanovich, M.A.*

## Department Overview

The Department of Global Studies, Sociology, and TESOL supports two majors: global studies and sociology, and three minors: global studies, sociology, and Teaching English to Speakers of Other Languages (TESOL). A description of each program follows.

### Global Studies Major Introduction

**49 units**

The global studies major offers a framework of study for students interested in the interrelations of peoples and nations. These relationships are diverse and complex, operate at different levels (economic, social, religious, intellectual, political, and environmental), and cross over political boundaries and geographical distance. Consequently, students in the major are able to explore global issues from a broader perspective than in traditional majors.

All students majoring or minoring in global studies must maintain a minimum cumulative GPA of 2.0 in all university coursework.

### Mission

The mission of the global studies program is to attract and develop an exceptional group of world learners through a unique combination of individualized mentoring, multidisciplinary coursework, intercultural field work, and compassionate action. The aim is to form students with the global knowledge, intercultural grace, practical learning skills, and moral imaginativeness to support vocations dedicated to promoting God's truth and justice in the world.

### Learning Outcomes

The targeted outcomes for this program are as follows:

1. **Global awareness:** 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.
2. **Multidisciplinary understanding:** 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.

3. **Perspective taking:** Students demonstrate the ability to constantly question the source of their cultural assumptions and ethical judgments, leading to the habit of seeing things through the eyes of others.
4. **Transcultural identity:** Students demonstrate the ability to transcend exclusive identification with one's cultural and national group in order to attach concern to all people equally in the context of their nationality, race, or religion.
5. **Moral-spiritual intelligence:** Students evidence the personal "heart" quality of empathy, inquisitiveness, initiative, flexibility, humility, sincerity, gentleness, justice, and joy within specific intercultural contexts.
6. **Ethical commitments:** Students evidence the willingness to take a level of personal responsibility for conditions that negatively affect the Earth and its inhabitants, and the confidence that they can arrest and reverse these conditions.
7. **World learning:** 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.
8. **Language development:** Students demonstrate the ability to communicate in a foreign language with appropriate body language and sociocultural etiquette.
9. **Collaborative involvement:** Students demonstrate the ability to apply cultural knowledge and practical skills in field projects that address community issues in partnership with local residents.
10. **Lifestyle change:** Students identify their moral obligations in relation to the wider world and alter their lifestyles in order to "do justly" on personal levels.
11. **Faith integration:** Students demonstrate an introductory ability to apply biblical insights to an interpretation of and response to human differences and various social problems.

### Career Opportunities

The major is appropriate for students wishing to pursue specialized graduate study and/or careers in community development, nonprofit management, world missions, social work, urban policy and planning, public diplomacy, urban education, and language education (e.g., TESOL). The employment market for individuals with foreign language ability, crosscultural research skills, urban experiences, and multidisciplinary world knowledge is expanding rapidly.

### Curriculum

The global studies major is much more than a traditional list of courses to complete. It is a dynamic, unfolding, and individualized set of learning experiences—some occurring within a formal classroom environment and others within domestic (local, regional) and international field settings. Students complete over half of the 49-unit curriculum through two field study programs: one in central Los Angeles (L.A. Term) and the other within materially poor communities within Latin America, Africa, or Asia (Global Learning Term). In both settings, students are challenged to apply conceptual knowledge to an interpretation of complex social realities, and to do so while negotiating the stress of living and learning in unfamiliar milieus.

The major unfolds in the following five phases:

#### Phase 1: Multidisciplinary Coursework

Students entering the global studies program are assigned a faculty advisor who serves as a resource guide, mentor, and friend. During phase one, students learn about themselves and the world by sampling the liberal arts (General Education), mixing with peers, and advising with faculty mentors. GLBL 301 Anthropology for Everyday Life (3), a foundational course, is completed during

sophomore year. The course aims to equip students with a limited set of field-based culture-learning techniques (including participant observation and informal interviewing) that are used during the L.A. Term (Phase 2) and Global Learning Term (Phase 4). Students learn how to conduct interviews, compose fieldnotes, synthesize cultural information, and write an interpretative ethnographic account.

**Phase 2: Los Angeles Term**

Los Angeles offers a rich and deeply challenging context for world learning. For an entire semester, students live with culturally different host families in central L.A., intern with advocacy-oriented community organizations, rely exclusively on public transportation, and complete 15 units of interdisciplinary coursework. The coursework is rooted in the disciplines of urban sociology, social anthropology and comparative religions, and aims to help students think systemically—that is, to understand how local realities are shaped by broader demographic, political, economic, and cultural systems that operate at regional, national, and global levels. The curriculum includes: GLBL 315 Urban Culture (3), GLBL 318 Urban Systems (3), GLBL 345 Urban Religious Movements (3), and GLBL 330 Community Transformation (6).

**Phase 3: Pre-Global Learning Term (GLT) Preparation**

The Global Studies program regards study and service in international settings as an extension of students’ prior engagement in local and regional settings. During Phase 3, students return to campus and set out to complete preparations for their second off-campus term: the Global Learning Term (GLT). Several courses aim to “bridge” the domestic, multicultural learning of L.A. Term with the international, cross-cultural learning featured on the GLT. GLBL 320 Global Engagement in the 21<sup>st</sup> Century (3) invites students to apply experiences and insights from the L.A. Term to a distinctively Christian understanding of and response to community-based, global issues. In GLBL 305 Peoples and Places (3) students actually organize their GLT, first through an in-depth survey of “third world” realities, and then by setting up field relations (community internships, family stays, research projects) at their destination site. Particular emphasis is placed on the ethical responsibilities of educational travelers. HIST 210 World Geography assists students in GLT preparations by familiarizing them with the physical and human characteristics of various world regions. Students also select a political science course (from three options) that challenges them to consider how different political histories and economic realities shape the way citizens think and act. This rounds out their pre-GLT preparations.

**Phase 4: Global Learning Term (GLT)**

While the GLT shares certain elements in common with conventional study abroad there are some noteworthy differences. Students travel exclusively to sites in the so-called “Third World” (or to “Third World” peoples in the First World, like North Africans in France) rather than to popular destinations in Europe or Australia. The average term extends to six or seven months in order to facilitate intensive language learning and cultural adaptation. Also, instead of being sequestered within a university compound, living in foreigner-only dorms and going to special classes taught in English, students live with local families in marginal communities and complete “contracted” coursework in a self-directed manner. Conventional study abroad typically sends groups of 20-30 foreigners to foreign field sites. By contrast, GLT participants travel to their destination sites in pairs. They then live and serve independently in order to establish a social-emotional support system made up primarily of host nationals. There is no “resident director” orchestrating (and chaperoning) students’ daily activities. Instead, most of the decision-making responsibility is “de-centered” to the students themselves. All of this lends certain “intensity” to the experience, requiring GLT students to be self-motivated, self-organized, and morally self-regulating, not to mention a bit intrepid.

The GLT curriculum is designed to fully immerse learners in the local context, and is structured around “core” and “elective” courses. The three core courses are GLBL 325 Family Organization (3), GLBL 335 International Internship (3-6), and GLBL 350 Global Study Project (3). There are also two elective courses: GLBL 340 Community Life (3) and GLBL 101 Self-Directed Language Learning I (4). Although courses are completed in a self-directed mode, they are highly structured; each course includes a detailed set of step-by-step procedures. Students complete each of their study, service, and research projects under the combined direction of an APU faculty advisor and in-field guides. A minimum residence of four months in a foreign community challenges them to adapt to a radically different way of life while also receiving the necessary support to successfully manage stress.

**Phase 5: Re-Integration and Application**

Many students return from their GLT with life perspectives profoundly altered, and may find it difficult to “fit in” any longer. British anthropologist Victor Turner described this mental state as liminality, where students find themselves “betwixt and between” two ways of life. Rather than consider this state as something to ‘get over’ as soon as possible, students are encouraged to see it as a creative moment, a sacred space of possibility. Liminal persons are positioned, perhaps for the first time in their lives, to think about themselves, their home culture, and the larger world in new ways.

Student “re-integration” is facilitated by means of four final courses. GLBL 425 Integration and Formation Seminar (1) allows students to swap stories, assess changes in themselves, and begin exploring various ethical dilemmas related to how the world works. Three additional courses—GLBL 465 Globalization and Development (3), GLBL 420 Sustainable Societies (3) and GLBL 496 Senior Seminar: Global Issues and Prospects (3)—equip students to re-interpret their relation to the world. Studies extend from an evaluation of the impact of modernity and modern development interventions on poor communities worldwide to how global cities might better meet the human and environmental challenges of the next 50 years. During Senior Seminar, students further refine the community-based research undertaken during GLT (see GLBL 350 above). They learn to both interpret their findings in light of the biblical teaching on shalom, and then publicly present their research to an audience of faculty and peers. A final program evaluation marks the official end of their global studies journey.

**Requirements**

<b>On-campus Coursework</b>			<b>25 units</b>
GLBL	301	Anthropology for Everyday Life**/**	3
GLBL	305	Peoples and Places	3
GLBL	320	Global Engagement in the 21 <sup>st</sup> Century	3
GLBL	420	Sustainable Societies	3
GLBL	425	Integration and Formation Seminar	1
GLBL	465	Globalization and Development	3
GLBL	496	Senior Seminar: Global Issues and Prospects*	3
HIST	210	World Geography	3
<i>Select one of the following:</i>			
POLI	320	Comparative Politics	3
POLI	385	Politics of Developing Countries	3
POLI	390	History and Politics of the Non-Western World	3

<b>Los Angeles Term (all 15 units required)</b>			<b>15 units</b>
GLBL	315	Urban Culture	3
GLBL	318	Urban Systems	3
GLBL	330	Community Transformation	6
GLBL	345	Urban Religious Movements	3

**Global Learning Term Coursework** **9 units minimum**

<b>Required coursework</b>			
GLBL	325	Family Organization	3
GLBL	335	International Internship	3–6
GLBL	350	Global Study Project	3

<b>Recommended Electives</b>			
GLBL	101	Self-directed Language Learning I+	4
GLBL	102	Self-directed Language Learning II+	4
GLBL	340	Community Life	3

<b>Other Recommended Electives</b>			
ECON	371	Comparative Economics	3
GLBL	310	Intercultural Communications	3
HIST	121	World Civilizations since 1648*	3
SOC	120	Introduction to Sociology*	3
SOC	358	Human Diversity	3
SOC	471	Qualitative Social Research Methods**	3
SOCW	400	Grant and Proposal Writing	3
THEO	480	Theologies of Liberation	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

\*Meets the University Skills foreign language requirement.

**Requirements for the Global Studies Minor** **25–27 units**

The global studies minor is a multidisciplinary program that adds a rich, experience-based intercultural emphasis to any student’s major course of study. Whereas global studies majors complete both the Los Angeles Term (domestic/multicultural) and the Global Learning Term (international/cross-cultural) programs, minors choose one of the two programs with the guidance of their faculty advisor. They then take a combination of “common” and “track” specific courses. Why a regional program in a global curriculum? The simple answer is that global learning can no longer be defined either by the exoticness of cultures or geographic distance from home. The realities of L.A. and the wider world—whether cultural, economic, political or environmental—interpenetrate and mutually define each other. Students opting for the L.A. Term track interact with peoples and cultural forms from throughout the world, even as students who choose the GLT track encounter peoples and places abroad that are profoundly shaped by financial flows and cultural products originating in cities like Los Angeles.

**Common courses required for both tracks**

GLBL	301	Anthropology for Everyday Life**	3
<i>Select one of the following:</i>			
POLI	320	Comparative Politics	3
POLI	385	Politics of the Developing World	3
POLI	390	History and Politics of the Non-Western World	3

**Choose one of the two tracks listed below**

<b>Los Angeles Term track</b>			
Los Angeles Term (see previous page for details)			15
GLBL	320	Global Engagement in the 21 <sup>st</sup> Century	3
GLBL	420	Sustainable Societies	3

<b>Global Learning Term track</b>			
Global Learning Term (see above for details)			9
HIST	210	World Geography	3
GLBL	305	Peoples and Places	3
GLBL	425	Integration and Formation Seminar	1
GLBL	465	Globalization and Development	3

\*\*Meets the Upper-division Writing Intensive requirement.

**Sociology Major** **39 units**  
**Introduction**

Sociology is the study of social life and the social causes and consequences of human behavior. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, and from the divisions of race and social class to the shared beliefs of a common culture. In fact, few fields have such a broad scope and relevance.

Both academic sociology and Christian faith offer perspectives on human behavior and social life—partner perspectives in a dialogue meant to express a more complete and unified picture of the truth about social reality and human experience. Biblical insights and values clarify understanding of sociology, and sociology in turn teaches more about Christian faith.

“Christian sociology” provides an intellectual and spiritual foundation for both personal development and service. Self-understanding comes from discovering connections with other people. It is through interaction in families, schools, churches, and communities that individuals develop as persons, and it is this mutual dependence that forms the basis for moral life. The heart for service, an important outcome of dependence on God and relationships with others, is practically manifested and modeled as God’s love through the actions of those who serve.

**Mission**

In keeping with the principles of liberal arts education, the mission of the sociology 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.

**Learning Outcomes**

This program develops students who can:

1. Understand and evaluate social research and develop well-designed research projects.
2. Recognize the influence of race, class, and gender on human behavior and social conditions.
3. Articulate the role of social institutions—family, religion, and government—in shaping social life and identity.
4. Utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes, and practices.
5. Develop sociological perspective on human behavior and the social order, including social structures and institutional practices, that empowers them to act in response to the scriptural mandate to work for peace and justice.
6. Describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

**Career Opportunities**

As a strong liberal arts major, sociology provides several options for students who complete their B.A. degree.

- A B.A. in Sociology is excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry-level positions throughout the education, business, social service, and government arenas. Employers look for people with the skills that an undergraduate education in sociology provides.

- Sociology offers valuable preparation for careers in ministry, teaching, journalism, politics, public relations, business, criminal justice, or public administration—fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

### Requirements

A total of 39 units is required for the major. A minimum grade-point average of 2.0 is required in these courses.

#### Core Courses

12 units

Required courses should be taken in the following sequence:

SOC	120	Introduction to Sociology*	3
SOC	298	Basic Sociological Theory	3
PSYC	299	Applied Statistics	3

Select one of the following:

SOC	471	Qualitative Social Research Methods**	3
SOC	472	Quantitative Social Research Methods	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

#### Elective Courses

27 units

Select courses from the following list to complete the required 39 units for a sociology major:

SOC	225	Contemporary Social Problems	3
SOC	230	Comparative Family Systems	3
SOC	358	Human Diversity	3
SOC	359	Immigrant L.A.	3
SOC	360	Sociology of Religion	3
SOC	404	Community	3
SOC	405	The Sociology of Gender	3
SOC	425	Social Movements	3
SOC	455	Crime and Delinquency	3
SOC	464	Social Stratification	3
SOC	468	Contemporary Social Theory	3
SOC	495	Special Topics	3
SOC	496	Senior Seminar: Faith and Social Issues*	3
SOC	497	Readings in Sociology	1–4
GLBL	301	Anthropology for Everyday Life**	3
GLBL	345	Urban Religious Movements	3
PHIL	340	Concepts of Human Nature**	3
PSYC	325	Social Psychology^	3

#### Sociology Minor

21 units

##### Core Courses

6 units

SOC	120	Introduction to Sociology*	3
SOC	298	Basic Sociological Theory	3

##### Sociology Electives

15 units

Select electives for the sociology minor from the list of sociology major elective courses. In addition, elective choices for the minor include PSYC 299, SOC 471, and SOC 472.

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^Prerequisite: PSYC 110

### TESOL Graduate Programs

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and the TESOL Certificate program are described in the Graduate Catalog.

#### TESOL Minor

The undergraduate minor in TESOL is especially suited to students majoring in English, global studies, Spanish, or liberal studies (education), but is open to all students. Students who choose the option to take the graduate-level TESL 557 will earn a graduate TEFL Certificate.

The TESOL minor:

- Prepares students to teach English as a second language in public adult schools, private language schools, and developing countries.
- Prepares students for service in the U.S. among refugees, immigrants, and international students, and also for mission opportunities abroad.
- Prepares students to pursue graduate studies in TESOL or applied linguistics. TESOL minors who pursue graduate studies in TESOL at APU will already have completed two of the required courses for the M.A. in TESOL.
- Enhances students' prospects for employment or acceptance to a graduate program, including their chances of obtaining a teaching assistantship at a university. In particular, students with the minor are prepared for the California Designated Subject (ESL) Adult Education Teaching Credential.
- Facilitates the development of public speaking and general classroom management skills.

#### Requirements

21 units

ENGL	402	Principles of Language	3
ENGL	404	Approaches to Grammar	3
ENGL	406	Advanced Composition**	3
TESL	545	Second-language Pedagogy 1^	3

Select one of the following:

TESL	456	Teaching Practicum	3
TESL	557	Reflective Teaching^	3

Select one of the following:

ENGL	435	Social and Psychological Aspects of Language	3
TESL	505	Second-language Acquisition^	3

Select one of the following:

ENGL	405	American English Language History	3
GLBL/COMM	310	Intercultural Communication	3

\*\*Meets the Upper-division Writing Intensive requirement.

^Senior standing required

#### Additional requirements

1. Approval must be obtained from the department chair of the student's major in order to take TESL 505, TESL 545, or TESL 557, which are graduate-level courses. Undergraduate students are limited to just two of these three courses.
2. Students must achieve at least a 2.0 grade-point average in the seven courses.
3. Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 (American Government).



## Course Descriptions

### Global Studies

#### GLBL 101 Self-directed Language Learning I (4)

This is the first of a two-course sequence designed as an individually tailored, self-directed course for developing elementary competence in the language and culture of a foreign speech community, typically within study abroad contexts. *Meets General Education requirement for University Skills and Requirements, two semesters of the same language required.*

#### GLBL 102 Self-directed Language Learning II (4)

A continuation of GLBL 101, this is an individually tailored, self-directed course for developing low-intermediate competence in the language and culture of a foreign speech community. *Meets General Education requirement for University Skills and Requirements, two semesters of the same language required. Prerequisite: GLBL 101 in the same language*

#### GLBL 301 Anthropology for Everyday Life (3)

The course enables students to encounter and understand human differences within local communities through the combined study of topics in applied anthropology and the development of crosscultural relationships. Insights are also drawn from sociology, intercultural communication, and missiology. *Meets the General Education Upper-division Writing Intensive requirement*

#### GLBL 305 Peoples and Places (3)

This seminar prepares students for their Global Learning Term or other study abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

#### GLBL 310/COMM 310 Intercultural Communication (3)

The course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication.

#### GLBL 315 Urban Culture (3)

This course connects students with the people, problems, and prospects of greater Los Angeles. It provides the foundation for understanding urban values and beliefs in historical context, exposure to urban systems, the application of global perspectives, and the collaborative exploration of solutions. *Course is available only through the L.A. Term*

#### GLBL 318 Urban Systems (3)

This course explores role of urban systems and structures in shaping urban life in Los Angeles, creating disparities between laborers and executives, poor and rich, minority and dominant groups, the powerful and powerless, public and private, including the control of information and flow of capital and resources locally and globally. *Prerequisite: GLBL 315*

#### GLBL 320 Global Engagement in the 21<sup>st</sup> Century (3)

This course studies contemporary global issues and draws extensively from social documentaries (DVDs), biblical texts, students' intercultural experiences, and contemporary models of community-based engagement. *Prerequisite: Participation in L.A. Term or consent of instructor*

#### GLBL 325 Family Organization (3)

Students immerse themselves in the daily life of host families and communities in crosscultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. *Course is only available through the Global Learning Term. Prerequisite: GLBL 305*

#### GLBL 330/SOCW 335 Community Transformation (6)

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. It involves directed reading, reflective papers, a service practicum, and group discussions—aimed at both the transformation of the student community and the wider Los Angeles community. *Course is available only through the L.A. Term*

#### GLBL 335 International Internship (3–6)

This integrated internship/study experience within another culture improves students' intercultural values and skills, provides them with new knowledge, and guides them in making a tangible contribution to social change. Students serve within a community organization or development project (e.g., in a government institute, hospital, orphanage, school, clinic, or church) for a minimum of two months. *Course is only available through the Global Learning Term*

#### GLBL 340 Community Life (3)

This field seminar helps students learn how to experience another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people group through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. *Course is only available through the Global Learning Term*

#### GLBL 345 Urban Religious Movements (3)

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. *Course is available only through the L.A. Term*

#### GLBL 350 Global Study Project (3)

Students carry out individualized study/research projects on topics of particular concern and interest to them under the combined direction of an APU advisor and an on-site guide. *Course is only available through the Global Learning Term*

#### GLBL 355 Principles and Practice of Community Engagement (3)

This course introduces students to foundations and principles of community development. With in-class learning from real-world case materials, principles are explored and applied in practice during a three-to-four-week service-learning field project/internship with a local nongovernmental organization (NGO) or development organization that addresses community need(s). *This course is offered only in international programs.*

#### GLBL 399 Global Seminar (3)

This is a short-term, collaboratively led study and service seminar focused on a vital global issue in an international setting. The course enlightens learners' disciplinary perspectives, develops their intercultural competence, and strengthens their commitment to serve "the least, the last, and the lost" throughout their lives. It includes three on-campus class sessions prior to a 10-day field seminar.

#### GLBL 420 Sustainable Societies (3)

In this course, students consciously reflect upon personal values and realign life choices in relation to creating communities that are socially equitable, economically expansive, ecologically sustainable, culturally adaptive, and spiritually guided. Practical themes in the "sustainability conversation" are linked to crosscultural field experiences and post-college vocational planning. *This class is offered only through the L.A. Term.*

#### GLBL 425 Integration and Formation Seminar (1)

This course takes students through the process of integrating their global experiences abroad with their spiritual, ethical, and vocational development. It provides study abroad returnees with the opportunity to analyze their experiences with others while understanding the process of negotiating changing cultural norms to become ethical and responsible global learners. *Prerequisite: Global Learning Term (GLT) or consent of instructor*

#### GLBL 465 Globalization and Development (3)

A brief historical perspective on globalization is presented focusing on the transitions from pre-mercantilism to industrialization to the world today. Economic, political, and social perspectives on the structural changes associated with globalization today are discussed along with the major challenges and opportunities concerning globalization as it relates to the poor. *Prerequisite: GLBL 305 or course instructor approval*

**GLBL 495 Special Topics (3)**

This course addresses topics of current interest in global studies not covered in-depth by the core and elective global studies courses. Possible topics include: women and global human rights, urbanization and global poverty, global health issues, humanitarian aid and relief, global ethics, and specific areas within larger topics of global systems, issues, and inequity. As the topic varies, this course may be repeated up to three times for up to 9 units of credit. *Prerequisite: GLBL 301*

**GLBL 496 Senior Seminar: Global Issues and Prospects (3)**

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report. *Meets the General Education Senior Seminar requirement. Prerequisites: GLBL 301 or instructor permission*

*In addition to the prerequisites listed above, a student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**GLBL 497 Readings (1–4)**

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

**GLBL 498 Directed Research (1–4)**

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

**GLBL 499 Thesis/Project (1–4)**

This is a senior-level "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit. Prerequisites: Upper-division Writing Intensive course completed or instructor's permission, and junior or senior standing*

**Sociology**

**SOC 120 Introduction to Sociology (3)**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets the General Education core requirement in Identity and Relationships*

**SOC 225 Contemporary Social Problems (3)**

The complex social problems faced by people in a changing technological society are studied. Institutions, attempts to find solutions, and exploration of alternatives are emphasized.

**SOC 230 Comparative Family Systems (3)**

This course compares traditional family patterns with the new options available to men and women, both as individuals and partners. It focuses on the changing roles of men and women inside and outside of marriage, the challenge of the two-career family, and the search for the family's place as an integral part of society. *Meets the General Education core requirement in Identity and Relationships*

**SOC 298 Basic Sociological Theory (3)**

The function of theory and the contributions to modern sociological thought by the principal sociologists of the 19<sup>th</sup> and 20<sup>th</sup> centuries are considered. The application of theory to contemporary social concerns is investigated. *Prerequisite: SOC 120*

**SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored.

**SOC 359 Immigrant L.A. (3)**

This course focuses on the social dimensions of immigration into Southern California. "Likeness" and "otherness" are examined in relation to race/ethnicity, transnationality, global inequality, and citizenship. Macrosocial and economic forces, along with governmental policies, are analyzed and critiqued. In-depth stories of immigrants and various site visits contribute to students' experiential learning on the subject.

**SOC 360 Sociology of Religion (3)**

This course offers an objective analysis of the interrelations between religious phenomena and social institutions, structures, and behavior. There is special emphasis on the distinction between church and sect, religious and social stratification, secularization, science and religion, and religious movements.

**SOC 404 Community (3)**

Students examine the various ways people organize themselves into communities and develop means of governance. This course explores the impact of the community on people, the ways power is used and misused, social conflict, social change, and the need for social involvement. A wide variety of communities are examined: rural, urban, village, metropolis, utopian communities, communes, planned cities, and new towns. Cultural and national differences in the development of communities are assessed. *Prerequisite: SOC 120*

**SOC 405 The Sociology of Gender (3)**

This course is an investigation of gender and sex roles, primarily in American culture and society. The course explores the ways in which society shapes notions of what it means to be a "woman" and a "man" by examining the theories and research on how people define themselves and interact with others in a variety of contexts (e.g., family, personal relationship, work, health, religion, etc.). It also examines the sociological implications of cultural definitions of femininity and masculinity as seen through various racial, historical, economic, and sexualized perspectives. *Prerequisites: junior or senior standing, and SOC 120 or SOC 358*

**SOC 425 Social Movements (3)**

Students undertake several analytical tasks in this course, such as understanding how and why social movements emerge, what strategies are used to maintain the movement, how collective identity develops, and what makes a social movement successful. Students look to contemporary social movements to respond to these queries. *Prerequisite: SOC 120*

**SOC 455 Crime and Delinquency (3)**

This course explores the dimensions and nature of both traditional crime and criminality and the newly recognized forms of crime which exist within contemporary society. The criminal's relationship to the courts, police, and other penal agencies is the focus of attention. *Prerequisite: SOC 120*

**SOC 464 Social Stratification (3)**

Theories and research in social stratification are the focus of this course. Topics covered include role, status, structure of differential rankings in society, criteria for ranking, functions and dysfunction, correlates of class positions, social change, and social mobility.

**SOC 468 Contemporary Social Theory (3)**

This course looks at major theoretical orientations in contemporary sociological thought, explores the ways these ideas have changed in relation to the structural transformations, and examines connections between the underlying assumptions of key theorists and their conclusions about the nature of social life. *Prerequisite: SOC 120 and SOC 298*

**SOC 471 Qualitative Social Research Methods (3)**

This basic course in social scientific research focuses on qualitative methods. Students gain experience with participant observation, intensive interviewing, and other field methods. Qualitative research design, data collection, data analysis, and research report writing are covered. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisite: SOC 120*

**SOC 472 Quantitative Social Research Methods (3)**

This basic course in social scientific research focuses on quantitative methods. Students gain experience with survey research, content analysis, and other statistical methods. Quantitative research design, data collection, data analysis, and research report writing are covered. *Prerequisite: PSYC 299 with a B or higher*

**SOC 495 Special Topics (3)**

This course addresses topics of current interest in sociology not covered by the core and elective sociology courses. Possible topics include: the sociology of sports, media, or fashion, and specific areas within such larger topics as gender, race, class and religion. This course may be repeated for credit as the topic varies. *Prerequisites: SOC 120 and SOC 298*

**SOC 496 Senior Seminar: Faith and Social Issues (3)**

Students investigate the impact of modernity on family life, work, religion, politics, and the arts, and consider questions such as: how can people create and preserve a morally coherent life in a society that is pluralistic, secular, and privatized? What difference does Christian faith make in the way people understand the world, and in determining how people ought to live? *Meets the General Education Senior Seminar requirement*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**SOC 497 Readings (1–4)**

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit. Prerequisite: SOC 120*

**TESOL**

**TESL 101 English for Academic Purposes I (4)**

This is an advanced level English language course designed to prepare international students for the cultural and academic realm of speaking and listening at an undergraduate level in an American university. Students put into practice the communication skills used at an American university by getting involved in and observing social contexts in and around the university campus, and by emulating and discussing in class many of the situations in which these skills take place. In addition, students will examine American values which influence and determine the use of listening and speaking for communication in American culture. *For international students only; to be taken concurrently with TESL 102*

**TESL 102 English for Academic Purposes II (4)**

This is an advanced level English language course designed for students who speak English as a second language. Emphasis is placed on reading and writing skills used within academic settings. These skills include interacting with a text, reading for information, paraphrasing, summarizing, expressing an opinion, writing essays, and documenting papers using academic citations. *For international students only; to be taken concurrently with TESL 101*

**TESL 456 Teaching Practicum (3)**

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

**Graduate-level Courses**

**TESL 505 Second-language Acquisition (3)**

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions explored include: what is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? *Prerequisite: senior standing*

**TESL 545 Second-language Pedagogy I (3)**

This course is an introduction to the field of teaching English to speakers of other languages. The course deals with learner needs; approaches and methods of teaching; techniques for teaching, speaking, listening, pronunciation, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. *Prerequisite: senior standing*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of History and Political Science

## Faculty

*Chair and Professor: Daniel C. Palm, Ph.D.*

*Professors: Christopher Flannery, Ph.D.; Diane Guido, Ph.D.; Bryan Lamkin, Ph.D.; Edmund Mazza, Ph.D.; Jennifer E. Walsh, Ph.D.; David Weeks, Ph.D.*

*Associate Professor: Bradley Hale, Ph.D.*

*Assistant Professor: Veronica Gutierrez, MFA, Ph.D.; Douglas Hume; David Lambert, MBA, Ph.D.; Brian Plummer, Ph.D.; Abbylin Sellers, Ph.D.*

*Lecturers (part time): Charles Carrillo, Steven Childs, Spencer Fang, Derek Fowler, Michael Hammett, Wade Harrington, Michael Hestrin, Alex Hindman, Sabrina Jimenez, Ea Madrigal, Steve Nelson*

## Mission Statement

The Department of History and Political Science at Azusa Pacific University: 1) offers undergraduate degree programs in political science, history, and social science, and preparation 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.

## Department Overview

This department offers majors in history, political science, and social science and minors in classics, history, political science, prelaw, and international relations. Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and designed to contribute to a Christian liberal arts education.

The department's three majors strive to:

- Develop intellectual curiosity.
- Equip students with the abilities to write and speak well, think critically, and judge wisely.
- Enable students to distinguish justice from injustice.
- Teach students the legitimate purposes and necessary limits of political power.
- Provide students historical perspective for making judgments in the present.
- Instruct students in human possibilities and limits.
- Prepare students for careers calling for clear, cogent reasoning.
- Familiarize student with other cultures and times.
- Make available to students the knowledge that is needed by citizens and statesmen.
- Prepare students to teach various social science disciplines.

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in major courses.

Students who want to earn up to 16 units in their major through the Azusa Oxford Semester or the American Studies Program in Washington, DC, may do so by arrangement with the Department of History and Political Science.

## Goals

The Department of History and Political Science prepares students who are able to:

### Classics

- Demonstrate mastery of the basic forms, syntax, and vocabulary of classical Greek and Latin.
- Describe the laws, religion, art and architecture, philosophy, and government forms of ancient Greece or ancient Rome.
- Articulate a Christian perspective of truth and life.

### History

- Demonstrate a knowledge of the major events in American history.
- Describe and analyze the main features of major world civilizations.
- Demonstrate a knowledge of primary and secondary historical source material.
- Articulate a Christian worldview of history.

### Political Science

- Explain the main features of international politics.
- Analyze the writing of major thinkers in the history of political philosophy.
- Explain the principles, purposes, and main features of American government.
- Articulate a Christian understanding of politics and government.

### Social Science

- Demonstrate a knowledge of the major events in American history.
- Describe and analyze the main features of major world civilizations
- Explain the principles, purposes, and main features of American government.
- Articulate a Christian worldview of history.

## History Major Introduction

**36 units**

History is the study of the human record of the human past. As an academic discipline, history is comprehensive insofar as it records and explains the development, causes, and effects over time of all other disciplines. Thoughtful study of the past provides a necessary perspective for making judgments in the present. It instructs the student in human possibilities and limits. Course offerings include studies in American, European, and world history, as well as focused studies of various historical themes and different regions.

## Career Opportunities

The history major is prepared for all careers calling for clear and logical reasoning, the ability to analyze complex relations between cause and effect, well-developed writing skills, and familiarity with other cultures and times. The most common vocational pursuits include teaching, law, government service, and careers as archivists, researchers, librarians, museum curators, and consultants.

## Requirements Core Courses

**21 units**

HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3
HIST	210	World Geography	3
HIST	300	Introduction to Historical Studies	3
POLI	496	Senior Seminar: Religion and Politics*	3

## Electives

**15 units**

Select 15 units from the following:

HIST	320	Modern Africa	3
HIST/FREN	325	Topics in French History	3
HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	338	History of California	3
HIST	342	The American West	3
HIST	346	History of American Immigration	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	357	Enlightenment Europe	3
HIST	358	Europe 1789–1914	3
HIST	359	Europe 1914–1992	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
HIST	361	History of the Middle East II: Modern Middle East	3
HIST	365	History of the Israeli – Palestinian Conflict	3
HIST	368	A Year in Time	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	401	Humanities Seminar	6
HIST	420	Topics in Cinema and History	3
HIST	484	Historical Themes	3
HIST	497	Readings	1–4
HIST	498	Directed Research	1–4
HIST	499	Thesis Project	1–4
POLI	390	History and Politics of the the Non-Western World	3

\*Meets a General Education core requirement.

## History Minor Core

**21 units  
9 units**

Select three of the following:

HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3

## Electives

**12 units**

Select 12 units from the following:

HIST	320	Modern Africa	3
HIST/FREN	325	Topics in French History	3
HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	338	History of California	3
HIST	342	The American West	3
HIST	346	History of American Immigration	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	357	Enlightenment Europe	3
HIST	358	Europe 1789–1914	3
HIST	359	Europe 1914–1992	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
HIST	361	History of the Middle East II: Modern Middle East	3
HIST	365	History of the Israeli – Palestinian Conflict	3
HIST	368	A Year in Time	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	401	Humanities Seminar	6
HIST	420	Topics in Cinema and History	3
HIST	484	Historical Themes	3
HIST	497	Readings	1–4
HIST	498	Directed Research	1–4
HIST	499	Thesis Project	1–4
POLI	390	History and Politics of the Non-Western World	3

\*Meets a General Education core requirement.

## Classics Minor

The classics minor consists of 23–26 units arranged as described below.

## Total Units: 23–26

### Requirements

**14 units**

#### Either

GRKC	200	Elementary Classical Greek I	4
— and —			
GRKC	201	Elementary Classical Greek II	4
— or —			
LTN	200	Elementary Latin I	4
— and —			
LTN	201	Elementary Latin II	4
— and —			
HIST	311	Ancient Greece	3
HIST	312	Ancient Rome	3

## HISTORY AND POLITICAL SCIENCE

### Electives

Students must take three of the following courses; at least one of them must be upper division.

POLI	360	Classical Political Thought	3
PHIL	315	History of Ancient Philosophy	3
UBBL	451	Greco-Roman World	3
GRKC	200	Elementary Classical Greek I	(4)
GRKC	201	Elementary Classical Greek II	(4)
LTN	200	Elementary Latin I	4
LTN	201	Elementary Latin II	4

Fall semester versions (with department approval) of:

HUM	221/321	Great Works	3, 4
HUM	222/322	Literary Masterpieces	3, 4
HUM	223/323	Aesthetics	3, 4
HUM	224/324	Great Ideas	3, 4

No more than six hours of required or elective courses may count toward both the classics minor and another major or minor.

### Political Science Major 36 units Introduction

Political science is concerned with the knowledge that is needed by citizens and government officials. This knowledge is required to make and recognize good laws, distinguish justice from injustice, and understand the legitimate purposes and necessary limits of political power. The political science major prepares students to take an informed, intelligent, and leading role in the affairs of their community, country, and world. In addition to classroom, research, and seminar experiences, students are encouraged to become directly involved in politics through internship experiences on the local, state, or national level.

### Career Opportunities

The political science major studies politics as part of a traditional liberal arts education. This discipline helps develop intellectual curiosity and the abilities to write and speak well, think critically, judge wisely, and exercise leadership. These skills help prepare students for a future in a variety of careers. The most common vocations pursued by political science majors include law, foreign affairs, journalism, public relations, and criminal justice. Careers in government, politics, and public service agencies are popular. Opportunities for teaching, research, consulting, and graduate study are also available.

### Requirements

#### Core Courses

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing**	3
POLI	496	Senior Seminar*	3

#### Subject Courses

Select one course in each of the following subfields:

#### American Institutions

POLI	405	The American Presidency	3
POLI	410	Congress	3
POLI	415	The Federal Judiciary	3

#### Comparative/International

HIST	334	History of American Foreign Affairs	3
POLI	320	Comparative Politics	3
POLI	340	International Relations	3

### Political Philosophy

POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3

### Elective Courses

### 15 units

Students must take five additional courses (15 units total) from the elective list below. A course taken to meet the above Subject Courses may not also count for elective credit.

HIST	334	History of American Foreign Affairs	3
POLI	220	State and Local Government	3
POLI	250	Introduction to Criminal Law	3
POLI	310	Political Geography	3
POLI	320	Comparative Politics	3
POLI	340	International Relations	3
POLI	350	Constitutional Law: Fundamental Freedoms	3
POLI	351	Constitutional Law: Criminal Justice	3
POLI	352	Constitutional Law: National Powers	3
POLI	353	Seminar in Legal Studies	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3
POLI	380	Studies in Terrorism	3
POLI	385	Politics of Developing Countries	3
POLI	390	History and Politics of the Non-Western World	3
POLI	399	Political Science Practicum	1-8
POLI	400	Seminar on American Politics	3
POLI	405	The American Presidency	3
POLI	410	Congress	3
POLI	415	The Federal Judiciary	3
POLI	420	Women in Politics	3
POLI	450	Principles and Practice of Research Design	3
POLI	471	Political Topics	1-8
POLI	497	Readings	1-4
POLI	498	Directed Research	1-4
POLI	499	Thesis/Project	1-4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

### Political Science Minor

### 21 units

Select seven courses (total of 21 units) of which no more than 6 units may be in common with the student's major.

#### Core Courses

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3

#### Elective Courses

### 15 units

Select five courses (minimum of 15 units) from the following:

HIST	334	History of American Foreign Affairs	3
POLI	220	State and Local Government	3
POLI	250	Introduction to Criminal Law	3
POLI	310	Political Geography	3
POLI	320	Comparative Politics	3
POLI	340	International Relations	3
POLI	350	Constitutional Law: Fundamental Freedoms	3
POLI	351	Constitutional Law: Criminal Justice	3
POLI	352	Constitutional Law: National Powers	3
POLI	353	Seminar in Legal Studies	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3
POLI	380	Studies in Terrorism	3
POLI	385	Politics of Developing Countries	3

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POLI	390	History and Politics of the Non-Western World	3
POLI	399	Political Science Practicum	1-8
POLI	400	Seminar on American Politics	3
POLI	405	The American Presidency	3
POLI	410	Congress	3
POLI	415	The Federal Judiciary	3
POLI	420	Women in Politics	3
POLI	450	Principles and Practice of Research Design	3
POLI	471	Political Topics	1-8
POLI	497	Readings	1-4
POLI	498	Directed Research	1-4
POLI	499	Thesis Project	1-4

\*Meets a General Education core requirement.

**Prelaw Minor 21 units**

No more than 6 units may be in common with the student's major.

**Core Courses 6 units**

POLI	150	American Government*	3
POLI	415	The Federal Judiciary	3

**Elective Courses 15 units**

A total of five courses is required.

Select at least three courses from the following:

POLI	250	Introduction to Criminal Law	3
POLI	350	Constitutional Law: Fundamental Freedoms	3
POLI	351	Constitutional Law: Criminal Justice	3
POLI	352	Constitutional Law: National Powers	3
POLI	353	Seminar in Legal Studies	3

Select at least one course from the following:

BUSI	296	Business Law	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3

\*Meets a General Education core requirement.

**International Relations Minor 24 units**

No more than 6 units may be in common with the student's major.

**Core Courses 9 units**

HIST	334	History of American Foreign Affairs	3
POLI	150	American Government*	3
POLI	340	International Relations	3

**Elective Courses 15 units**

Select at least 6 units from the following:

POLI	310	Political Geography	3
POLI	320	Comparative Political Systems	3
POLI	380	Studies of Terrorism	3
POLI	385	Politics of the Developing World	3

Select at least 6 units from the following:

ECON	357	Economics of the Developing World	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
HIST	320	Modern Africa	3
HIST	357	Enlightenment Europe	3
HIST	358	Europe 1789-1914	3
HIST	359	Europe 1914-1992	3
HIST	360	History of the Middle East I: Early/Medieval Islam	3
HIST	361	History of the Middle East II	3
PHIL	370	Comparative Religions	3
POLI	310	Political Geography	3
POLI	320	Comparative Politics	3

POLI	380	Studies of Terrorism^^	3
POLI	385	Politics of the Developing World^^	3
POLI	390	History and Politics of the Non-Western World	3
POLI	471	Political Topics^^^	1-8
POLI	497	Readings	1-4

\*Meets a General Education core requirement.

^^If not taken above as a core course

^^^With approval

**Social Science Major 57 units**

**Introduction**

The social science major is designed primarily to prepare students to teach various social science disciplines (particularly history, political science, geography, economics, sociology, and psychology) at the secondary level. This major provides future teachers with an integrated study of these social sciences, which will help develop analytical skills, comparative perspectives, critical judgement, and a knowledge base about the world around them. This major is a subject-matter program in social science approved by the California Department of Education.

**Career Opportunities**

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in education, government service, journalism, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available.

**Requirements**

ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
EDLS	300	Introduction to Teaching as a Profession	3
EDLS	405	Diversity in the Classroom**	3
HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3
HIST	210	World Geography	3
HIST	338	History of California	3
PHIL	370	Comparative Religions	3
POLI	150	American Government*	3
POLI	300	Research and Writing**	3
POLI	496	Senior Seminar*	3
PSYC	290	Human Growth and Development*	3
		One Upper-division History Course	3
		One Upper-division Political Science Course	3
		Choose one course from the following:	
PSYC	110	General Psychology*	3
SOC	120	Introduction to Sociology*	3
		Choose one course from the following:	
HIST	320	Modern Africa	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
POLI	390	History and Politics of the Non-Western World	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

## Course Descriptions

### History

#### **HIST 120 World Civilizations to 1648 (3)**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the General Education core requirement in Heritage and Institutions*

#### **HIST 121 World Civilizations since 1648 (3)**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the General Education core requirement in Heritage and Institutions*

#### **HIST 151 United States History to 1865 (3)**

This course surveys the political and cultural history of the United States up to 1865. Areas of study include concepts of government and analysis of political institutions. *This course meets the state of California constitution requirement. Meets the General Education core requirement in Heritage and Institutions*

#### **HIST 152 United States History since 1865 (3)**

This course surveys the political and cultural history of the United States from 1865 to the present. Areas of study include concepts of government and analysis of political institutions. *This course meets the state requirement in U.S. history and government. Meets the General Education core requirement in Heritage and Institutions*

#### **HIST 210 World Geography (3)**

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

#### **HIST 300 Introduction to Historical Studies (3)**

This course instructs students in historical methodology focusing on the skills necessary for historical research and writing, and a foundational knowledge of historiography. *Prerequisite: ENGL 110 or equivalent*

#### **HIST 311 Ancient Greece (3)**

This course introduces students to the laws, religions, art and architecture, philosophy, and government forms of Ancient Greece. It covers Mycenaean Greece, Classical Sparta and Athens, Persian and Peloponnesian Wars, the rise of Macedon, Alexander and the Hellenistic world, and the Greek experience under Roman rule.

#### **HIST 312 Ancient Rome (3)**

This course introduces students to the laws, religions, art and architecture, philosophy, and government forms of Ancient Rome. It covers republican and Imperial Rome, the Pax Romana, 3<sup>rd</sup> century crisis, and the christianization and fall of Rome.

#### **HIST 320 Modern Africa (3)**

This course explores the political, social, cultural, and religious history of Africa from the trans-Atlantic slave trade to the present. *Prerequisites: History 120 or 121 recommended*

#### **HIST/FREN 325 Topics in French History (3)**

This variable-topics course examines a select topic or theme of French history and the relationship of France to the world. The course may be repeated for credit as the topic varies. *Prerequisite: A 100-level history course or FREN 101 recommended*

#### **HIST 330 History of Religion in America (3)**

This course covers the religious history of the American people. The significance of the social Gospel, sects, cults, and modern trends are examined.

#### **HIST 334 History of American Foreign Affairs (3)**

This course is a study of American foreign affairs and international relations from 1776 to the present.

#### **HIST 335 Cultural History/Travel Study (3)**

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history.

#### **HIST 338 History of California (3)**

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

#### **HIST 342 The American West (3)**

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, railroads, and agriculture, and the effects of the frontier on American institutions.

#### **HIST 346 History of American Immigration (3)**

This course examines immigration and ethnicity in America from the colonial period to the present. Themes include ethnic formation, assimilation, nativism, and the relationship of ethnicity to American national identity.

#### **HIST 350 Medieval Europe (3)**

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

#### **HIST 352 Renaissance and Reformation (3)**

This course is a study of Europe from the 15<sup>th</sup> century to 1648. It covers intellectual, social, and political changes, and religious revolt and wars.

#### **HIST 357 Enlightenment Europe (3)**

This course studies European history from 1648 to 1789. The course focuses on the intellectual and cultural movement known as the Enlightenment and its effects on politics, diplomacy, economics, society, and religion.

#### **HIST 358 Europe 1789–1914 (3)**

This course studies European political, intellectual, social, diplomatic, and religious history from the French Revolution to the start of World War I.

#### **HIST 359 Europe 1914–1992 (3)**

This course studies European political, intellectual, social, diplomatic, and religious history from World War I to the fall of the Soviet Union.

#### **HIST 360 History of the Middle East I: Early and Medieval Islam (3)**

This course covers the historical foundations of the premodern Middle East beginning with the pre-Islamic Near East and Arabia and continuing with Muhammad and the origins of the Islamic tradition; the establishment of regional Islamic rule, ideology, and institutions; and the medieval dynasties up to and including the Ottomans. The course primarily focuses on general political narrative, but also considers social and cultural dynamics of the early and medieval Islamic world.

#### **HIST 361 History of the Middle East II: Modern Middle East (3)**

This course covers the historical foundations of the early modern and modern Middle East, beginning with later Ottoman history (18<sup>th</sup> century) and continuing through to the present day. It covers a variety of countries/communities within the region, including Egypt, Iraq, Iran, Turkey, Syria, Lebanon, and Israel/Palestine, and it also includes a variety of topics within this chronological and geographical expanse, such as nationalisms, ideologies, social movements, and cultural identity.

#### **HIST 365 History of the Israeli-Palestinian Conflict (3)**

This course covers the historical dynamics of the Israeli-Palestinian conflict from the beginning of early Zionist thought and settlement in the late 19<sup>th</sup> century to the present day.

#### **HIST 368 A Year in Time (3)**

Taking a global approach, this course examines the political, intellectual, cultural, social, diplomatic, and religious developments of one specific year in history. Particular emphasis is placed on the use of primary sources in historical research and writing. The course may be repeated for credit with a change of topic/year. *Prerequisite: A 100-level history course recommended*



**HIST 374 Colonial Era (3)**

This course is a study of the English colonies in America during 1609–1776. Themes include institutions, life, and customs; intercolonial relations; imperial control; and the movement for independence.

**HIST 376 The Revolution and the Republic (3)**

This course examines major topics in the history of the United States between the American Revolution and the early Antebellum period, paying special attention to the impact of political development on religion, culture, and economic systems, and gender, ethnic, and racial interactions.

**HIST 380 Civil War and Reconstruction (3)**

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850–77).

**HIST 382 Emergence of Modern America (3)**

This course is a study of the period 1878–1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

**HIST 386 Modern America (3)**

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

**HIST 401 Humanities Seminar (6)**

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

**HIST 402 Historical Research Skills (6)**

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

**HIST 403 Church History Seminar (6)**

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

**HIST 404 Archaeology Field Experience (6)**

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

**HIST 420/TFT 420 Topics in Cinema and History (3)**

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies. *Prerequisites: ENGL 110*

**HIST 484 Historical Themes (3)**

Subject matter for this course varies and may include topics in non-Western, European, and United States history. The course may be repeated for credit.

**HIST 497 Readings (1–4)**

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

**HIST 498 Directed Research (1–4)**

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

**HIST 499 Thesis/Project (1–4)**

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

**Humanities**

**HUM 221/321 Humanities Seminar I: Great Works (3, 4)**

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra Semester it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Heritage and Institutions*

**Political Science**

**POLI 150 American Government (3)**

This course is a study of the institutions and processes of American government on the local, state, and national levels. *This course meets the state requirement for U.S. history and government. Meets the General Education core requirement in Heritage and Institutions*

**POLI 160 Introduction to Politics (3)**

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life. *Meets the General Education core requirement in Heritage and Institutions*

**POLI 210 Current Events (3)**

Students explore selected current domestic and foreign policy issues.

**POLI 220 State and Local Government (3)**

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

**POLI 250 Introduction to Criminal Law (3)**

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

**POLI 271 Political Topics (3)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to 8 units may be earned for participation in seminars offered by the American Studies Program.*

**POLI 300 Research and Writing (3)**

This is an upper-division writing intensive course emphasizing the research and writing skills common to the disciplines of history and political science. *Meets the General Education upper-division intensive writing requirement. Strongly recommended before taking any 300- or 400-level courses*

## HISTORY AND POLITICAL SCIENCE

### **POLI 310 Political Geography (3)**

This course considers the impact of geography on political life broadly understood, including population and migration, governments and political institutions, national boundaries and border conflicts, economic development, trade and cultural relations between nations and peoples, and the development and future of the nation.

### **POLI 320 Comparative Politics (3)**

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

### **POLI 340 International Relations (3)**

The foundations and development of the nation-state system are explored, with an emphasis on policy formation and conflict resolution.

### **POLI 350 Constitutional Law: Fundamental Freedoms (3)**

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14<sup>th</sup> Amendment, including freedoms of speech, press, religion, and assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 351 Constitutional Law: Criminal Justice (3)**

This course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14<sup>th</sup> Amendment, including the right to be free from unreasonable searches and seizures, the privilege against self-incrimination, the right to counsel, the right to a jury trial, the protection against excessive bail and cruel and unusual punishment, and other due process guarantees. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 352 Constitutional Law: National Powers (3)**

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 353 Seminar on Legal Studies (3)**

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year. *Prerequisite (Choose one of the following): POLI 350, POLI 351, or POLI 352*

### **POLI 360 Classical Political Thought (3)**

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

### **POLI 363 Modern Political Thought (3)**

This course is a study of major political thinkers from the 16<sup>th</sup> century to the present.

### **POLI 376 The American Founding (3)**

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding. *Prerequisite: POLI 150, POLI 160, or instructor's permission*

### **POLI 380 Studies of Terrorism (3)**

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism. *Prerequisite: POLI 150 or POLI 160*

### **POLI 385 Politics of Developing Countries (3)**

This course considers the government structures and political orientation of developing countries and the essential theories devised respecting their political past, present, and future. *Prerequisite: junior or senior standing*

### **POLI 390 History and Politics of the Non-Western World (3)**

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. *This course may be repeated for credit as the topic varies.*

### **POLI 399 Political Science Practicum (1-8)**

This practicum gives credit for field work in an area chosen by the student. The American Studies Program (see Center for Global Learning & Engagement) and the University of California, Davis' Capitol Campus Program offer internship opportunities in Washington, DC, and Sacramento. Other local opportunities include government agencies, political parties, and political campaign organizations. *Up to 8 units may be earned. Only 6 units are counted toward the political science major and 3 units toward the political science minor. All other units count as elective credits.*

### **POLI 400 Seminar on American Politics (3)**

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. *This course may be repeated for credit as the topic varies. Prerequisite: POLI 150 or instructor's permission*

### **POLI 405 The American Presidency (3)**

This course presents an overview of the American presidency, including the historical development of the presidency, contributions of individual presidents to the executive office, presidential authority and politics in the modern era, the presidential election process, and the role of the executive branch. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 410 Congress (3)**

This course provides an overview of the functioning of Congress as an institution. Topics include the historical evolution of Congress, changes in internal rules and procedures that guide congressional action, the role of Congress within the federal system, and external influences on the legislative process. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 415 The Federal Judiciary (3)**

This course provides an overview of the federal judicial system, with particular attention given to the power and function of the U.S. Supreme Court, methods of constitutional interpretation, judicial selection, and the role of the judiciary in the constitutional system of government. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 420 Women in Politics (3)**

This course examines women's participation in public office at the local, regional, national, and international levels and explores potential differences between men and women in the areas of campaigning and political leadership, policy preferences, and governing styles. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 450 Principles and Practice of Research Design (3)**

This course presents a fundamental overview of the principles and practice of political science research design. Topics include introduction to scientific inquiry, research design construction, ethical principles, modes of observation, types of data analysis, and reading and writing social research. *Prerequisite: POLI 300 or completion of Upper-division Writing Intensive requirement*

### **POLI 471 Political Topics (1-8)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to 8 units may be earned for participation in seminars offered by the American Studies Program (see Center for Global Learning & Engagement).*

**POLI 496 Senior Seminar: Religion and Politics (3)**

This seminar focuses on the ethical, political, and historical implications of ideas both in their historical context and in contemporary society. *Meets the General Education Senior Seminar requirement*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**POLI 497 Readings (1–4)**

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

**POLI 498 Directed Research (1–4)**

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

**POLI 499 Thesis/Project (1–4)**

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

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Mathematics and Physics

## Faculty

Chair and Associate Professor: *Tedd Szeto, Ph.D.*

Professors: *Mark Arvidson, Ph.D.*; *Christopher Basse, Ph.D.*

Associate Professors: *Timothy Heumier, Ph.D.*; *Bryant Mathews, Ph.D.*; *Bradley McCoy, Ph.D.*

Assistant Professors: *Edwin Ding, Ph.D.*; *Andre Harmse, Ph.D.*; *Sharon McCathern, Ph.D.*

Lecturers: *Nancy Lyons, MBA*; *Elizabeth Rivas, M.A.*

Lecturers (part time): *Kathleen Bacer, Ph.D.*; *Lynette Blakely, M.A.*; *Julian Breidenthal, Ph.D.*; *Robert Campbell, M.A.*;

*Enson Chang, Ph.D.*; *Brian Croissant, M.S.*; *Jonathan Fletcher, M.A.*; *Reyna Guzman, M.A.*; *John Hitchcock, MST*; *Stephen Ichiru, Ph.D.*; *Donald Isaak, Ph.D.*; *Richard Markley, Ph.D.*; *Douglas McElroy, Ph.D.*; *Gabrielle Merchain, M.A.*; *Derek Morrison, M.A.*; *Steven Moser, M.S.*; *Leonard Popp, M.S.*; *Sara Popp, M.A.*; *Leslie Wickman, Ph.D.*

Faculty Emeritus: *Gary L. Wood, M.S.*

## Department Mission Statement

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 preprofessional 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.

## Math and Physics Fellowships

Each year the Department of Mathematics and Physics awards two fellowships to undergraduates. For more information, please contact the Department of Mathematics and Physics.

## Mathematics Major 52 units

### Introduction

The mathematics major at Azusa Pacific University provides students with a general basis in mathematics. The student who majors in mathematics has the option of obtaining a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Both degrees have the same mathematics requirements, which include a balance of pure and applied mathematics, but the B.S. degree requires a minor in physics, chemistry, or computer science. (See these subject areas for requirements and course descriptions.)

The mathematics program is designed to equip students to:

- Master fundamental computational procedures and problem-solving strategies.
- Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
- Communicate mathematical ideas with clarity and precision, following the language and style conventions of the discipline.
- Apply analytical approaches to a range of cross-disciplinary problems.
- Demonstrate appropriate use of technology specific to mathematics.
- Articulate how Christian perspectives and the study of mathematics mutually inform and enhance each other.

## Career Opportunities

The completion of a mathematics degree at Azusa Pacific University enables students to enter a variety of professions related to mathematics (e.g., teaching, industry, and computer science) or to begin graduate studies. APU graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, and moved into attractive industry positions. There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the single-subject waiver program for mathematics. The marketplace has an increasing demand from the business and finance communities for graduates who have advanced quantitative skills. Graduates with a B.A. in Mathematics, supported by a minor in finance (see the finance minor program in the School of Business and Management), are especially attractive in this regard.

## Requirements

CS	220	Introduction to Computer Science	4
MATH	161/162	Calculus I/II	5/4
MATH	263	Multivariable Calculus	4
MATH	270	Differential Equations	4
MATH	280	Discrete Mathematics and Proof	3
MATH	290	Linear Algebra	3
MATH	400	Abstract Algebra	3
MATH	450	Real Analysis	3
PHYC	161/162	Physics for Science and Engineering I*/II	5/5
Upper-division Mathematics Electives (excluding MATH 301 and MATH 496)			9

Four tracks are described below that can guide students in their selection of upper-division mathematics electives when completing the mathematics major.

### General Math Track

**9 units**

Select 9 units from the following:

MATH	340	Geometry	3
MATH	360	Probability and Statistics	3
MATH	390	History of Mathematics and Number Theory	3
MATH	430	Mathematical Physics	3
MATH	455	Numerical Analysis	3
MATH	460	Topology	3
MATH	470	Complex Analysis	3
MATH	480	Mathematical Reading, Writing, and Presentation**	3
MATH	499	Research and Independent Study	1-4

### Secondary Math Education Track

**19 units^^**

EDLS	300	Introduction to Teaching	4
MATH	301	Mathematics for Secondary Teachers	3
MATH	340	Geometry	3
MATH	360	Probability and Statistics	3
MATH	390	History of Mathematics and Number Theory	3
MATH	480	Mathematical Reading, Writing, and Presentation**	3

### Applied Math Track

**15 units^A**

MATH	360	Probability and Statistics	3
MATH	430	Mathematical Physics	3
MATH	455	Numerical Analysis	3
MATH	470	Complex Analysis	3
MATH	480	Mathematical Reading, Writing, and Presentation**	3

**Graduate School Prep Track**

**15 units<sup>^^^</sup>**

Select 15 units from the following:

MATH	340	Geometry	3
MATH	360	Probability and Statistics	3
MATH	390	History of Mathematics and Number Theory	3
MATH	470	Complex Analysis	3
MATH	480	Mathematical Reading, Writing, and Presentation <sup>**</sup>	3

<sup>\*</sup>Meets a General Education core requirement.

<sup>\*\*</sup>Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>Deficiencies in mathematics units must be made up as electives.

<sup>^^</sup>To meet the requirements of the single-subject waiver program for a teaching credential in mathematics, all 19 units within the Secondary Math Education Track must be completed.

<sup>^^^</sup>It is recommended that the entire 15 units be completed for the track, although the major requires only 9 units.

**Mathematics Minor**

**26 units**

**Requirements**

CS	220	Introduction to Computer Science	4
MATH	161/162	Calculus I/II <sup>^</sup>	5/4
MATH	270	Differential Equations	4
MATH	290	Linear Algebra	3

**Mathematics Electives**

**6 units**

Select from MATH 263 and/or upper-division mathematics classes. MATH 301 and MATH 496 may not be used for this requirement.

<sup>^</sup>Deficiencies in mathematics units must be made up as electives.

**Physics Major**

**64–65 units**

**Introduction**

The physics program is designed to equip students to:

- Use mathematical methods to solve quantitative physics problems.
- Use qualitative reasoning to explain physics phenomena.
- Draw conclusions from experimental data with measurement uncertainty.
- Use laboratory apparatus to conduct experiments and collect data.
- Use technology, numerical calculations, and approximation methods to model physical phenomena.
- Reconcile scientific and biblical worldviews.
- Evaluate the role of scientists in informing society's uses of technology and scientific knowledge.

**Career Opportunities**

The study of physics focuses on broad topics such as matter, energy, gravitation, electricity and magnetism, atomic and nuclear structures, the theory of relativity, and quantum mechanics.

The physics major is appropriate for students who wish to teach physics, work in industrial or government engineering or research, or pursue graduate studies in physics or a wide variety of related disciplines. Some specific career options include work in materials science, space exploration, aerospace, technical instrumentation, fundamental research, and the computer industry. A physics major is also an excellent stepping stone for further studies in a wide range of interdisciplinary fields such as medical physics, engineering, meteorology, hydrology, geophysics, or economics.

**Requirements**

A minimum of 36 physics units, 3–4 engineering units, 17 mathematics units, 4 chemistry units, and 4 computer science units are required for the physics major.

**Physics Courses**

PHYC	161	Physics for Science and Engineering I*	5
PHYC	162	Physics for Science and Engineering II	5
PHYC	263	Physics for Science and Engineering III	5
PHYC	361	Electricity and Magnetism	3
PHYC	370	Waves and Optics	3
PHYC	380	Classical Mechanics	3
PHYC	401	Thermodynamics	3
PHYC	430	Mathematical Physics	3
PHYC	440	Quantum Mechanics	3
PHYC	470	Advanced Laboratory	2
PHYC	490	Physics Seminar	1

**Engineering Courses**

Select one of the following:

PHYC	281	Statics	3
PHYC	282	Dynamics	3
PHYC	283	Electric Circuits	4
PHYC	284	Materials	3

**Mathematics Courses**

MATH	161	Calculus I	5
MATH	162	Calculus II	4
MATH	263	Multivariable Calculus	4
MATH	270	Differential Equations	4

**Chemistry Courses**

CHEM	151	General Chemistry I*	4
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**Computer Science Courses**

CS	220	Introduction to Computer Science	4
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<sup>\*</sup>Meets a General Education core requirement.

**Physics Minor**

**24 units**

This physics minor is ideal for students majoring in mathematics, chemistry, or biology.

**Requirements**

**Physics Courses**

PHYC	161	Physics for Science and Engineering I*	5
PHYC	162	Physics for Science and Engineering II	5
PHYC	263	Physics for Science and Engineering III	5

**Remaining Courses**

Select 9 units of any physics classes numbered 200 or higher, 6 of which must be from among the following:

PHYC	361	Electricity and Magnetism	3
PHYC	370	Waves and Optics	3
PHYC	380	Classical Mechanics	3
PHYC	401	Thermodynamics	3
PHYC	430	Mathematical Physics	3
PHYC	440	Quantum Mechanics	3

<sup>\*</sup>Meets a General Education core requirement.

## MATH AND PHYSICS

### Math/Physics Major Introduction

**50 units**

The math/physics major is especially appropriate for students pursuing teaching careers in physics or mathematics and is designed to prepare students who can:

- 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.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

#### Requirements

Computer programming language course			3
CHEM	151	General Chemistry I*	4
MATH	161/162	Calculus I/II	5/4
PHYC	161/162	Physics for Science and Engineering I*/II	5/5
PHYC	401	Thermodynamics	3

#### Upper Division Physics Electives

**6 units**

#### Additional Math or Physics Electives

**15 units**

Select from MATH 263 and/or upper-division mathematics or physics classes. MATH 301 and MATH 496 may not be used for this requirement.

\*Meets a General Education core requirement.

### Pre-engineering Program

The Pre-engineering Program is designed to enable students to:

- Complete the engineering degree at another institution of their choice.
- Demonstrate skill in the appropriate use of technology specific to engineering disciplines.
- Develop confidence in strategies of problem solving.
- Develop and apply problem-solving strategies in small-group collaborations.
- Effectively communicate technical information in written and verbal form.
- Integrate previous knowledge in mathematics and science to discover new significance of these tools in the applied field of engineering.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

#### 2/2 Program

**66 units**

In the 2/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining coursework required for graduation from that institution.

Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation 2/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of

California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

#### Requirements

CHEM	151	General Chemistry I*	4
COMM	111	Public Communication <sup>+</sup>	3
CS	220	Introduction to Computer Science	4
ENGL	110	Freshman Writing Seminar <sup>+</sup>	3
LDRS	100	Beginnings <sup>+</sup>	1
MATH	161/162	Calculus I/II	5/4
MATH	263	Multivariable Calculus	4
MATH	270	Differential Equations	4
MATH	290	Linear Algebra	3
PE	1XX	Fitness for Life (or varsity sport) <sup>+</sup>	1
PE	240	Health Education <sup>+</sup>	2
PHYC	101	Introduction to Engineering	2
PHYC	161/162	Physics for Science and Engineering I*/II	5/5
PHYC	281	Statics	3
PHYC	282	Dynamics	3
PHYC	283	Electric Circuits	4
POLI	150	American Government*	3

Select one of the following:

UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3

#### 3/2 Program

**95 units**

In the 3/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining coursework required for graduation from that institution. Upon receiving the engineering degree from the other institution, the student also earns a Bachelor of Arts in Math/Physics from Azusa Pacific University.

Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation 3/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

#### Requirements

All the courses required for the 2/2 Program: 66

#### Additional Requirements

ENGL	111	Introduction to Literature*	3
HIST	151	U.S. History to 1865*	3
MATH	496	Senior Seminar*	3
MIN	108	Christian Life, Faith, and Ministry*	3
PHYC	284	Materials	3
PHYC	401	Thermodynamics	3
PSYC	110	General Psychology*	3
Foreign Language Requirement or General Electives <sup>+/^</sup>			8

\*Meets a General Education core requirement.

<sup>+</sup>Meets a University Skills requirement.

<sup>^</sup>At least 8 units are required so that 29 units in addition to 2/2 requirements are taken. Assumes APU General Education foreign language requirement will be met at APU if not met by proficiency testing or previous college coursework transferred into the program.

## Course Descriptions

### Mathematics

#### **MATH 090 Elementary Algebra (3)**

A student should take MATH 090 or MATH 091 to prepare for Intermediate Algebra. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. *This course does not meet the General Education requirement in Skills and University Requirements and does not count toward total units needed for graduation.*

*Prerequisite: appropriate score on APU mathematics placement test or SAT 430/ACT 18 math score*

#### **MATH 091 Elementary Algebra – Computer Based (2)**

This course is preparation for intermediate algebra. A student should take one of MATH 090 or MATH 091. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. MATH 091 differs from 090 in that the format of 091 is computer based. *This course does not meet General Education requirement in Skills and University Requirements and does not count toward total units needed for graduation.*

*Prerequisite: appropriate score on APU mathematics placement test*

#### **MATH 095 Intermediate Algebra (3)**

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096. MATH 096 topics include linear graphs, mathematical models, systems of equation in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, and mathematical modeling with quadratic functions. *This course does not meet the General Education requirement in Skills and University Requirements and does not count toward total units needed for graduation.*

*Prerequisite: MATH 090, MATH 091, appropriate score on APU mathematics placement test, or SAT 500/ACT 21 math score*

#### **MATH 096 Intermediate Algebra – Computer Based (3)**

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096. Math 096 topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, and mathematical modeling with quadratic functions. *This course does not meet the General Education requirement in Skills and University Requirements and does not count toward total units needed for graduation.*

*Prerequisite: MATH 090, MATH 091, or appropriate score on APU mathematics placement test*

#### **MATH 110 College Algebra (3)**

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series, and probability. *Meets the General Education requirement in Skills and University Requirements.*

*Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 115 Analytical Inquiry (3)**

This course is an alternative to MATH 110 for the nonscience major. The material is case-study driven, including projects like obtaining auto insurance or loans, how inflation affects the economy, etc. This course includes the application of probability theory and elementary descriptive probability. *Meets the General Education requirement for Skills and University Requirements. It may not be taken for credit by a student who has passed a more advanced mathematics course.*

*Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 120 Contemporary Mathematics (3)**

This course represents a study of the connections between contemporary mathematics and modern society. It aims to develop logical and critical reading concerning mathematical information that abounds in today's world. Areas of study include management science (e.g., networks, circuits, and planning), statistics and probability, information coding, social choices and decision making, geometric expressions and symmetry patterns, and mathematical modeling. *Meets the General Education requirement for Skills and University Requirements.*

*Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 150 Precalculus (3)**

This course prepares students for the calculus sequence. Topics covered include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques. *Prerequisite: MATH 110, appropriate score on APU mathematics placement test, or SAT 600/ACT 26 math score*

#### **MATH 151 Applied Calculus I (3)**

This calculus course is designed for students in business, biology, and other fields that require more focus on applications rather than mathematical rigor in a calculus course. Included are differentiation and integration of algebraic functions and their applications, and an introduction to exponential and logarithmic functions. *Prerequisite: MATH 110 or equivalent*

#### **MATH 152 Applied Calculus II (3)**

Topics introduced in MATH 151 are further developed. Functional forms (exponential, logarithmic, periodic, logistic, surge) and their applications to real-world problems are explored, techniques for differentiation and integration examined, and functions of several variables studied. Concepts and applications of probability and statistics are also introduced. Math concepts are studied with a project approach and appropriate use of technology. *Prerequisite: MATH 151*

#### **MATH 161 Calculus I (5)**

This course is an introduction to the basic techniques of calculus of one variable, including limits and continuity, differentiation and integration, and graphing and applications. *Prerequisite: MATH 150 or appropriate score on APU mathematics placement test*

#### **MATH 162 Calculus II (4)**

This course is an introduction to the basic techniques and applications of calculus of one variable, including methods of integration, analytic geometry, differential equations, and infinite series. *Prerequisite: MATH 161 or equivalent*

#### **MATH 201 Mathematics Concepts for Elementary Teachers (3)**

The course provides the foundations of modern mathematics needed by the elementary school teacher. It is not a methods course, but a prerequisite to the multiple-subject teaching credential program.

*This course does not count toward a mathematics major or minor.*

*Prerequisite: MATH 110 or equivalent*

#### **MATH 263 Multivariable Calculus (4)**

The differential and integral calculus of Euclidean 2- and 3-space are developed in this course. The treatment of real-valued functions of two or more real variables and their partial derivatives are also included. Functions that associate vectors with real numbers are studied. Applications to geometry, physics, and engineering are covered. The course provides a brief study of both double and triple integrals for functions of two or three variables. A laboratory approach is used in graphing 2- and 3-space group activities and projects. *Prerequisite: MATH 162*

#### **MATH 270 Differential Equations (4)**

Students are introduced to differential equations, existence and structures of solutions, and applications to physical situations. A computer laboratory approach is used. *Prerequisite: MATH 263 or instructor permission*

#### **MATH 280 Discrete Mathematics and Proof (3)**

A rigorous introduction to discrete mathematics with an emphasis on problem solving and proof writing, this course prepares students to construct valid mathematical arguments in upper-division courses. Topics include mathematical logic and set theory, direct and indirect proof, mathematical induction, basic combinatorics, relations and functions, and cardinality. *Prerequisite: MATH 161 or instructor's permission*

## MATH AND PHYSICS

### **MATH 290 Linear Algebra (3)**

An introduction to matrix algebra, vector spaces, and linear transformations, this course covers systems of linear equations, subspaces, linear independence, bases and dimension, abstract vector spaces, orthogonality, least-squares methods, inner product spaces, determinants, eigenvalues, and diagonalization. *Prerequisites: MATH 263 and MATH 280*

### **MATH 301 Mathematics for Secondary Teachers (3)**

A survey of foundations of mathematics essential to the secondary school teacher, this course integrates secondary mathematics concepts with problem-solving strategies and technology. Students expand on their understanding of core math concepts, evaluate lesson plans used in secondary school mathematics, discuss and reflect on effective mathematics pedagogy, analyze readings in the field, engage in collegial interactions with the instructor and fellow students, and develop a repertoire of classroom-tested lessons that can be used in a high school classroom.

### **MATH 340 Geometry (3)**

This course provides a study of Euclidean and non-Euclidean geometry. Also covered are the history of geometry, hyperbolic geometry, space, proof, and logic reasoning. *Prerequisite: MATH 162 or instructor's permission*

### **MATH 360 Probability and Statistics (3)**

Students gain an introduction to the basic ideas and techniques of probability: counting methods, combinatorics, statistical methods, binomial and normal distributions, moments, correlations, Central Limit Theorem, and hypothesis testing. *Prerequisite: MATH 162 or instructor's permission*

### **MATH 390 History of Mathematics and Number Theory (3)**

The history of mathematics and number theory from ancient times to the present is covered through methods and concepts, including theorems of Fermat, Euler, divisibility, factorization, primes, congruencies, diophantine problems, and other topics. *Prerequisite: MATH 280*

### **MATH 400 Abstract Algebra (3)**

The abstract structure of algebraic systems such as semi-groups, groups, rings, integral domains, and fields are introduced. *Prerequisite: MATH 290 or instructor's permission*

### **MATH 430/PHYC 430 Mathematical Physics (3)**

Students apply mathematics to physical problems: special functions, Green's functions and boundary-value problems, tensor analysis, Fourier series, generalized coordinates, and calculus of variations. The course may be applied toward upper-division physics or mathematics major requirements. *Prerequisites: MATH 263 and MATH 270*

### **MATH 450 Real Analysis (3)**

This course offers an advanced study of the real-number system, functions, sequences, series, continuity, differentiation, and integration. *Prerequisites: MATH 162 and MATH 280*

### **MATH 455/CS 455 Numerical Analysis (3)**

Approximation methods and their applications to computers are covered, including error analysis, zeros of functions, systems of equations, numerical integration, and differentiation. Applications are programmed using an appropriate language. *Prerequisite: CS 220 and MATH 161*

### **MATH 460 Topology (3)**

This course offers an introduction to topological spaces and their applications. Topics include bases, interior and closure, subspace, product, and quotient topologies, continuity and homeomorphisms, metric spaces, connectedness, and compactness, with application to genetics, geography, robotics, and error-correcting codes. Additional topics chosen from homotopy theory, knot theory, and compact surfaces. *Prerequisite: MATH 450*

### **MATH 470 Complex Analysis (3)**

Students explore the structure of complex numbers and their functions, differentiation and integration of complex functions, and Cauchy's Theorem. *Prerequisite: MATH 263*

### **MATH 480 Mathematical Reading, Writing, and Presentation (3)**

This course includes a variety of material from topology to statistics, from history to diversity, from writing to research. A seminar approach allows students to critically analyze journal articles in the field, write research and argumentative papers, receive writing instruction, and develop effective mathematical presentations. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisite: upper-division class standing*

### **MATH 496 Senior Seminar (3)**

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the mathematics profession. Biblical, theological, and philosophical themes relating to the development and application of mathematics provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to contemporary problems facing a postmodern world. *Meets the General Education Senior Seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

### **MATH 497 Readings (1–4)**

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

### **MATH 498 Directed Research (1–4)**

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

### **MATH 499 Thesis/Project (1–4)**

This is a senior-level "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill the preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: Upper-division Writing Intensive course completed or instructor's permission, and junior or senior standing*

## Physics

### **PHYC 100 Conceptual Physics (2)**

This course covers the topics of mechanics, heat, sound, light, electricity and magnetism, an introduction to relativity, and quantum mechanics. Physics concepts and thinking skills are emphasized instead of mathematics. *Does not meet the General Education requirement*

### **PHYC 101 Introduction to Engineering (2)**

Students gain an overview of engineering as a creative and responsive profession and learn about the qualifications of an engineer and the ways in which engineers study, think, work, create, design, and communicate.



**PHYC 110 Principles of Physical Science (3)**

Basic concepts in physics, chemistry, and the solar system are investigated. Emphasis is placed on basic principles and their applications to modern technology and everyday experiences. Some problems requiring simple math are discussed and solved, but detailed mathematical derivations are more appropriate in other courses. Part of this course is also committed to reviewing historical developments of scientific thought, examining the perceived conflict between science and Christianity, and analyzing evidence for a Creator from scientific discoveries. *This course does not carry credit toward a science major or minor. When taken with PHYC 110, PHYC 111 meets the General Education core requirement in Nature.*

**PHYC 111 Physical Science Laboratory (1)**

Concepts in physics and chemistry are investigated in a small-group, hands-on environment. Laboratory topics include a survey of the solar system, mechanics (forces and motion), optics, electricity, spectroscopy, nuclear radiation, and chemical reactions. **Special fee applies.** *This course does not carry credit toward a science major or minor. When taken concurrently with PHYC 110, PHYC 111 meets the General Education core requirement in Nature.*

**PHYC 125 Earth Science Concepts and Applications (3)**

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. *Does not meet the APU General Education requirement in Nature*

**PHYC 130 Earth Science (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students survey the physical characteristics of the Earth and the forces acting upon it. The course includes consideration of the Earth's place in space, the nature of its crust and interior, the processes that affect its structure, and humanity's role in the processes. **Special fee applies.** *Meets the General Education core requirement in Nature*

**PHYC 140 Introduction to Astronomy (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included. **Special fee applies.** *Meets the General Education core requirement in Nature*

**PHYC 151 Physics for Life Sciences I (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus physics course develops the topics of translational and rotational mechanics, and provides an introduction to thermodynamics. **Special fee applies.** *Meets the General Education core requirement for Nature. Prerequisites: High school physics or university-level conceptual physics strongly recommended, MATH 110*

**PHYC 152 Physics for Life Sciences II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus physics course develops the topics of waves, sound, light, electricity and magnetism, quantum theory, and structure of matter. **Special fee applies.** *Prerequisite: PHYC 151*

**PHYC 161 Physics for Science and Engineering I (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include kinematics, Newton's laws, conservation of energy, conservation of momentum, and rotation. **Special fee applies.** *Meets the General Education core requirement in Nature. Corequisites: MATH 161 or equivalent calculus background; high school physics or university-level conceptual physics strongly recommended*

**PHYC 162 Physics for Science and Engineering II (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include oscillations, electricity, and magnetism. **Special fee applies.** *Prerequisite: PHYC 161; MATH 162 (may be taken concurrently)*

**PHYC 263 Physics for Science and Engineering III (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to various aspects of physics using basic differential and integral calculus. Topics covered include thermodynamics, special relativity, vibrations and waves, optics, and nuclear and modern physics. **Special fee applies.** *Prerequisite: PHYC 162*

**PHYC 281 Statics (3)**

Statics is the branch of physical science that deals with the rest state of bodies under the action of forces. It also includes resultants of force systems and equilibrium on rigid bodies using vector algebra, friction, centroids and centers of gravity, and moments of inertia of areas and masses. *Prerequisite: PHYC 161*

**PHYC 282 Dynamics (3)**

Dynamics is the branch of mechanics that deals with the motion of bodies under the action of forces. Dynamics has two distinct parts: kinematics, the study of motion without reference to the forces that cause motion, and kinetics, which relates the action of forces on bodies to their resulting motions. *Prerequisites: PHYC 162, and PHYC 281 or instructor's permission*

**PHYC 283 Electric Circuits (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Circuit analysis by reduction methods, source transformations, loop and nodal analysis, frequency and time response of networks, alternating current circuits, two-port parameters, impedance, power, and computer-aided network analysis and applications are covered. **Special fee applies.** *Prerequisites: MATH 162 and PHYC 162, or instructor's permission*

**PHYC 284 Materials (3)**

This course includes a survey of engineering materials with emphasis on mechanical and physical properties and design considerations, ferrous and nonferrous metals, alloys, plastics, elastomers, cermets, ceramics, and adhesives. The methods of manufacturing are covered with special consideration given to design factors, productability, and economics relative to machining, forming, casting, working, welding, and powder metallurgy. *Prerequisite: PHYC 162*

**PHYC 361 Electricity and Magnetism (3)**

Students study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of Laplace's and Poisson's equations, and electromagnetic waves. *Prerequisites: PHYC 162 and MATH 263*

**PHYC 370 Waves and Optics (3)**

Students study mechanical and electromagnetic waves and explore topics such as geometric optics, wave propagation, interference, diffraction, polarization, coherence, holography, and topics from nonlinear optics. *Prerequisites: PHYC 263, MATH 263 (may be taken concurrently), MATH 270*

**PHYC 380 Classical Mechanics (3)**

This course applies mathematical methods to the study of the general motion of particles and includes Newtonian and Lagrangian mechanics. It includes the study of projectiles experiencing linear and quadratic resistance, damped and driven oscillations, two-body central force motion, and rigid body rotational motion. This is a part of the core physics program. *Prerequisites: PHYC 161, MATH 263, MATH 270*

**PHYC 401 Thermodynamics (3)**

Students learn the theoretical basis of classical thermodynamics and statistical mechanics including the zeroth, first, second, and third laws. These laws are applied to equilibrium systems such as ideal gases, heat engines, chemical reactions, and phase transitions. *Prerequisites: PHYC 263 and MATH 263 (may be taken concurrently)*

**PHYC 430/MATH 430 Mathematical Physics (3)**

Students apply mathematics to physical problems: special functions, Green's functions and boundary-value problems, tensor analysis, Fourier series, generalized coordinates, and calculus of variations. The course may be applied towards upper-division physics or mathematics major requirements. *Prerequisites: MATH 263 and MATH 270*

### **PHYC 440 Quantum Mechanics (3)**

Students are introduced to the time-dependent and time-independent Schrodinger equations. The Schrodinger equation is solved for examples including potential wells and barriers, harmonic oscillators, and hydrogen atoms. These examples illustrate the concepts of quantization of energy and angular momentum, tunneling, wave properties of particles, and the uncertainty principle. *Prerequisites: MATH 270 and PHYC 370, or instructor's permission*

### **PHYC 470 Advanced Laboratory (2)**

This course acquaints students with additional laboratory and analysis techniques, plus scientific writing. Students participate in a number of experiments that develop themes from various courses that do not have a laboratory component, such as optics, quantum mechanics, and classical mechanics. **Special fee applies.** *Prerequisite: PHYC 263, junior or senior standing, or instructor's permission*

### **PHYC 490 Physics Seminar (1)**

This course introduces students to written and oral presentations of scientific material. Activities include readings and student presentations. *Prerequisite: PHYC 263, upper-division class standing, or instructor's permission*

### **PHYC 497 Readings (1-4)**

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

### **PHYC 498 Directed Research (1-4)**

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

### **PHYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill the preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: Upper-division Writing Intensive course completed or instructor's permission, and junior or senior standing*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Modern Languages

## Faculty

*Chair and Associate Professor: Aroldo Solórzano, Ph.D.*

*Professor Emeritus: June Hamlow, M.A.*

*Professor: Máximo Rossi, Ph.D.*

*Associate Professors: James Fujitani, Ph.D.; Marcela Rojas, Ph.D.*

*Assistant Professors: Juan Guerrero, Ph.D.; Yun Sook Kim, Ph.D.; William R. Ripley*

*Lecturers (part time): Beatriz Fleischer, M.A.; Deborah Holmberg, M.A.; Liyan Jiang, M.A.; Maria Mayer, Ph.D.; Yumi Parks, M.A.; William Ripley, M.A.; Douglas Smith, M.A.; Luisa Spanu, M.A.; Victoria Stuard, Ed.D.*

## Department Mission Statement

The Department of Modern Languages seeks to guide student conversational development in a language other than English; develop reading and compositional skills; heighten cultural sensitivity; encourage creative and reflective thought; and introduce literary, historical, linguistic, and pedagogical data, all with respect to the needs of the individual student, so that service to God may be enhanced through service to others.

## Department Overview

Knowledge of a foreign language has always been the mark of an educated person and is recognized by APU as an integral part of a liberal arts education. The Department of Modern Languages prepares students as citizens of a global community with a firm anchoring in a Christian perspective and academic excellence. Both a major and a minor in Spanish are offered as well as introductory study in the following languages: Chinese, French, German, Italian, Japanese, and American Sign Language. The department also offers a minor in French. Study of a foreign language provides students with the opportunity to simultaneously develop basic language skills and gain valuable insight into foreign cultures. The ability to speak a second or third language can open unimagined doors to new experiences and challenging careers as well as afford the pure enjoyment of speaking with people from other countries.

Academic advising may help a student to select the language study most suited to his/her major. For example, music majors (especially those emphasizing vocal performance) may benefit most by studying French or Italian, history and religion majors may choose German, and nursing and social work majors might select Spanish. Art majors who hope to study in Italy or France would find Italian or French study advantageous, and business majors who plan to interact internationally may opt for German, Japanese, or Chinese. Students should consult the Department of Modern Languages and their major advisor for further details.

## Foreign Language Requirement General Education

Students are required to complete two semesters for a total of 8 units of the same foreign language. Students who have studied language prior to entering Azusa Pacific University may opt to take the CLEP exam or use the Foreign Language Achievement Testing Service (FLATS). If the CLEP is chosen, an appropriate score will waive the foreign language requirement as well as grant units towards college graduation. If FLATS is chosen, students may waive the foreign language requirement if they pass, but will not receive course credit.

## Language Tutoring

The Learning Enrichment Center offers a tutorial system wherein students may receive supplemental practice in Spanish and other foreign languages. Contact the center for more information.

## Independent Study

Self-directed language learning is available through the Department of Modern Languages. A request for a nonscheduled independent language study must be accompanied by a detailed plan and specific objectives as worked out by the student and the advisor. This arrangement is limited to upper-division students who have received department approval. They may earn between 1 and 3 units per semester. The petition and fee schedule can be obtained from the Department of Modern Languages.

## Spanish Major (with Single Subject Teaching Credential) 87–88 units (without Credential) 45 units

## Mission Statement

The Spanish Program seeks to guide student development in Spanish conversation, develop reading and compositional skills, introduce major Spanish language literary works, heighten cultural sensitivity, and encourage creative and reflective thinking with respect to the history and civilization of Hispanic countries, all to better serve God through service to others.

## Introduction

Spanish is the second-most-frequently used language in the United States. Indeed, millions of Americans learn Spanish at home as their first tongue. Because Azusa Pacific University is located in the midst of a large Spanish-speaking populace, APU students have an opportunity to speak Spanish within the community, seek out Spanish-speaking places of worship, and interact on a social, service, and business level in the Spanish language. All courses offered in the department are within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education. Upon graduation, APU Spanish majors will have had the opportunity to achieve the following goals:

- 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
- Sensitivity and appreciation for the cultures of the Spanish-speaking world, as well as competent functioning within these cultures
- Skills that will enable them to search for and find data from unaccustomed bodies of information through the use of their knowledge of Spanish
- Adequate competence for expressing intelligent and coherent opinions and observations about the literature produced in the Hispanic world
- The ability to evaluate diverse curricula of foreign language instruction and assess its validity for utilization in California schools
- Confidence and poise borne out of the self-assurance gained through their mastery of the Spanish language, which allows them to function personally and professionally in bilingual settings
- A working knowledge of applied linguistics and the science of language and language acquisition

Such preparation means that APU students will be prepared to enter advanced studies in Spanish and interact with Spanish speakers of varying educational levels, from children to adult professionals.

## MODERN LANGUAGES

### Off-campus Study

As part of the Spanish language learning experience, Spanish majors are required to study abroad for one term. Spanish minors are highly encouraged to take advantage of the opportunity. The Department of Modern Languages offers study abroad programs to the Dominican Republic and Spain. Students may choose to participate in these or other available programs. In all cases, students must consult with a department advisor for their classes prior to enrollment and departure. Credit earned through these programs applies to the degree.

### Career Opportunities

The Spanish major with the Single Subject Teaching Credential enables students to acquire a five-year preliminary teaching credential in Spanish. The California Commission on Teacher Credentialing has approved the subject-matter preparation program for the Single Subject Teaching Credential in Spanish. Liberal studies majors who plan to teach K–8 may select their concentration of 15 units in Spanish. In close consultation with the Department of Teacher Education, students are encouraged to meet with an advisor for careful planning in order to meet the requirements in a timely fashion. For students who plan to teach at the elementary level, a minor in Spanish meets the bilingual Spanish concentration coursework requirements.

Apart from teaching, a myriad of other public contact fields may require some proficiency in Spanish. Law enforcement, Christian missions, medicine, social work, municipal services, advertising, journalism, foreign service, translation services, international finance and banking, and the rapidly expanding world of international business—these fields and many others increasingly seek candidates who possess Spanish language ability and cultural sensitivity as adjunct career skills. For students who have studied foreign languages in high school and still perform at beginner levels, a Spanish major or minor enables them to acquire the language and culture skills appropriate to a variety of public service applications.

Majors and minors in the Department of Modern Languages must maintain a minimum cumulative GPA of 2.0 in all university coursework.

### Requirements (with Single Subject Teaching Credential)

In addition to the 51 required units in Spanish (beyond SPAN 101/102), students who plan to qualify for the Single Subject Teaching Credential must complete the following courses.

EDLS	300	Introduction to Teaching as a Profession	4
EDLS	405	Diversity in the Classroom**	3
ENGL	402	Principles of Language	3
POLI	150	American Government*	3
PSYC	290	Human Growth and Development*	3

Spanish majors are expected to complete one study term abroad. Those wishing to study in the Dominican Republic must have completed SPAN 201/202 or its equivalent prior to departure.

### Language 18 units

(18 units beyond SPAN 101, SPAN 102, or equivalent<sup>^</sup>)

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
SPAN	250	Intermediate Conversation and Writing Abroad (Abroad in a Spanish-speaking country)	3
SPAN	301	Advanced Spanish	3
SPAN	310	Advanced Language-Study Practicum (Abroad in a Spanish-speaking country)	3
SPAN	320	Advanced Spanish Composition	3

### Civilization and Culture 6 units

SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

### Literature 9 units

SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3

Select one of the following:

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3

### Applied Linguistics 3 units

SPAN	440	Spanish Applied Linguistics	3
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### Subject-matter Competency Course 3 units

SPAN	450	Spanish Language Pedagogy	3
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### Integration Course 3 units

SPAN	480	Capstone Seminar	3
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### Electives 9 units

Elective options may include:

#### • Spanish Courses

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters (This course may be repeated for credit.)	3
SPAN	494	Internship	3
SPAN	495	Special Topics in Spanish	3
SPAN	497	Readings	1–4

#### • Global Learning Term coursework (completed anywhere in the Spanish-speaking world)

GLBL	325	Family Organization	1–2
GLBL	335	International Internship	3–6
GLBL	340	Community Life	3
GLBL	350	Global Study Project	3

### Postgraduate Education Courses Leading to a Teaching Credential

A bachelor's degree is required upon enrollment in these classes.

TEP	518	Methods of Teaching Reading and Writing, 7–12	3
TEP	528	Teaching Strategies, 7–12	3
TEP	548	Curriculum Planning and Assessment	3
TEP	558	Methods of Teaching English Language Learners, 7–12	3
TEP	568A	Field Experience I, 7–12	1
TEP	568B	Field Experience II, 7–12	1

### All the following requirements must be met prior to clearance for student teaching.

TEP	578A	Student Teaching I, 7–12	2
TEP	578B	Student Teaching II, 7–12	2
TEP	588	Student Teaching Seminar, 7–12	3

### Requirements (without Single Subject Teaching Credential)

Spanish majors are expected to complete one study term abroad. Those wishing to study in the Dominican Republic must have completed SPAN 201/202 or its equivalent prior to departure.

### Language 15 units

(15 units beyond SPAN 101, SPAN 102, or equivalent<sup>^</sup>)

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
SPAN	250	Intermediate Conversation and Writing Abroad (Abroad in a Spanish-speaking country)	3
SPAN	310	Advanced Language-study Practicum (Abroad in a Spanish-speaking country)	3
SPAN	320	Advanced Spanish Composition	3

<sup>^</sup>Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>See General Education Foreign Language Requirement section. Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive elementary Spanish and then consult with an advisor before entering directly into intermediate or upper-division work.

**Civilization and Culture 6 units**

SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

**Literature 9 units**

SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3

Select one of the following:

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3

**Applied Linguistics 3 units**

SPAN	440	Spanish Applied Linguistics	3
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**Integration Course 3 units**

SPAN	480	Capstone Seminar	3
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**Electives 9 units**

Elective options may include:

- Spanish Courses
 

SPAN	301	Advanced Spanish	3
SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters (This course may be repeated for credit.)	3
SPAN	450	Spanish Language Pedagogy	3
SPAN	494	Internship	3
SPAN	495	Special Topics in Spanish	3
SPAN	497	Readings	1–4
- Global Learning Term coursework (completed anywhere in the Spanish-speaking world)
 

GLBL	325	Family Organization	3
GLBL	335	International Internship	3–6
GLBL	340	Community Life	3
GLBL	350	Global Study Project	3

**Spanish Minor 21 units**

Twenty-one units beyond the prerequisites of SPAN 101 and SPAN 102 (or the equivalencies) are required.

**Prerequisites^ 8 units**

SPAN	101	Elementary Spanish I+	4
SPAN	102	Elementary Spanish II+	4

+Meets a University Skills requirement

**Intermediate Spanish 6 units**

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3

**Language Study Abroad 3 units**

Select one of the following:

SPAN	250	Intermediate Conversation and Writing Abroad	3
SPAN	301	Advanced Spanish	3
SPAN	310	Advanced Language-study Practicum	3

**Linguistics 3 units**

SPAN	440	Spanish Applied Linguistics	3
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**Language 3 units**

Select one of the following:

SPAN	320	Advanced Spanish Composition	3
SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3

**Civilization and Culture 3 units**

Select one of the following:

SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

**Literature 3 units**

Select one of the following:

SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3

+See General Education Foreign Language Requirement section. Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive SPAN 101/102, and then consult with an advisor before entering directly into intermediate or upper-division work.

**French Minor 21 units**

**Introduction**

French is a language of global importance. It is spoken by populations across the world in Europe, Africa, Oceania, Canada, and the Caribbean. It is an official language of key political organizations such as the United Nations, the African Union, and the European Union. In addition, it is also an official language of major international economic agencies such as the International Monetary Fund, of world-wide sporting associations such as the International Olympic Committee and FIFA, and of nongovernment organizations such as the International Red Cross. Numerous Christian aid organizations—from World Vision to Lutheran World Relief, from Habitat for Humanity to Samaritan's Purse—maintain long-standing partnerships with developing countries of the French-speaking world, and often collaborate with European counterparts such as SEL (*Service d'Entraide et de Liaison*), ally of Compassion International.

The French minor offers the linguistic and cultural tools necessary for direct contact with this world. It prepares students for study abroad, work abroad, or for researching French-language media and documents.

**Career Opportunities**

A knowledge of French language and culture strongly supports a wide variety of career options. It is a critical tool for any profession oriented towards travel abroad: international business or diplomacy, journalism, tourism industries, or work with international relief groups. Furthermore, it prepares students for graduate school in numerous fields such as anthropology, art, music, history, literature, philosophy, sociology, and theology—fields in which doctoral programs require a high degree of competence in a second language.

**Requirements**

Twenty-one units beyond the prerequisite of FREN 102 (or equivalent) are required.

<b>Prerequisites</b>		<b>4 units</b>	
FREN	102	Elementary French II	4

**Core Courses 18 units**

FREN	201	Intermediate French I	3
FREN	202	Intermediate French II	3
FREN	301	Advanced French Conversation	3
FREN	311	The French-speaking World	3
FREN	320	Advanced French Composition	3
FREN	495	Special Topics in French	3

**Elective 3 units**

One upper-division elective is required, covering a topic related to francophone history or culture. Students may choose one of the following on-campus offerings:

ART	356	History of Modern Art**/**	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
HIST	320	Modern Africa	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	357	Enlightenment Europe	3
HIST	358	Europe 1789–1914	3
HIST	359	Europe 1914–1992	3
MUS	301	Music of Africa	3
MUS	455	Late Romantic and 20 <sup>th</sup> Century Music Literature**	3

## MODERN LANGUAGES

Alternatively, students may fulfill the elective through one of the following internship or study abroad courses, when conducted in a French-speaking country. Note that internships must be at least 3 units in order to meet the requirement. Please consult with an academic advisor from the respective departments before enrolling:

BUSI	350	Business Internship <sup>^</sup>	1-3
GLBL	325	Family Organization	3
GLBL	335	International Internship	3-6
GLBL	350	Global Study Project	3

<sup>\*</sup>Meets a General Education core requirement.

<sup>\*\*</sup>Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>Must be a 3-unit internship in order to meet the requirement.

## Course Descriptions

### Spanish

#### SPAN 101 Elementary Spanish I (4)

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements. Two semesters of the same language are required.*

#### SPAN 102 Elementary Spanish II (4)

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This is a continuation of SPAN 101. *Meets the General Education requirement for Skills and University Requirements: two semesters of the same language are required. Prerequisite: SPAN 101, passing Spanish CLEP exam, an appropriate Spanish Placement score, or department approval*

#### SPAN 201 Intermediate Spanish I (3)

This two-course sequence is a continuation of SPAN 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: SPAN 101/102, or an appropriate Spanish CLEP exam score, an appropriate Spanish placement score, or department approval*

#### SPAN 202 Intermediate Spanish II (3)

This course is a continuation of SPAN 201. *Prerequisite: SPAN 201, an appropriate Spanish CLEP exam score, or department approval*

#### SPAN 250 Intermediate Conversation and Writing Abroad (3)

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session. *Prerequisites: SPAN 201/202*

#### SPAN 301 Advanced Spanish (3)

This course is designed to optimize students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics. *Prerequisites: SPAN 201/202*

#### SPAN 310 Advanced Language-study Practicum (3)

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars. *Prerequisites: SPAN 201/202*

#### SPAN 311 Civilization of Spain (3)

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture are discussed simultaneously with related historical events. The class is conducted in Spanish. *Prerequisites: SPAN 201/202, the SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 312 Latin American Civilization (3)

This course surveys the history and aspects of the literature, art, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 320 Advanced Spanish Composition (3)

In this writing course, students deal with composition techniques and creative writing in the Spanish language. Various writing styles are covered. *Prerequisites: SPAN 201/202*

#### SPAN 421 Survey of Spanish Literature (3)

The development of literature from El Cid and the recently discovered jarchas through the 20<sup>th</sup> century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. The class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 422 Survey of Latin American Literature (3)

This course begins with pre-Columbian literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. The class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 431 Spanish Language Poetry and Short Story (3)

An introduction to exemplary poetry and short stories of Spanish and/or Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 432 Literary Masters (3)

This course provides students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. Because the authors under study are divided over three semesters, the course may be repeated for credit. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 440 Spanish Applied Linguistics (3)

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectal differences, their origins, and social implications. *Prerequisites: SPAN 201/202, SPAN 320, (SPAN 301 recommended); or department approval*

#### SPAN 450 Spanish Language Pedagogy (3)

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

#### SPAN 480 Capstone Seminar (3)

This course provides the opportunity for students to reflect upon, reinterpret, and organize the linguistic, cultural, and literary information they have pursued throughout previous semesters. In concert with the professor, a complete overview of students' language experience within the program helps define the direction of their individualized study for the semester. Such study culminates in a personally designed Capstone Seminar oral presentation to be given at the end of the semester. *This course does not meet the Senior Seminar core requirement for General Education. Prerequisites: Spanish majors only, and senior standing*

**SPAN 494 Internship (3)**

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. *Enrollment is contingent upon department approval and requires the independent study petition process through One Stop | Undergraduate Enrollment Services Center. Prerequisites: SPAN 201/202*

**SPAN 495 Special Topics in Spanish (3)**

This course allows offerings of diverse topics in Hispanic studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Culture, politics, and translation are examples of special topics. *May be repeated for credit. Prerequisite: SPAN 421 or SPAN 422*

**SPAN 497 Readings (1–4)**

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

**Other Modern Languages**

**ASL 101 American Sign Language (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

American Sign Language is offered for students interested in learning basic ASL linguistic structure, vocabulary, and conversational strategies and understanding deaf culture. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language required.*

**ASL 102 American Sign Language II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This is the second semester course of American Sign Language in a sequence that continues the study of structure, vocabulary, and conversational strategies of ASL as it is used within deaf culture. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisite: ASL 101 or equivalent, or instructor approval (proficiency determined by instructor-administered assessment)*

**CHIN 101 Elementary Chinese I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This two-course sequence emphasizes practical Chinese communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of the Chinese language within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required.*

**CHIN 102 Elementary Chinese II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This course is a continuation of CHIN 101. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisites: CHIN 101 or department approval*

**FREN 101 Elementary French I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This two-course sequence emphasizes practical French communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of French within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required.*

**FREN 102 Elementary French II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This course is a continuation of FREN 101. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisites: FREN 101 or department approval*

**FREN 201 Intermediate French I (3)**

This two-course sequence is a continuation of FREN 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: FREN 101/102, an appropriate French CLEP exam score, or department approval*

**FREN 202 Intermediate French II (3)**

This course is a continuation of FREN 201. *Prerequisites: FREN 201, an appropriate French CLEP exam score, or department approval*

**FREN 301 Advanced French Conversation (3)**

This course optimizes students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics. *Prerequisites: FREN 201 and FREN 202 (or equivalents)*

**FREN 311 The French-speaking World (3)**

This course surveys the histories and cultures of the various French-speaking societies of the world, with primary emphasis upon 20<sup>th</sup> century France. The class is conducted in French. *Prerequisites: FREN 201 and FREN 202, or department approval*

**FREN 320 Advanced French Composition (3)**

In this writing course, students learn composition techniques and creative writing in the French language. Various writing styles are covered. *Prerequisites: FREN 201 and FREN 202*

**FREN 495 Special Topics in French (3)**

This course allows offerings of diverse topics in French studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Literature, art, historical events, and cultural movements are examples of special topics. *May be repeated for credit. Prerequisite: FREN 202 (or equivalents)*

**GERM 101 Elementary German I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This two-course sequence emphasizes practical German communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of German within a framework designed to develop basic listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required.*

**GERM 102 Elementary German II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This course is a continuation of GERM 101. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisites: GERM 101 or department approval*

**GERM 201 Intermediate German I (3)**

This two-course sequence is a continuation of GERM 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: GERM 101/102, an appropriate German CLEP exam score, or department approval*

**GERM 202 Intermediate German II (3)**

This course is a continuation of GERM 201. *Prerequisites: GERM 201, an appropriate German CLEP exam score, or department approval*

**JAPA 101 Elementary Japanese I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This two-course sequence emphasizes practical Japanese communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of Japanese within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required.*

## MODERN LANGUAGES

### **JAPA 102 Elementary Japanese II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This course is a continuation of JAPA 101. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisites: JAPA 101 or department approval*

### **MODL 101 Modern Language I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This is the first of a two-course sequence that addresses the pronunciation, intonation, and structure of the language within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of the culture supplement the language study. Initial language options are (but not limited to) Russian, Italian, Korean, or Portuguese. It is the department's intention to offer at least one of these languages each year. Classes meet four hours weekly. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required.*

### **MODL 102 Modern Language II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This is the second of a two-course sequence that addresses the pronunciation, intonation, and structure of the language within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of the culture supplement the language study. Initial language options are (but not limited to) Russian, Italian, Korean, or Portuguese. It is the department's intention to offer at least one of these languages each year. *Meets the General Education requirement for Skills and University Requirements. Prerequisite: MODL 101 of the same language*

### **MODL 250 Self-directed Language Study (1–3)**

This is the first semester of a self-directed language study course, which requires dedicated individual effort on the part of the student, because the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required. *Prerequisites: Completed General Education language requirement and junior/senior standing or instructor approval*

### **MODL 251 Self-directed Language Study II (1–3)**

This is the second semester of a self-directed language study course, which requires dedicated individual effort on the part of the student, as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required. *Prerequisites: Completed General Education language requirement, MODL 250 (in the same language), and junior/senior standing or instructor approval*

## **Graduate-level Courses Teacher Education**

### **TEP 518 Methods of Teaching Reading and Writing, 7–12 (3)**

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for study in English Language Arts and the Reading/Language Arts Framework. Students study explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies and methods of guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. *Prerequisite: admission to Single Subject Credential program; corequisites: TEP 508 and TEP 568A*

### **TEP 528 Teaching Strategies, 7–12 (3)**

Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Single Subject Credential program; corequisites: TEP 558 and TEP 568B*

### **TEP 548 Curriculum Planning and Assessment, 7–12 (3)**

The assessment, content, and methods of secondary education are examined. *Prerequisite: admission to Single Subject Credential program; corequisites: TEP 578A and TEP 588*

### **TEP 558 Methods of Teaching English Language Learners, 7–12 (3)**

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single-subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: admission to Single Subject Credential program; corequisites: TEP 528 and TEP 568B*

### **TEP 568A Field Experience I, 7–12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single Subject Credential program; corequisites: TEP 508 and TEP 518*

### **TEP 568B Field Experience II, 7–12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single Subject Credential program and TEP 568A; corequisites: TEP 528 and TEP 558*

### **TEP 578A Student Teaching I, 7–12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7–12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English-language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single Subject Credential. Applications for enrollment in this course must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: admission to Single Subject Credential program and student must submit application and be cleared prior to student teaching; corequisites: TEP 548 and TEP 588*

### **TEP 578B Student Teaching II, 7–12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7–12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English-language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single Subject Credential. Applications for enrollment in this course must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: admission to Single Subject Credential program and TEP 578A; corequisites: EDUC 405 and EDUC 504*

### **TEP 588 Student Teaching Seminar, 7–12 (3)**

The purpose of the seminar is to discuss problems common to student teachers in 7–12 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. The course relies extensively on people outside of the program to serve as resources. *Prerequisites: Students must be admitted to the teacher education and Single Subject Credential programs. A school placement for student teaching is required for enrollment. This course is offered for students who have applied and have been cleared for student teaching prior to the beginning of this class. Corequisites for Single Subject Credential students: TEP 548 and TEP 578A*

For a description of courses offered by other departments, please consult those specific sections of the catalog.



# Department of Psychology

## Faculty

*Chair and Professor: Annie Y. Tsai, Ph.D.*

*Chair Emeritus and Professor: Brian Eck, Ph.D.*

*Professors: Kathryn Ecklund, Ph.D.; Alan Oda, Ph.D.*

*Associate Professors: Juanita Cole, Ph.D.; Chong Ho Yu, Ph.D.; Stephen S. Lambert, Psy.D.; Scott J. Wood, Ph.D.; Walter Yamada, Ph.D.*

*Assistant Professors: Robin Blair, Ph.D.; Rachel Castaneda, Ph.D.; Priscila Diaz, Ph.D.; David Dunaetz, M.S.; Gewn Hi Park, Ph.D., Joyce Lacy, Ph.D.*

*Lecturer: George Harvey, Psy.D.*

## Mission Statement

The Department of Psychology at Azusa Pacific University is a community of Christian scholars who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that students develop their potential and are prepared for where God is leading them to serve. The Department of Psychology assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. Study in psychology provides a foundation background for a broad variety of careers in which the understanding of human behavior and social processes is useful. In their study of psychology, students are encouraged to engage in personal exploration and development within a spirit of community. Students gain a greater awareness of their strengths, skills, and areas for personal, intellectual, and spiritual growth. A bachelor's degree in psychology qualifies one for entry-level positions in mental health and community service agencies or human resources. More advanced positions may require a minimum of a master's degree.

## Student Learning Outcomes

1. Students are able to articulate their personal values, interests, and abilities.
2. Students are able to articulate an understanding of cultural and global perspectives of self and others.
3. Students are able to articulate their career and life goals.
4. Students demonstrate an ability to integrate psychology and Christianity.
5. Students are able to articulate how their faith influences their contribution to the communities in which they serve and live.
6. Students demonstrate respect for the diversity of human behavior and experience.
7. Students demonstrate effective interpersonal skills.
8. Students demonstrate the skills to pursue a variety of post baccalaureate alternatives, including employment and graduate or professional school.
9. Students engage in services to meet human needs.

10. Students demonstrate a basic knowledge of the methods, theories, and concepts upon which the discipline of psychology is based.
11. Students demonstrate an understanding of the ethical practice of scientific inquiry in the field of psychology.
12. Students demonstrate knowledge of normal and abnormal human processes including learning, cognition, growth, development, personality, and cultural and religious identity.
13. Students demonstrate skill in conducting research in psychology including statistics and research methodologies.
14. Students demonstrate skills related to accessing, obtaining, and understanding the current literature in the field of psychology.
15. Students speak and write effectively in the discourse of the discipline in order to communicate effectively with others in the field.

## Department Overview

The Department of Psychology at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful.

In their study of psychology, students are encouraged to engage in personal exploration and development within the spirit of community. Students gain a greater awareness of their strengths, skills, and areas for personal, intellectual, and spiritual growth.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of post-baccalaureate work in psychology and related disciplines, and helping students discuss and reflect upon the relationship of psychology and their Christian faith.

Programs and activities associated with psychology are planned by the faculty and Psi Chi. These activities include professor potlucks and graduate school forums in which students interact with area Christian psychology professionals, as well as informal gatherings where psychology majors receive support and information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

## Career Opportunities

Graduates with a bachelor's degree in psychology have a foundational background for a broad variety of careers in business and human services. These include entry-level jobs in mental health and community service agencies or human resources. For advanced positions requiring testing, counseling, or consulting, a master's degree is generally the minimum requirement. Psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in educational, developmental, child, family, health, sports, industrial/organizational, ministry, and experimental psychology. They may also pursue licensure as clinical, counseling, or school psychologists, and marriage and family therapists.

# PSYCHOLOGY

## Psychology Major

**50–54 units**

The core requirements of the psychology major provide students with a grounding in the primary areas of the discipline and an understanding of the basics of human behavior.

Students must achieve an average GPA of 2.0 in the courses counted for the psychology major or minor.

### Core Courses

**32 units**

PSYC	110	General Psychology*/^	3
PSYC	290	Human Growth and Development*	3
PSYC	295	Social Psychology	3
PSYC	299	Applied Statistics	3
PSYC	360	Abnormal Psychology	3
PSYC	362	Research Methods in Psychology**/^	4
PSYC	400	Cultural Psychology**	3
PSYC	435	Psychology and Christianity	3
PSYC	470	Introduction to Neuroscience: Brain and Behavior	3

Select one of the following:

BIOL	101/101L	Fundamentals of Biology and Lab*	4
BIOL	151/151L	General Biology and Lab*	4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.

^^There is a lab component to this class.

### Concentrations

**18–22 units**

Beyond core requirements, students complete the major by choosing a concentration. The department offers eight concentrations to assist students in preparing for careers in psychology. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in psychology. Concentrations should be declared in the spring semester of the sophomore year.

#### (1) Child Life Specialist Concentration

**22 units**

The child life specialist program offers a unique approach by which students receive a solid theoretical and experiential background in the psychological sciences which prepares them not only for the Child Life Specialist Exam, but also for further graduate study in child life or other areas of the behavioral sciences. Students in the child life program have good preparation both academically and clinically for work in child life. Students receive crossdisciplinary instruction from specialists in recreational, art, play, family, and child therapies. Child life students will also be prepared to work in a variety of settings including early childhood education, child development centers, and special education settings.

#### Recommended General Education Foreign Language Requirement

It is recommended that the child life specialist student take Spanish or American Sign Language. These two options best meet the needs of children in this geographic region.

### Required Courses

**22 units**

PSYC	345	Child and Adolescent Psychology	3
PSYC	430	Intervention Strategies for Children	3
PSYC	432	Recreational Play and Psychosocial Interventions for the Ill and Injured Child	3
PSYC	445	Psychology of Family	3
PSYC	450	Counseling	3
PSYC	455	Behavioral Science Practicum I – Child Life Specialist	3
PSYC	494	Professional Studies in Child Life	1

Select one of the following:

PSYC	385	Health Psychology	3
PSYC	485	Stress and Coping	3

### Recommended Courses

AT	160	Acute Care of Injury and Illness	2
ENGL	434	Children's Literature	3
PSYC	440	Psychology of Religion	3
SOCW	351	Child Welfare**	3
UNRS	380	Transcultural Health Care Outreach	2

\*\*Meets the Upper-division Writing Intensive requirement.

#### (2) Counseling/Clinical Psychology Concentration

**21 units**

The counseling psychology concentration is directed toward students who have an interest in developing a background in foundational counseling theories, skills, and methods. This concentration prepares students for advanced study leading to positions in clinical or counseling psychology, social agencies, or church-based counseling ministries.

### Required Courses

PSYC	380	Psychology of Personality	3
PSYC	415	Group Process	3
PSYC	445	Psychology of Family	3
PSYC	450	Counseling	3
PSYC	480	Psychological Testing and Measurement	3

Select one of the following:

PSYC	455	Behavioral Science Practicum I	3
PSYC	475	Research Methods Practicum I	3

Select one of the following:

PSYC	390	Cognition	3
PSYC	405	Psychology of Learning	3

### Recommended Courses

PSYC	375	Psychology of Conflict Management and Mediation	3
PSYC	390	Cognition	3
PSYC	430	Intervention Strategies for Children	3
PSYC	440	Psychology of Religion	3
PSYC	460	Behavior Science Practicum II	3
PSYC	485	Stress and Coping	3
SOC	358	Human Diversity	3

#### (3) Family and Child Concentration

**18 units**

The family and child concentration provides background in the process of child and family development and the related issues of prevention and treatment. This concentration is directed toward students who are preparing for bachelor's-level work with children and families and/or graduate study.

### Required Courses

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3
PSYC	410	Psychology of Exceptional Children	3
PSYC	445	Psychology of Family	3

Select one of the following:

PSYC	455	Behavioral Science Practicum I	3
PSYC	475	Research Methods Practicum I	3

Select one of the following:

PSYC	430	Intervention Strategies for Children	3
PSYC	450	Counseling	3

### Recommended Courses

PSYC	390	Cognition	3
PSYC	440	Psychology of Religion	3
PSYC	462	Advanced Research and Statistical Methods	3
SOC	230	Comparative Family Systems	3
SOC	358	Human Diversity	3
SOCW	310	Human Behavior and the Social Environment I <sup>^</sup>	3
SOCW	311	Human Behavior and the Social Environment II <sup>^</sup>	3

<sup>^</sup>Both classes must be taken to fulfill General Education requirements.

**(4) General Psychology Concentration 18 units**

The general psychology concentration is directed toward students who desire training in the field of psychology, but because of their unique career interests, goals, or life needs, are best served by selecting courses throughout the concentrations.

**Required Courses**

Any six upper-division electives offered by the department that are not part of the core requirements

**(5) Health Psychology Concentration 18 units**

The health psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves understanding the psychological aspects related to promoting health behavior and how psychological principles can be applied to the treatment and prevention of illness.

**Required Courses**

PSYC	385	Health Psychology	3
PSYC	450	Counseling	3
PSYC	485	Stress and Coping	3
PSYC	3XX/4XX	One upper-division PSYC class (not yet used in the PSYC Core)	3

Select one of the following:

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3

Select one of the following:

PSYC	390	Cognition	3
PSYC	405	Psychology of Learning	3

**Recommended Courses**

BIOL	330	Gender Differences	3
PSYC	390	Cognition	3
PSYC	440	Psychology of Religion	3
PSYC	455	Behavioral Science Practicum I	3
PSYC	475	Research Methods Practicum I	3
PSYC	480	Psychological Testing and Measurements	3
SOCW	415	Addictions: Assessment and Intervention	3

**(6) Industrial/Organizational Psychology Concentration 18 units**

The industrial/organizational psychology concentration is directed toward students who have an interest in applying the knowledge and methods of psychology to business and organizational settings.

**Required Courses**

PSYC	355	Psychology of Adult Development	3
PSYC	370	Industrial/Organizational Psychology	3
PSYC	375	Psychology of Conflict Management and Mediation	3
PSYC	415	Group Process	3
PSYC	480	Psychological Testing and Measurement	3

Select one of the following:

BUSI	445	Human Resource Development^^	3
BUSI	448	Organization and Administrative Behavior^^	3
MKTG	362	Consumer Behavior	3

**Recommended Courses**

BUSI	360	Principles of Marketing	3
PSYC	455	Behavioral Science Practicum I	3
PSYC	475	Research Methods Practicum I	3

^^Prerequisite: BUSI 210 and MATH 110 with a B or higher

**(7) Psychological Sciences Concentration 18 units**

The psychological sciences concentration is directed toward students who have an interest in pursuing doctoral studies in psychology. Students develop the skills and background necessary for producing and evaluating psychological research and applying research methodologies.

**Required Courses**

PSYC	462	Advanced Research and Statistical Methods	3
PSYC	475	Research Methods Practicum I	3
PSYC	480	Psychological Testing and Measurement	3

Select three of the following:

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	385	Health Psychology	3
PSYC	390	Cognition	3
PSYC	405	Psychology of Learning	3

**Recommended Courses**

PSYC	355	Psychology of Adult Development	3
PSYC	440	Psychology of Religion	3
PSYC	476	Research Practicum II	3

**(8) Psychology and Ministry Concentration 18 units**

The psychology and ministry concentration is directed toward students who are interested in applying the methods and principles of psychology to church- and ministry-related settings.

**Required Courses**

PSYC	375	Psychology of Conflict Management and Mediation	3
PSYC	440	Psychology of Religion**	3
PSYC	445	Psychology of the Family	3

Select one of the following:

PSYC	455	Behavioral Science Practicum I	3
PSYC	475	Research Methods Practicum I	3

Select one of the following:

PSYC	415	Group Process	3
PSYC	450	Counseling	3

Select one of the following:

One course from MIN 300, MIN 301, MINC 336, MINC 420, MINC 446, MINY 400, or MINY 403. Prerequisites (other than PSYC 290 and MIN 108) are waived for students with this concentration.

One course in psychology from the Focus on the Family Institute

**Recommended Courses**

PHIL	340	Concepts of Human Nature**	3
THEO	363	Contemporary Christian Thought	3

\*\*Meets the Upper-division Writing Intensive requirement.

**(9) Sports Psychology Concentration 18 units**

The sports psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves the study and understanding of the psychological factors associated with performance in sports and other types of physical activity.

**Required Courses**

PSYC	330	Sports Psychology	3
PSYC	385	Health Psychology	3
PSYC	415	Group Process	3
PSYC	450	Counseling	3
PSYC	485	Stress and Coping	3

Select one of the following:

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3

## PSYCHOLOGY

### Recommended Courses

AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
PE	325	Motor Development and Learning	3
PE	406	Sociology of Sport	3
PE	474	Practicum in Coaching	2
PSYC	480	Psychological Testing and Measurement	3

### Psychology Minor 21 units

PSYC	110	General Psychology*	3
PSYC	290	Human Growth and Development*	3
PSYC	2xx-4xx	One PSYC class (PSYC 295 or PSYC 299 are recommended)	3
Four upper-division psychology electives			12

\*Meets a General Education core requirement.

## Course Descriptions

### PSYC 110 General Psychology (3)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the General Education core requirement in Identity and Relationships*

### PSYC 290 Human Growth and Development (3)

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets General Education core requirement in Identity and Relationships*

### PSYC 295 Social Psychology (3)

The relationships between social interaction processes and individual behavior are studied. The course familiarizes the student with a variety of perspectives on social behavior, encourages the student to become a careful observer of social interaction through systematic research, and examines the implications of sociopsychological theory and research for present and future changes in the structure of human relationships. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### PSYC 299 Applied Statistics (3)

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: MATH 110 or equivalent*

### PSYC 330 Sports Psychology (3)

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Students spend time on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### PSYC 340 History of Psychology (3)

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

### PSYC 345 Psychology of Child and Adolescent Development (3)

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors are reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, cognitive, and moral aspects of development are examined. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

### PSYC 355 Psychology of Adult Development (3)

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. The emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

### PSYC 360 Abnormal Psychology (3)

The major focus of this course is mental illness and abnormal behavior in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, and PSYC 290 or SOCW 310/311*

### PSYC 362 Research Methods in Psychology (4)

Students engage in a comprehensive overview of both quantitative and qualitative research methods used in psychological research, along with an understanding of the ethical considerations and other challenges involved in good research design. Students also engage in an original research project and learn to write utilizing the style adopted by the American Psychological Association. *This class includes an additional lab component. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the General Education Upper-division Writing Intensive requirement. Prerequisites: PSYC 110 and PSYC 299*

### PSYC 370 Industrial/Organizational Psychology (3)

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### PSYC 375 Psychology of Conflict Management and Mediation (3)

This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed; and the basic skills in the management and resolution of conflict. *Prerequisite: PSYC 110 or instructor's permission*

### PSYC 380 Psychology of Personality (3)

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, and PSYC 290 or SOCW 310/311*

**PSYC 385 Health Psychology (3)**

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 290 or SOCW 310/311, and BIOL 101/L or BIOL 151/L*

**PSYC 390 Cognition (3)**

An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed. Students participate in laboratory experiments to demonstrate many of these concepts. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 400 Cultural Psychology (3)**

This course presents major theological theories and practices from a multicultural perspective, emphasizing shared components across cultures. A historical overview of different minority groups in the United States and how these people groups have adjusted and adapted to new cultures is presented. Students explore major psychological theories and practices from a multicultural perspective, with an emphasis on the cultural sources of diversity in thinking, emotion, motivation, self, development, and psychopathology. This course is designed to help individuals begin to understand the need for being culturally competent in working with individuals from diverse backgrounds. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 405 Psychology of Learning (3)**

This course examines several major theories and research in the psychology of learning. How learning theories have developed historically and how learning principles apply to psychological problems are also explored. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 410 Psychology of Exceptional Children (3)**

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, and PSYC 290 or SOCW 310/311*

**PSYC 415 Group Process (3)**

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 430 Intervention Strategies with Children (3)**

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and educational needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, and PSYC 290 or SOCW 310/311*

**PSYC 432 Recreational and Psychosocial Interventions for the Ill and Injured Child (3)**

This is a core course in the child life specialist curriculum. Course content includes a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students will understand various intervention techniques using developmental play, music, art, dance, and other forms of recreation. Students gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team. *Prerequisites: PSYC 110, and PSYC 290 or SOCW 310/311*

**PSYC 435 Psychology and Christianity: Integration Seminar (3)**

This class discusses and critically evaluates the core ideas in the integration of psychology and the Christian faith by teaching the four to five established approaches for how to integrate what is known from psychological science and what is known from Biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration. Students are also able to identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. *Students enrolled in the course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 362, and one UBBL course*

**PSYC 440 Psychology of Religion (3)**

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 445 Psychology of the Family (3)**

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 450 Counseling (3)**

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110; and either PSYC 290 or SOCW 310/311*

**PSYC 452 Cognitive Behavioral Therapy (3)**

This course focuses on teaching junior and senior students an understanding of both behavioral therapy (BT) and cognitive behavioral therapy (CBT). While students study the theoretical framework of BT and CBT, they learn how to apply specific cognitive and behavioral skills in a myriad of settings, including nursing, physical education, psychology, and education. *Prerequisite: PSYC 110*

**PSYC 455 Behavioral Science Practicum I (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 460 Behavioral Science Practicum II (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 455*

**PSYC 462 Advanced Research and Statistical Methods (3)**

The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 299, and PSYC 362*

**PSYC 465 Advanced General Psychology (3)**

This course is designed for the student interested in graduate study. It integrates the theories and concepts presented in the various undergraduate psychology courses and enables the student to achieve an eclectic understanding of psychology. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 470 Introduction to Neuroscience: Brain and Behavior (3)**

This course examines the physiological basis of human behavior. The anatomy of the nervous system and molecular underpinnings of behavior are explored. Students learn how the brain controls major senses, thoughts, and sleep behaviors. Additionally, students are introduced to the neurobiology of various psychological and neurological diseases. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and BIOL 101/L or BIOL 151/L*

**PSYC 475 Research Methods Practicum I (3)**

This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests in order to conduct a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted. Nine units of PSYC 475 may be counted toward the major. *Prerequisite: PSYC 110*

**PSYC 476 Research Methods Practicum II (3)**

This course expands the skills acquired in Research Methods Practicum I. Students design and execute complex research projects. Completion of the course results in APA-style paper or poster submission to a professional setting. Concurrent enrollment in another research practicum course is permitted. Six units of PSYC 476 may count toward the major. *Prerequisites: PSYC 110 and PSYC 475*

**PSYC 480 Psychological Testing and Measurement (3)**

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. The course is offered to juniors, seniors, and graduate students only. Prerequisites: PSYC 110, PSYC 299; a special material fee applies.*

**PSYC 485 Stress and Coping (3)**

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomatology. Students gain an understanding of basic stress management and coping techniques and their clinical applications. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 494 Professional Studies in Child Life (3)**

This core course in the child life specialist curriculum aids students in gaining a broad understanding of the field of child life and assists them in attaining knowledge regarding subspecialties within the field. The readings in this course meet the recommended reading list formulated by the National Child Life Council (CLC) for students seeking the certification test in the area of child life specialist. Students successfully completing the course are provided with a certification of completion necessary for the CLC certification process. Course content includes: scope of practice in child life, the official child life documents, impact of illness, injury and health care on patients of families, family-centered care, therapeutic play and clinical education, medical terminology, and medical settings. This course meets the 2013 Child Life Council for specialized courses taught by a Certified Child Specialist. Students in this course may be asked to share personal information. *Prerequisites: PSYC 110, PSYC 432, and instructor permission*

**PSYC 495 Special Topics in Psychology (3)**

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change. *Prerequisites: PSYC 110; other courses may serve as prerequisites depending on the topic.*

**PSYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisite: PSYC 110*

**PSYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisites: PSYC 110 and junior or senior standing*

**PSYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill the preparatory readings requirement. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisites: Upper-division Writing Intensive course completed or instructor's permission, junior or senior standing, and PSYC 110*



# College of Music and the Arts

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# School of Music

## Faculty

Dean: Stephen P. Johnson, DMA

Associate Dean and Professor: Donovan Gray, DMA

Chair, Undergraduate Studies and Associate Professor:  
Rod Cathey, DMA

Professors: Kimasi Browne, Ph.D.; Dennis Royse, Ph.D.;  
Robert Sage, DMA; Philip Shackleton, DMA

Associate Professors: David Beatty, M.M.; Harold Clousing, M.M.;  
Claire Fedoruk, DMA; Melanie Galloway, DMA; Alexander Koops, DMA;  
Michael Lee, M.M.; Donald Neufeld, M.A.; Christopher Russell, M.M.

Assistant Professors: Joel Clifft, DMA; David Hughes, DMA;  
Thomas Hynes, M.A.; Michael Kozubek, M.M.; Alex Russell, M.M.;  
John Sutton, DMA

Instructors: William Boocock, M.A.; Patricia Edwards, DMA;  
Michelle Jensen, M.M.; Stephen Martin, M.M.

Lecturers: Eniko St. Clair, M.M., Jeffrey Williams, M.M.

## Mission

The School of Music at Azusa Pacific University seeks to use God's gift of music to develop musicians of character and competence in an environment of excellence, balance, and integrity.

## School Overview

Azusa Pacific University offers a Bachelor of Arts in Music with emphases in Applied Music (Performance), Music Education, Music Theory; Bachelor of Music degrees in performance, music worship, commercial music, and composition; a Master of Music in Performance, Master of Music in Conducting, Master of Music Education and a Master of Music in Composition. The School of Music continually refines and upgrades its programs. The pursuit of excellence in the classroom and in performance draws, sharpens, blends, and matures the talents of each student.

## General Education for Bachelor of Arts Students

All music students must complete the full slate of General Education requirements.

## General Education for Bachelor of Music Students (Performance, Commercial Music, Composition Majors)

The General Education requirements for Bachelor of Music students are as follows:

Beginnings (LDRS 100)	1
Freshman Writing Seminar (ENGL 110)	3
Public Communications (COMM 111)	3
Writing Intensive (MUS 352)	3
Heritage and Institutions Core	6
<i>Philosophy Component (3 units)</i>	
<i>History/Political Component (3 units)</i>	
Identity and Relationships Core	3
Language and Literature Core	3
Nature Core	4
God's Word and the Christian Response	18
<i>Christian Life, Faith, and Ministry (MIN 108) (3 units)</i>	
<i>Exodus/Deuteronomy (UBBL 100) (3 units)</i>	
<i>Luke/Acts (UBBL 230) (3 units)</i>	
<i>Additional upper-division General Education Bible (3 units)</i>	
<i>Doctrine Core (3 units)</i>	
<i>Senior Seminar (3 units)</i>	

## General Education for Bachelor of Music Students (Music and Worship Major)

The General Education requirements for music and worship students are as follows:

Beginnings (LDRS 100)	1
Freshman Writing Seminar (ENGL 110)	3
Public Communication (COMM 111)	3
Writing Intensive (MUS 352)	3
Heritage and Institutions Core	6
<i>Philosophy Component (3 units)</i>	
<i>History/Political Component (3 units)</i>	
Identity and Relationships Core	3
Language and Literature Core	3
Nature Core	4
God's Word and the Christian Response	18
<i>Christian Life, Faith, and Ministry (MIN 108) (3 units)</i>	
<i>Exodus/Deuteronomy (UBBL 100) (3 units)</i>	
<i>Luke/Acts (UBBL 230) (3 units)</i>	
<i>Additional upper-division General Education Bible (3 units)</i>	
<i>Doctrine Core (3 units)</i>	
<i>For Classical Church Music Concentration majors:</i>	
<i>Select THEO 352 or THEO 354.</i>	
<i>For all other concentrations:</i>	
<i>Select THEO 303 or THEO 352 or THEO 354.</i>	
<i>(THEO 303 is recommended.)</i>	
<i>Senior Seminar (3 units)</i>	
<i>Select from MIN 496, MUS 496, THEO 496 or UBBL 496.</i>	

## Requirements Common to All Music Students

### Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. Students who are not ready for Music Theory I will take Music Fundamentals for Music Majors and then begin the music theory sequence in the next semester. The examination may be taken online. Music Theory is taken in sequential order (i.e., I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the class must be repeated.

### Practical Musicianship

Practical musicianship is taken in sequential order (i.e., I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

### Piano Proficiency

Each student must register for class piano or applied piano until an examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the Piano Proficiency Examination which is usually met at the conclusion of MUS 108.

### Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300–400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Oratorio Choir.

### Performance Forum

Performance Forum (MUS 210) meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded by pass/fail based on attendance. Students who do not pass the course will be required to take Concert Music (MUS 353) to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## MUSIC

### Student Attendance

Students are required to attend a minimum of eight concerts/recitals per year. This requirement must be met under the following criteria: two Artist Concert Series performances and six other recitals or concerts selected from the following: a junior recital, a senior recital, or any School of Music ensemble concert (excluded from these options are any Bel Canto Women's Choir, Men's Chorale, or University Choir and Orchestra concerts). The School of Music office maintains careful attendance records; however, students should keep a copy of all programs of recitals they attend for their own records. To help track recital attendance, students may download and print the Recital Attendance Form (PDF) from the School of Music website. To receive attendance credit, students must fill out and hand in an attendance card at the recital. Workshops, off campus concerts by APU performing groups, or performing in a concert as a member of an ensemble may not qualify for recital credit.

### Concert Music

Concert Music (MUS 353) provides redemption for students who have not met the requirements of recital attendance. In extenuating circumstances, students may petition in advance to make up attendance by registering for Concert Music. If granted, students making up recital attendance in this manner must adhere to the course requirements. Students negligent in fulfilling the requirements of MUS 353 may be called to appear before the School of Music faculty and are subject to disciplinary action and eventual dismissal from the program.

### Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through performance forum student recitals, a junior recital, or a senior recital. Any other performances proposed to meet this requirement must be requested through the petition process and submitted to the dean of the School of Music.

Nonperformance majors must present a solo performance annually in either a studio recital or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is only required in the primary applied area.

All students will take applied jury each semester. Music majors with a concentration in applied music present a recital during their junior year<sup>^</sup> (shorter program) and an additional recital in their senior year<sup>^^</sup> (full length program). Only Bachelor of Music in Performance students must register for Senior Recital (MUS 491). Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

### Applied Music

1. Each student is required to take at least 8 units in one applied area. Voice Class may be substituted for the first semester of private voice. The student must then take 7 additional units of Applied Voice.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the dean in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. The faculty must request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.

- c. If no Accompanist Request Form is submitted or requested after the indicated deadlines, the faculty members are responsible to make arrangements for their students.

### 6. Private Lessons:

- a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an "F" will be assigned for the spring semester applied grade.
- b. A department representative will assign an instructor.
- c. When the student is ill and notifies the teacher in advance, a make-up lesson will be rescheduled if possible. "No-show" students do not receive make-up lessons.

<sup>^</sup>Traditionally, those students in the Bachelor of Arts in Music program are required to prepare a junior recital at the discretion of the applied professor involved. Students in the Bachelor of Music in performance program are required to present a junior recital.

<sup>^^</sup>Senior recitals are required of all performance majors during their senior year. Seniors in the Bachelor of Arts in Music with an applied music concentration must present a senior recital but are not required to register for MUS 491 (Senior Recital). Bachelor of Music in performance students must present a senior recital and register for MUS 491.

### Voice Class

All music majors without voice as their major performance area must take one semester of voice class or private voice.

### Upper-division Concentration

Each student in the music program is required to select an upper-division concentration in at least one of the following areas: applied music (performance), music theory, or music education. Students must earn a grade of C or higher in all of their upper-division concentration classes. Otherwise, the class must be repeated.

### Ensemble Requirement

In each of eight semesters as a music major, a student must meet the designated performance requirements as listed by emphasis below. Transfer students must participate each semester until they graduate or accumulate eight semesters. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement.

All ensembles listed require audition except Oratorio Choir.

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Chamber Ensemble</li> <li>• Guitar Ensemble</li> <li>• Oratorio Choir</li> </ul>
Piano and Organ	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Ensemble Accompanist<sup>^</sup></li> <li>• Opera Workshop</li> <li>• Oratorio Choir</li> </ul>
Strings and Harp	Symphony Orchestra (4 yrs.) String Chamber Ensemble (1 yr.)	N/A
Voice	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Opera Workshop</li> <li>• Oratorio Choir</li> </ul>
Winds and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul> In addition to the above, select one year from: <ul style="list-style-type: none"> <li>• Brass Chamber Ensemble</li> <li>• Woodwind Chamber Ensemble</li> <li>• Percussion Chamber Ensemble</li> </ul>	N/A

<sup>^</sup>Ensemble accompanists are assigned by the director of piano studies.

**COLLEGE OF MUSIC AND THE ARTS 2013-14**

**Music Education (B.A.)**

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Gospel Choir (Rhythm Section)</li> <li>• Guitar Ensemble</li> <li>• Jazz Ensemble</li> <li>• Jazz Combo</li> <li>• Men's Chorale</li> <li>• Praise Band</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra (Rhythm Section)</li> </ul>
Piano	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Singers</li> <li>• Ensemble Accompanist^</li> <li>• Gospel Choir</li> <li>• Jazz Ensemble</li> <li>• Jazz Choir</li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra</li> </ul>
Strings, Winds, and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul> In addition to the above, select one year from: <ul style="list-style-type: none"> <li>• String Chamber Ensemble</li> <li>• Brass Chamber Ensemble</li> <li>• Woodwind Chamber Ensemble</li> <li>• Percussion Chamber Ensemble</li> </ul>	N/A
Vocal	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Opera Workshop^^</li> <li>• Oratorio Choir</li> </ul>

^Ensemble accompanists are assigned by the director of piano studies.  
^^Maximum one year for credit in these ensembles

**Theory (B.A.) and Composition (B.M.)**

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Brass, Strings, Winds and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Oratorio Choir</li> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	N/A
Piano, Guitar, and Electric Bass	Oratorio Choir (1 yr.)	Select remaining ensemble registration from: <ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Ensemble Accompanist^</li> <li>• Guitar Ensemble (guitar only)</li> <li>• Jazz Ensemble</li> <li>• Oratorio Choir</li> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>
Vocal	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir^^</li> <li>• Chamber Singers</li> <li>• Gospel Choir^^</li> <li>• Men's Chorale^^</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra^^</li> </ul>

^Ensemble accompanists are assigned by the director of piano studies.  
^^Maximum one year for credit in these ensembles

**Commercial Music (B.M.)**

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar and Electric Bass	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Chamber Ensemble^^^^</li> <li>• Chamber Singers^^^^</li> <li>• Chapel Band^^^^ (by audition only with Chapel Programs. For registration, see Music Office)</li> <li>• Gospel Choir^^^^ (Rhythm Section)</li> <li>• Guitar Ensemble</li> <li>• Jazz Combo^^^^</li> <li>• Jazz Ensemble^^^^</li> <li>• Oratorio Choir^^^^</li> <li>• Qualifying Small Group^^^^ (during academic year)</li> <li>• University Choir/Orchestra^^^^ (Rhythm Section)</li> <li>• Jazz Choir^^^^ (Rhythm Section)</li> </ul>
Percussion	Oratorio Choir (1 yr.) Percussion Ensemble (1 yr.)	<ul style="list-style-type: none"> <li>• Chapel Band^^^^ (by audition only with Chapel Programs. For registration, see Music Office)</li> <li>• Gospel Choir^^^^</li> <li>• Jazz Choir^^^^</li> <li>• Jazz Ensemble^^^^</li> <li>• Percussion Ensemble^^^^</li> <li>• Qualifying Small Group^^^^ (during academic year)</li> <li>• Symphonic Band^^^^</li> <li>• Symphony Orchestra^^^^</li> <li>• University Choir/Orchestra^^^^</li> <li>• Wind Ensemble^^^^</li> </ul>
Piano	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Ensemble Accompanist^/^^^^</li> <li>• Chapel Band^^^^ (one year only and by audition only with Chapel Programs. For registration, see Music Office)</li> <li>• Gospel Choir^^^^</li> <li>• Jazz Choir^^^^</li> <li>• Jazz Ensemble^^^^</li> <li>• University Choir/Orchestra^^^^</li> </ul>
Strings	Symphony Orchestra (4 yrs.)	N/A
Vocal	<ul style="list-style-type: none"> <li>• Oratorio Choir (1 yr.)</li> <li>• University Choir/Orchestra (1 yr.)</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Chapel Band^^^^ (one year only and by audition only with Chapel Programs. For registration, see Music Office)</li> <li>• Gospel Choir</li> <li>• Jazz Choir</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra^^^^</li> </ul>
Winds	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> <li>• Symphonic Band</li> </ul> In addition to the above: <ul style="list-style-type: none"> <li>• Jazz Combo (1 yr.)</li> </ul>	<ul style="list-style-type: none"> <li>• Jazz Ensemble^^^^</li> <li>• Symphonic Band^^^^</li> <li>• Symphony Orchestra^^^^</li> <li>• Wind Ensemble^^^^</li> </ul>

^Ensemble accompanists are assigned by the director of piano studies.  
^^^^One year in each of at least two different groups is required. Chapel Band rehearsals and performances cannot conflict with the courses needed for the student's degree.

MUSIC

**Ensemble Requirements for the B.M. in Music and Worship (8 units)**

**Traditional Worship Leadership (B.M.)**

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Music</li> <li>• Chamber Singers</li> <li>• Guitar Ensemble</li> <li>• Handbells</li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> </ul>
Keyboard	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Ensemble Accompanist</li> <li>• Bel Canto Women's Choir</li> <li>• Chamber Music</li> <li>• Chamber Singers</li> <li>• Guitar Ensemble</li> <li>• Handbells</li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> </ul>
Instrument	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	
Vocal	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Singers</li> <li>• Handbells</li> <li>• Men's Corale</li> <li>• Oratorio Choir</li> </ul>

**Contemporary Worship Leadership (B.M.)**

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Music</li> <li>• Chamber Singers</li> <li>• Chapel Band (by audition only with Chapel Programs, for registration see the Music Office)</li> <li>• Guitar Ensemble</li> <li>• Jazz Choir</li> <li>• Jazz Ensemble</li> <li>• Gospel Choir</li> <li>• Men's Chorale</li> <li>• University Choir and Orchestra</li> </ul>
Keyboard	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Music</li> <li>• Chamber Singers</li> <li>• Chapel Band (by audition only with Chapel Programs, for registration see the Music Office)</li> <li>• Ensemble Accompanist</li> <li>• Jazz Choir</li> <li>• Jazz Ensemble</li> <li>• Gospel Choir</li> <li>• Men's Chorale</li> <li>• University Choir and Orchestra</li> </ul>
Instrument	Select 1 year from: <ul style="list-style-type: none"> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Choose remaining three years from the ensembles on the left or:</li> <li>• Chapel Band (by audition only with Chapel Programs, for registration see the Music Office)</li> <li>• Jazz Ensemble</li> <li>• University Choir and Orchestra</li> <li>• Other qualifying small group during the academic year</li> </ul>
Vocal	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Singers</li> <li>• Chapel Band (by audition only with Chapel Programs, for registration see the Music Office)</li> <li>• Jazz Choir</li> <li>• Gospel Choir</li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> </ul>

**Course Requirements Legend**

<b>Course Requirement Availability:</b> F = Offered every fall S = Offered every spring	<b>Recommended Year:</b> Fr = Freshman So = Sophomore Jr = Junior Sr = Senior
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**School of Music Core Requirements for All Majors 46–57 units**

MUS 103–8	Piano Proficiency Courses (if needed) (B.A., B.M./Music and Worship, and B.M./Performance majors need 0–4 units; B.M./Composition and B.M./Commercial Music majors need 0–6 units.)	0–6
MUS 121/122	Music Theory I*/Music Theory II (F/S) (Fr, So)	3/3
MUS 133/134	Practical Musicianship I/ Practical Musicianship II (F/S) (Fr, So)	1/1
MUS 210	Performance Forum (F/S) (all years) (Eight semesters continuous enrollment required)	0
MUS 217/220	Practical Musicianship III/ Practical Musicianship IV (F/S) (So, Jr)	1/1
MUS 221/222	Music Theory III/ Music Theory IV (F/S) (So, Jr)	3/3
MUS 296	Introduction to Music Technology (F/S) (Fr)	2
MUS 352	Baroque, Classical, and Early Romantic Music Literature** (F/S) (Jr)	3
MUS 361	Introduction to Conducting (F) (Jr)	2
MUS 441	Music in Worship (F/S) (Jr, Sr)	3
MUS 455	Late Romantic and 20 <sup>th</sup> Century Music Literature** (S)(Sr)	3
	Applied Music (must be in one area; must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units) (F/S)	8
	Ensemble Requirement (See details listed on previous pages.)	4–8
	<i>Select one of the following:^^^</i>	
MUS 101	Beginning Voice Class (F/S) (Fr) (if not enrolled in applied voice)	1
MUS 102	Intermediate Voice Class (F/S) (Fr)	1
	<i>Select one of the following:</i>	
MUS 350	History and Literature of Commercial Music** (F) (Jr) (for B.M. in Commercial Music only)	3
MUS 351	Ancient, Renaissance, and World Music Literature** (F) (Jr)	3
	<i>Select one of the following:</i>	
MUS 362	Choral Conducting (S) (Jr)	2
MUS 363	Instrumental Conducting (S) (Sr)	2

\*Meets a General Education Core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^^^(Waived for B.M. in Commercial Music, Vocal Performance Track)

**Bachelor of Arts in Music 56–69 units**  
**School of Music Core Requirements 46–57 units**  
**B.A. in Music Emphasis Requirements 10–12 units**

There is a demand for teachers who possess music skills in elementary and secondary schools in both the public and private sectors. The performance emphasis serves the needs of those students who wish to teach privately, consider a career as a full-time performer, or teach applied lessons at the college level. The music theory emphasis gives a foundation to those seeking a career in music writing and arranging.

**Ensemble Requirement**

In each of eight semesters as a music major, a student must meet the designated performance requirements as listed by emphasis below. Transfer students must participate each semester until they graduate or accumulate eight semesters. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement.

All ensembles listed require audition except Oratorio Choir. See previous pages for specific requirements.

**Other Requirements for Bachelor of Arts Students**

In addition, the student must choose at least one emphasis from the following: performance, music education, and theory. The emphases require a minimum of 10–12 units from the listed courses. A minimum 2.5 GPA must be maintained in all upper-division music courses. Students must earn a grade of C or higher in all of their upper-division emphasis courses or must repeat the course.

**B.A. in Music Emphases**

Students must select one emphasis listed below.

**Applied Music Emphasis (Performance) 10–12 units**

An emphasis in performance prepares students for entrance into the performing arena, applied teaching, or for advanced study in the performance area of their choice. Students with an applied music emphasis must pass an examination at the end of their lower-division applied studies (after the second semester of 200-level applied music) to qualify for placement in upper-division applied music.

Additional units of applied music (must be in the same instrument as listed in the Music Core). 8

Senior Recital^ N/C

MUS 224 Diction for Singers I (F) (So) (vocal performance only) 1

MUS 227 Diction for Singers II (S) (So) (vocal performance only) 1

Select one of the following:

MUS 440 Instrumental Pedagogy (odd F) (Jr, Sr) (instrumental emphasis) 2

MUS 443 Vocal Pedagogy (S) (Jr, Sr) (vocal emphasis) 2

^Bachelor of Arts students may elect to take MUS 491 Senior Recital for 2 units rather than the noncredit senior recital requirement listed above.

**Music Education Emphasis^ 12 units**

The music education emphasis provides future vocal, instrumental, and general music teachers with necessary skills, knowledge, and appropriate methodologies for success at all levels of music education within California. The California Commission on Teacher Credentialing for public schools endorses this specialization.

All music education students are required to pass a sophomore music education proficiency examination which includes a solo performance on their main applied instrument or voice, an interview, and a review of their performance in the aural skills class including individual critiques from the instructors of the aural skills classes. If students do not pass this proficiency, they are not permitted to continue as a music education major.

MUS 206	Introduction to Music Education (F) (Jr, Sr)	2
MUS 331	String Instrument Techniques (S) (Jr, Sr)	1
MUS 332	Woodwind Instrument Techniques (F) (Jr, Sr)	1
MUS 333	Brass Instrument Techniques (F) (Jr, Sr)	1
MUS 334	Percussion Instrument Techniques (S) (Jr, Sr)	1
MUS 423	Orchestration I (F/S) (Jr, Sr)	3
MUS 433	Music Methods for Elementary and Secondary Schools (S) (Jr, Sr)	3

^All music education emphasis students must join the National Association of Music Educators (NAfME) student chapter.

For admission to the APU credential program, students must complete two additional courses:

MUS 432	Music in the Elementary Schools	3
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And one of the following:

MUS 201	Introduction to World Music	3
MUS 204	Music of Latin America	3
MUS 205	Music of Asia	3
MUS 301	Music of Africa	3

**Music Theory Emphasis 10 units**

The music theory emphasis provides students with music and general education background appropriate for graduate studies in music theory or musicology.

**Required Courses:**

MUS 321	Counterpoint (S) (Jr, Sr)	3
MUS 423	Orchestration I (F/S) (Jr, Sr)	3

Select remaining 4 units from the following electives:

MUS 323	Arranging I (F/S) (Jr, Sr)	3
MUS 421	Choral Arranging (on demand) (Jr, Sr)	2
MUS 422	20 <sup>th</sup> Century Compositional Techniques (S) (Jr, Sr)	3
MUS 424	Projects in Music Theory (on demand) (Jr, Sr)	2
MUS 427	Form and Analysis (F) (Jr, Sr)	2
MUS 428	Arranging II (S) (Jr, Sr)	2

**Bachelor of Music Degrees**

In addition to completing the School of Music Core Requirements, B.M. students must complete the B.M. Core Requirements for their area of study.

**General Education Requirements**

There are specific General Education options and requirements for the B.M. major, and these vary between the composition, commercial music, music and worship, and performance majors. Please see the "School Overview" section for specific information. Music and worship majors should note: Classical Church Music Concentration students are required to take either THEO 352 or THEO 354 for their doctrine requirement. All other music and worship majors (non-classical church music majors) should take THEO 303 for their doctrine requirement. Additionally, there are specific Senior Seminar requirements detailed in the "School Overview" above.

### Ensemble Requirement

In each of eight semesters as a music major, a student must meet the designated performance requirements as listed by emphasis below. Transfer students must participate each semester until they graduate or accumulate eight semesters. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement.

All ensembles listed require audition except Oratorio Choir. See previous pages for specific requirements.

### Bachelor of Music in Composition 79–91 units

<b>School of Music Core Requirements</b>	<b>46–57 units</b>
<b>Composition Core Requirements</b>	<b>6 units</b>
<b>Composition Courses</b>	<b>27–28 units</b>

The Bachelor of Music in Composition is designed for students planning careers in composition. It is excellent preparation for graduate study or work as a professional composer. The program is designed to help students discover a distinctive voice and to develop a portfolio of compositions. In addition to composition, courses in theory, music history, literature, conducting, and technology give the student a thorough preparation in comprehensive musicianship.

Admission to the program is by audition and submission of previous compositions. Students with minimal compositional experience may be admitted at the discretion of the composition faculty, provided they show promise and strong general musicianship in other ways.

- Applied composition students must submit their work to a jury at the end of each semester. Admission to upper-division status in the program is contingent upon successful completion of the first two years of composition study as determined in part by the jury following the sophomore year.
- There is an enhanced piano proficiency requirement for the composition student. Students must be enrolled in piano study until the requirement is met.
- Each student is required to have a composition performed in recital or ensemble performance at least once per year.

<b>Additional Composition Core Requirements</b>	<b>6 units</b>
MUS 321 Counterpoint	3
MUS 423 Orchestration I	3

### Composition Courses 27–28 units

MUS 1C1, 1C2 Applied Composition Class	1, 1
MUS 2C1-4C2 Applied Composition Class	12
MUS 349 Intermediate Logic Pro	3
MUS 422 20 <sup>th</sup> Century Compositional Techniques	3
MUS 481 Orchestration II	3
MUS 491 Senior Recital	2

Select one of the following:

MUS 323 Arranging I	3
MUS 427 Form and Analysis	2

### Bachelor of Music in Commercial Music 85–101 units

<b>School of Music Core Requirements</b>	<b>46–57 units</b>
<b>Commercial Music Core Requirements</b>	<b>26 units</b>
<b>Commercial Music Track Requirements</b>	<b>13–18 units</b>

The Bachelor of Music degree in Commercial Music prepares students for careers in both the Christian and secular commercial music industry. Coursework maintains a real-world point of view, reflective of faculty who are primarily working professionals in the field of commercial music. This program seeks to produce broadly prepared musicians with respect to the common skills required in a variety of careers in commercial music and who are able to teach themselves new skills and practices in an ever-changing commercial music industry. Students pursuing this degree select from one of five tracks: Instrumental Performance, Vocal Performance, Composing/Arranging, Music Business, or Audio Recording.

- There is an enhanced piano proficiency requirement for the commercial music student. Students must be enrolled in piano study until the requirement is met.
- Each student is required to perform in recital at least once per year.
- A grade of *B* or better is required in each level of Music Theory I, II, and IV before advancing to the next level. If a *B* or better is not achieved at any level, the course must be repeated.
- A grade of *B* or better is required in MUS 296 Introduction to Music Technology. If a *B* or better is not achieved, the course must be repeated.

<b>Commercial Music Core Requirements</b>	<b>26 units</b>
MUS 223 Web-based Tools (S)	3
MUS 323 Arranging I (F/S)	3
MUS 324 Songwriting (S)	2
MUS 326 Live Sound Reinforcement (F)	2
MUS 327 Audio Recording I (F/S)	2
MUS 337 Music Business I (F/S)	2
MUS 474 Music Career Development (F)	2
MUS 491 Senior Recital (F/S)	2
MUS 494 Commercial Music Internship (F/S)	2
MUS 495 Production Techniques (F/S)	2
MUS XXX Applied Music <sup>^</sup> (F/S)	4

<sup>^</sup>Applied music can be in any instrument unless the student is in a performance track. Performance track students must have all applied music in the same instrument as music major core (8 units) in the School of Music.

### Commercial Music Tracks

Students should select one of the tracks listed below.

<b>Audio Recording Track</b>	<b>17–18 units</b>
MUS 328 Audio Recording II	2
MUS 349 Intermediate Logic Pro	3
MUS 423 Orchestration I	3
MUS 467 Advanced Pro Tools (F)	2
MUS 471 Intermediate Pro Tools	3
MUS 472 Audio for Post Production	2
Commercial Music Elective <sup>^</sup>	2–3

<b>Composing/Arranging Track</b>	<b>17 units</b>
MUS 322 Score Preparation and Printing (S)	2
MUS 423 Orchestration I	3
MUS 428 Arranging II	2
MUS 349 Intermediate Logic Pro	3
MUS 473 Composing for Film and Television (F/S)	3
MUS XXX Applied Composition (F/S)	4

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**Music Business Track 13–16 units**

BUSI 110	Introduction to Business and Entrepreneurship (F/S)	3
MUS 338	Music Business II (S)	2
MUS 494	Commercial Music Internship (F/S) (beyond additional requirements)	2
	Business or Commercial Music Elective <sup>^/^^</sup>	6–9

**Commercial Instrumental Performance Track 15–16 units**

MUS 423	Orchestration I	3
MUS XXX	Applied Music (F/S)	4
	Commercial Music Elective <sup>^</sup>	2–3
	Additional ensemble requirement	6

*To be selected from the following:*  
(minimum two different ensembles and at least 2 units in each selected ensemble)

MUS 382/383	Jazz and Commercial Ensemble (F/S)	1, 1
MUS 389/390	Commercial Styles I/II	1, 1
MUS 391/392	Jazz Improvisation Workshop (F/S)	1, 1
MUS 407/408	Commercial Styles III/IV	1, 1

**Commercial Vocal Performance Track 14–16 units**

MUS 311/312, 411/412	Applied Voice	4
MUS 389/390, 407/408	Commercial Styles I–IV	4
	Commercial Music Electives <sup>^</sup>	4–6

*Select one of the following:*

MUS 382/383	Jazz and Commercial Ensemble	2
MUS 391/392	Jazz Improvisation Workshop	2

<sup>^</sup>Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321 Counterpoint and MUS 422 20<sup>th</sup> Century Compositional Techniques.

<sup>^^</sup>Music Business Track students may also select electives that include BUSI 100 Personal Finance, BUSI 210 Principles of Organization and Management, and ECON 251 Principles of Microeconomics.

**Bachelor of Music in Music and Worship 89–101 units**

**School of Music Core Requirements 46–57 units**

**Music and Worship Core Requirements 32 units**

**Music and Worship Concentration Requirements 11–12 units**

The music and worship major provides the student with a broad perspective in the field of music ministry and consists of academic preparation in music, Christian ministry, and practical theology. Graduates are given the tools needed to minister effectively in an ever-changing music ministry environment, and they are prepared for more specialized graduate student in music or Christian ministry. Coursework addresses congregational song, corporate worship, music ministry administration, worship technology, practical theology, music, worship and culture, and worship design.

Those interested in this degree should contact the office in the School of Music as soon as possible to obtain an advisor and begin academic planning. The student must then contact One Stop | Undergraduate Enrollment Services Center to declare Music and Worship as his or her major. Those who decide to major in music and worship should enroll in MUS 160 in the spring semester of their freshman year. Transfer students should enroll in MUS 160 their first spring semester on campus.

Graduates with a degree in music and worship assume positions in local churches as musicians, music directors, worship leaders and administrators, in Christian schools as teachers and administrators, and in local or global church and parachurch organizations as leaders and staff members.

**Additional Music and Worship Core Requirements 32 units**

All classes listed below are required.

MIN 206	Introduction to Practical Theology	3
MINC 318	Theology and Practice of Ministry	3
MUS 160	Introduction to Music and Worship Ministry	3
MUS 202	Singing the Faith	3
MUS 203	Languages of Worship	3
MUS 323	Arranging I	3
MUS 367	Technology for Worship	3
MUS 375	Worship Arts Development and Administration	3
MUS 376	Worship Design	3
MUS 447	Church Music and Worship Internship I	2
MUS 454	Church Music and Worship Internship II	2

*Select one of the following:*

MUS 102	Intermediate Voice Class	1
MUS 118	Semi-private Voice	1
MUS XXX	Applied Voice	1

**Music and Worship Concentrations**

Students must select one of the concentrations listed below.

**Traditional Worship Leadership Concentration 12 units**

MUS 423	Orchestration I	3
MUS 428	Arranging II	2
THEO 454	Christian Traditions	3

*Select one of the following, whichever is not chosen for the School of Music Core Requirements.*

MUS 362	Choral Conducting	2
MUS 363	Instrumental Conducting	2

*Select one of the following:*

MUS 445	Service Playing	2
MUS 456	Choral Literature	2

**Contemporary Worship Leadership Concentration 11 units**

MUS 324	Songwriting	2
MUS 327	Audio Recording I	2
MUS 423	Orchestration I	3
MUS 428	Arranging II	2

*Select one of the following:*

MUS 320	Keyboard Improvisation	2
MUS 379	Guitar Fingerboard Harmony	2
MUS 495	Production Techniques	2

**Bachelor of Music in Performance 71–103 units**

**School of Music Core Requirements 46–57 units**

**Performance Core Requirements 2 units**

**Performance Area Requirements 23–44 units**

The Bachelor of Music in Performance, a professional degree, prepares musicians for a career in performance, pedagogy (private teaching), or to pursue advanced degrees in performance. The four-year B.M. curriculum spans voice, piano, organ, guitar, trumpet, trombone, baritone, euphonium, tuba, French horn, flute, oboe, clarinet, bassoon, saxophone, violin, viola, percussion, cello, bass, and harp. In addition to music performance, courses in theory, music history, literature, and conducting give the student a thorough preparation in comprehensive musicianship.

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### Performance Core Requirements

MUS 427 Form and Analysis (F) (Jr, Sr) 2

### Performance Areas

Students must select one of the performance areas listed below.

#### Piano Performance

**32–36 units**

Applied Piano (F/S) (all years) 16  
(MUS 113/114, 213/214, 313/314, 413/414)

Piano Literature I (EF) (Jr, Sr) 2  
(MUS 429)

Piano Literature II (ES) (Jr, Sr) 2  
(MUS 430)

Piano Pedagogy (OS) (Jr, Sr) 2  
(MUS 434)

Instrumental Collaboration for Pianists (ES) (Jr, Sr) 2  
(MUS 397)

Vocal Collaboration for Pianists (OF) (Jr, Sr) 2  
(MUS 398)

Keyboard Ensemble (ES) (Jr, Sr) 2  
(MUS 399)

Junior Recital (F/S) (Jr) 0  
(MUS 393)

Senior Recital (F/S) (Sr) 2  
(MUS 491)

Chamber Music (2 semesters) 2

Music Electives 0–4

#### Organ Performance

**32–36 units**

Applied Organ (F/S) (all years) 16  
(MUS 115/116, 215/216, 315/316, 415/416)

Organ Literature I (ES) (Jr, Sr) 2  
(MUS 417)

Organ Literature II (OF) (Jr, Sr) 2  
(MUS 420)

Instrumental Pedagogy (EF) (Jr, Sr) 2  
(MUS 440)

Instrumental Collaboration for Pianists (F/S) (Jr, Sr) 2  
(MUS 397)

Vocal Collaboration for Pianists (F/S) (Jr, Sr) 2  
(MUS 398)

Keyboard Ensemble (F/S) (Jr, Sr) 2  
(MUS 399)

Junior Recital (F/S) (Jr) 0  
(MUS 393)

Senior Recital (F/S) (Sr) 2  
(MUS 491)

Chamber Music (2 semesters) 2

Music Electives 0–4

#### Violin, Viola, Cello, or Bass Performance

**26–36 units**

Applied Lessons (F/S) (all years) 16  
(MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)

Chamber Music (four semesters) (F/S) (all years) 4  
(MUS 151/152, 251/252, 355/356, 457/458)

Instrumental Music Literature (OF) (Jr, Sr) 2  
(MUS 452)

Instrumental Pedagogy (EF) (Jr, Sr) 2  
(MUS 440)

Junior Recital (F/S) (Jr) 0  
(MUS 393)

Senior Recital (F/S) (Sr) 2  
(MUS 491)

Music Electives 0–10

### Brass, Wind, or Percussion Performance

**23–33 units**

Instrumental Music Literature (ES) (Jr, Sr) 2  
(MUS 452)

Instrumental Pedagogy (OF) (Jr, Sr) 2  
(MUS 440)

Junior Recital (F/S) (Jr) 0  
(MUS 393)

Senior Recital (F/S) (Sr) 2  
(MUS 491)

Music Electives 0–10

Applied Lessons (F/S) (all years) 16

*Select one of the options listed below to fulfill the 16 units:*

Applied Brass 1–4  
(MUS 1B1/1B2, 2B1/2B2, 3B1/3B2, 4B1/4B2)

Applied Woodwinds 1–4  
(MUS 1W1/1W2, 2W1/2W2, 3W1/3W2, 4W1/4W2)

Applied Percussion 1–4  
(MUS 1D1/1D2, 2D1/2D2, 3D1/3D2, 4D1/4D2)

Ensemble

*Select one of the options listed below:*

Brass Chamber Ensemble 1  
(MUS 153/154, 253/254, 357/358, 459/460)

Wind Chamber Ensemble 1  
(MUS 155/156, 255/256, 359/360, 464/465)

Percussion Chamber Ensemble 1  
(MUS 157/158, 257/258, 365/366, 469/470)

#### Guitar Performance

**26–34 units**

Applied Guitar (F/S) (all years) 16  
(MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)

Chamber Ensemble Strings (Guitar) (F/S) (all years) 2  
(MUS 151/152, 251/252, 355/356, 457/458)

Instrumental Music Literature (ES) (Jr) 2  
(MUS 452)

Instrumental Pedagogy (OF) (Jr, Sr) 2  
(MUS 440)

Junior Recital (F/S) (Jr) 0  
(MUS 393)

Senior Recital (F/S) (Sr) 2  
(MUS 491)

Guitar Fingerboard Harmony (odd F) (Jr) 2  
(MUS 379)

Music Electives 0–8

#### Harp Performance

**26–32 units**

Applied Harp (F/S) (all years) 16  
(MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)

Chamber Ensemble Strings (Harp) (F/S) (all years) 2  
(MUS 151/152, 251/252, 355/356, 457/458)

Instrumental Music Literature (ES) (Jr) 2  
(MUS 452)

Instrumental Pedagogy (OF) (Jr, Sr) 2  
(MUS 440)

Junior Recital (F/S) (Jr) 0  
(MUS 393)

Senior Recital (F/S) (Sr) 2  
(MUS 491)

Music Electives 2–8



<b>Vocal Performance</b>	<b>39–44 units</b>
Applied Voice (F/S) (all years) (MUS 111/112, 211/212, 311/312, 411/412)	16
Song Literature Survey (F) (Jr) (MUS 348)	2
Vocal Pedagogy (S) (Jr, Sr) (MUS 443)	2
Diction I (F) (So) (MUS 224)	1
Diction II (S) (So) (MUS 227)	1
Preparing the Total Performer (S) (Jr, Sr) (MUS 484)	1
Opera Workshop (F/S) (So, Jr) (MUS 486)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Foreign Language <sup>^</sup>	12
Music Electives	0–5

<sup>^</sup>Must be 8 units of French and 4 units of German, or 8 units of German and 4 units of French. If student already demonstrates acceptable proficiency (as determined by the foreign language faculty) in either German or French, then 4 units of Italian may be substituted for the 4-unit language requirement. Student must petition for this exception in advance.

### Music Minor 25–28 units

Prospective music minors must meet all placement and proficiency examinations as required for the major. The theory pre-test includes key and meter signatures, major and minor scales, rhythms, note recognition, and intervals. Those who are deficient in theory are required to take MUS 120 Music Fundamentals for Music Majors before proceeding with first-year theory. Students with a keyboard deficiency must enroll in piano class or take private lessons until the piano proficiency exam is passed. The piano proficiency examination is modified for the minor. Placement auditions are held for all performance areas. Music minors must maintain a 2.5 grade-point average in all upper-division music classes, and must attend four School of Music-sponsored, on-campus recitals/concerts per year.

<b>Core Courses</b>	<b>25–28 units</b>
MUS 121/122 Music Theory I*/II (F/S) (Fr, So)	3, 3
MUS 133/134 Practical Musicianship 1/11 (F/S) (Fr, So)	1, 1
MUS 210 Performance Forum (4 semesters required)	0
MUS 441 Music in Worship (F/S)	3
MUS 103–106 Piano Class (F/S) (all)	1–4
Applied Music (Instrumental or Voice) (F/S) (all)	4
Music Ensemble Four semesters required	1, 1, 1, 1

Select one of the following:

MUS 250 Music and Civilization* (F/S)	3
MUS 351 Ancient, Renaissance, and World Music Literature** (F)	3
MUS 352 Baroque, Classical, and Early Romantic Music Literature** (F/S)	3
MUS 455 Late Romantic and 20 <sup>th</sup> Century Music Literature** (S)	3

Select one of the following:

Applied Music (Instrumental or Voice)	2 additional units
Music Ensemble	2 additional units
MUS 296 Introduction to Music Technology	(2 units)

\*Meets a General Education core requirement.

\*\*Meets the upper-division Writing intensive requirement.

### Course Requirements Legend

<b>Course Requirement Availability:</b>	<b>Recommended Year:</b>
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
O = Odd	Jr = Junior
E = Even	Sr = Senior

### Course Descriptions

#### Music

#### MUS 1B1–MUS 1B2 Applied Brass (1–4)

This course offers applied instruction in brass instruments; it is open to music majors and nonmusic majors. **Special fee applies**

#### MUS 1C1 Applied Composition Class (1–4)

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions. **Special fee applies.** *Prerequisites or corequisites: MUS 121 and MUS 296*

#### MUS 1C2 Applied Composition Class (1–4)

This course offers further experiences in composition, basic elements of style, and harmonic rhythm, contrast, texture and instrumentation.

**Special fee applies.** *Prerequisites: MUS 1C1 or instructor's permission; corequisites: MUS 122 and MUS 296*

#### MUS 2C1 Applied Composition (1–4)

Private lessons in music composition. **Special fee applies**

*Prerequisites: MUS 121 and MUS 296 (can be concurrent enrollment)*

#### MUS 2C2 Applied Composition (1–4)

Private lessons in music composition. **Special fee applies**

*Prerequisites: MUS 121 and MUS 296*

#### MUS 3C1 Applied Composition (1–4)

Private lessons in music composition. **Special fee applies**

*Prerequisites: MUS 221 and MUS 296 (can be concurrent enrollment)*

#### MUS 3C2 Applied Composition (1–4)

Private lessons in music composition. **Special fee applies**

*Prerequisites: MUS 221 and MUS 296 (can be concurrent enrollment)*

#### MUS 4C1 Applied Composition (1–4)

Private lessons in music composition. **Special fee applies**

*Prerequisites: MUS 296 and MUS 222 (can be concurrent enrollment)*

#### MUS 4C2 Applied Composition (1–4)

Private lessons in music composition. **Special fee applies**

*Prerequisites: MUS 222, MUS 423, and MUS 296*

#### MUS 1D1–MUS 1D2 Applied Percussion (1–4)

This course offers applied instruction in percussion instruments; it is open to music majors and nonmusic majors. **Special fee applies**

#### MUS 1S1–MUS 1S2 Applied Strings (1–4)

This course offers applied instruction in string instruments; it is open to music majors and nonmusic majors. **Special fee applies**

#### MUS 1W1–MUS 1W2 Applied Woodwinds (1–4)

This course offers applied instruction in woodwind instruments; it is open to music majors and nonmusic majors. **Special fee applies**

#### MUS 2B1–MUS 2B2 Applied Brass (1–4)

This course is a continuation of MUS 1B1–MUS 1B2, offering applied instruction in brass instruments; it is open to music majors and nonmusic majors. **Special fee applies**

#### MUS 2D1–MUS 2D2 Applied Percussion (1–4)

This course is a continuation of MUS 1D1–MUS 1D2, offering applied instruction in percussion instruments; it is open to music majors and nonmusic majors. **Special fee applies**

#### MUS 2S1–MUS 2S2 Applied Strings (1–4)

This course is a continuation of MUS 1S1–MUS 1S2, offering applied instruction in string instruments; it is open to music majors and nonmusic majors. **Special fee applies**

## MUSIC

### **MUS 2W1–MUS 2W2 Applied Woodwinds (1–4)**

This course is a continuation of MUS 1W1–MUS 1W2, offering applied instruction in woodwind instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 3B1–MUS 3B2 Applied Brass (1–4)**

This course is a continuation of MUS 2B1–MUS 2B2, offering applied instruction in brass instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 3D1–MUS 3D2 Applied Percussion (1–4)**

This course is a continuation of MUS 2B1–MUS 2D2, offering applied instruction in percussion instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 3S1–MUS 3S2 Applied Strings (1–4)**

This course is a continuation of MUS 2S1–MUS 2S2, offering applied instruction in string instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 3W1–MUS 3W2 Applied Woodwinds (1–4)**

This course is a continuation of MUS 2W1–MUS 2W2, offering applied instruction in woodwind instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 4B1–MUS 4B2 Applied Brass (1–4)**

This course is a continuation of MUS 3B1–MUS 3B2, offering applied instruction in brass instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 4D1–MUS 4D2 Applied Percussion (1–4)**

This course is a continuation of MUS 3D1–MUS 3D2, offering applied instruction in percussion instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 4S1–MUS 4S2 Applied Strings (1–4)**

This course is a continuation of MUS 3S1–MUS 3S2, offering applied instruction in string instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 4W1–MUS 4W2 Applied Woodwinds (1–4)**

This course is a continuation of MUS 3W1–MUS 3W2, offering applied instruction in woodwind instruments; it is open to music majors and nonmusic majors. **Special fee applies**

### **MUS 099 Beginning Musicianship (1)**

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. *This course does not count toward total units needed for graduation.*

### **MUS 100 Preparatory Organ (1–3)**

This course is for the student who requires additional study to reach the college level of performance. *This course does not meet the curriculum requirements for the music major or minor.*

### **MUS 101 Beginning Voice Class (1)**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

### **MUS 102 Intermediate Voice Class (1)**

This is a continuation of MUS 101. This course may be repeated for credit. *Prerequisite: MUS 101*

### **MUS 103 Beginning Piano Class (1)**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

### **MUS 104 Elementary Piano Class (1)**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 103 or by audition*

### **MUS 105 Intermediate Piano Class (1)**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 104 or by audition*

### **MUS 106 Advanced–Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 105 or by audition*

### **MUS 107 Advanced–Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 106 or by audition*

### **MUS 108 Advanced Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite(s): MUS 107 or by audition*

### **MUS 110 Elementary Guitar Methods (1)**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

### **MUS 111 Applied Voice (1–4)**

This course provides study in correct posture, breathing, and vocal technique. **Special fee applies**

### **MUS 112 Applied Voice (1–4)**

This is a continuation of MUS 111. **Special fee applies.** *Prerequisite: MUS 111*

### **MUS 113 Applied Piano (1–4)**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20<sup>th</sup>-century composers are included. **Special fee applies.** *Entrance is gained by audition only.*

### **MUS 114 Applied Piano (1–4)**

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week. **Special fee applies.** *Prerequisite: MUS 113*

### **MUS 115 Applied Organ (1–4)**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein. **Special fee applies.** *Prerequisites: piano background of Bach, two-part inventions, and easier Mozart and Beethoven sonatas*

### **MUS 116 Applied Organ (1–4)**

This is a continuation of MUS 115. **Special fee applies.** *Prerequisite: MUS 115*

### **MUS 118 Semi-private Voice (1)**

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies are chosen at the instructor's discretion but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the nonmusic major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice. **Special fee applies**

### **MUS 119 Semi-private Voice (1)**

This is a continuation of MUS 118. **Special fee applies**

### **MUS 120 Music Fundamentals (3)**

Music symbols, rhythm, sight-singing, and notation are introduced. This refresher course may be required for prospective music majors and minors and ensemble members at the discretion of the School of Music. No music credit is given to music majors or minors who take this course. *Meets the General Education core requirement in Aesthetics and the Creative Arts*

**MUS 121 Music Theory I (3)**

Students study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course includes ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I is recommended. *Meets the General Education core requirement in Aesthetics and the Creative Arts*

**MUS 122 Music Theory II (3)**

This is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended. *Prerequisite: MUS 121 or instructor's permission*

**MUS 130 Jubilant Song Ladies' Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 131 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 130.

**MUS 133 Practical Musicianship I (1)**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, Kodaly methods, computer-based approaches, and self-dictation.

**MUS 134 Practical Musicianship II (1)**

This is a continuation of MUS 133. *Prerequisite: MUS 133 or instructor's permission*

**MUS 140 University Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 141 University Choir (1)**

This is a continuation of MUS 140. **Special fee applies**

**MUS 142 Symphonic Band (1)**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. *The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.*

**MUS 143 Symphonic Band (1)**

This is a continuation of MUS 142.

**MUS 144 Bel Canto Women's Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 145 Bel Canto Women's Choir (1)**

This is a continuation of MUS 144. **Special fee applies**

**MUS 146 Gospel Choir (1)**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, gospel, church songs, community choir songs, contemporary gospel, and original compositions and arrangements. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 147 Gospel Choir (1)**

This is a continuation of MUS 146. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 151 Chamber Ensemble – Strings (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 152 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 151.

**MUS 153 Chamber Ensemble – Brass (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 154 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 153.

**MUS 155 Chamber Ensemble – Woodwind (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 156 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 155.

**MUS 157 Chamber Ensemble – Percussion (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 158 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 157.

**MUS 160 Introduction to Music and Worship Ministry (3)**

This course introduces students to the field of music and worship within various ministry contexts. By surveying the historical practice and philosophical foundations for music ministry, students are encouraged to explore the relationship between their individual strengths, abilities, and passions and this field of ministry. Students are introduced to vocational options in music and worship ministry and presented with a holistic picture of the musician as minister.

**MUS 170 Oratorio Choir (1)**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

**MUS 172 Recorder Lab (1)**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

**MUS 173 Men's Chorale (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 174 Men's Chorale (1)**

This is a continuation of MUS 173. **Special fee applies**

**MUS 180 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. **Special Fee applies.** *The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.*

**MUS 181 Handbell Choir (1)**

This is a continuation of MUS 180. **Special fee applies**

**MUS 182 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

**MUS 183 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 182.

## MUSIC

### **MUS 187 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour.

**Special fee applies.** *The ensemble is open to qualified students by audition or instructor's permission. A minimum GPA of 2.0 is required.*

### **MUS 188 Wind Ensemble (1)**

This is a continuation of MUS 187. **Special fee applies**

### **MUS 191 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit. Prerequisites: instructor's permission (by audition only) and MUS 122*

### **MUS 192 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 191.

### **MUS 201 Introduction to World Music (3)**

This course is an introduction to classical, popular, and folk music traditions from around the world. Case studies are drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project. The course is appropriate for majors and nonmajors. *Meets the General Education core requirement in Aesthetics and the Creative Arts*

### **MUS 202 Singing the Faith (3)**

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on early Christian worship, chant, hymnody, global hymnody, contemporary worship music, and foundational elements of congregational musical practice.

### **MUS 203 Languages of Worship (3)**

This research seminar focuses on the use of sacred action and art forms used in worship, such as music, visual arts, literature, drama, film, architecture, and dance. Students study the creation of sacred space, time, language, movement, symbol, and their theological, historical, and practical applications.

### **MUS 204 Music of Latin America (3)**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

### **MUS 205 Music of Asia (3)**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

### **MUS 206 Introduction to Music Education (2)**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

### **MUS 207 Functional Skills in Keyboard Studies (1)**

This course covers sight-reading and principles of style as related to intermediate to advanced literature, introduction to alto and tenor clef with open score reading, improvisation and transposition. It provides an introduction to standard reference work and periodicals. This class is scheduled to be offered in/after Fall 2013.

### **MUS 210 Performance Forum (0)**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

### **MUS 211 Applied Voice (1-4)**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefer, Concone, and others.

**Special fee applies.** *Prerequisites: MUS 111 and MUS 112*

### **MUS 212 Applied Voice (1-4)**

This is a continuation of MUS 211. **Special fee applies.** *Prerequisite: MUS 211*

### **MUS 213 Applied Piano (1-4)**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach sinfonias, intermediate sonatas by Viennese classicists, Chopin nocturnes, and comparable works from 19<sup>th</sup>- and 20<sup>th</sup>-century composers are stressed. The course offers preparation for the upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week. **Special fee applies.** *Prerequisite: MUS 114*

### **MUS 214 Applied Piano (1-4)**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week. **Special fee applies.** *Prerequisite: MUS 213*

### **MUS 215 Applied Organ (1-4)**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing. **Special fee applies.** *Prerequisite: MUS 115, MUS 116, or equivalent*

### **MUS 216 Applied Organ (1-4)**

This is a continuation of MUS 215. **Special fee applies.** *Prerequisite: MUS 215 or equivalent*

### **MUS 217 Practical Musicianship III (1)**

This is a continuation of MUS 134 using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 134 or instructor's permission*

### **MUS 218 Semi-private Voice (1)**

This is a continuation of MUS 119. **Special fee applies**

### **MUS 219 Semi-private Voice (1)**

This is a continuation of MUS 218. **Special fee applies**

### **MUS 220 Practical Musicianship IV (1)**

This is a continuation of MUS 217 using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 217 or instructor's permission*

### **MUS 221 Music Theory III (3)**

Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis are studied. *Concurrent enrollment in MUS 217 Practical Musicianship III is recommended. Prerequisite: MUS 122*

### **MUS 222 Music Theory IV (3)**

Chromatic nonharmonic tones, chromatically altered chords, harmonic texture, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords, modal harmony, and exercises in analysis are studied. *Concurrent enrollment in MUS 217 Practical Musicianship III is recommended. Prerequisite: MUS 221*

**MUS 223 Web-based Tools (3)**

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios. *Prerequisite: MUS 296; corequisite: MUS 495 or instructor permission*

**MUS 224 Diction for Singers I (1)**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit. *Prerequisite: sophomore standing or instructor's permission*

**MUS 225 Madrigal Singers (1)**

Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance. *Entrance is gained by audition only.*

**MUS 227 Diction for Singers II (1)**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish. *Prerequisite: MUS 224*

**MUS 230 Jubilant Song Ladies' Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 231 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 230.

**MUS 232 Guitar Techniques (1)**

This course prepares music education students to teach guitar in public schools. The course covers basic guitar technique as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair is also discussed. This course is required for a music education emphasis. *Prerequisites: MUS 121 and MUS 122*

**MUS 233 Improvisation for Music Education (1)**

This course provides music education students with a study of methods and materials for teaching improvisation in K–12 schools including general music, bands, choirs, orchestras, pop groups, and world music ensembles. Students engage in improvisation exercises using their principal instrument or voice. *Prerequisites: MUS 122 and MUS 134*

**MUS 242 University Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 243 University Choir (1)**

This is a continuation of MUS 242. **Special fee applies**

**MUS 244 Symphonic Band (1)**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

**MUS 245 Symphonic Band (1)**

This is a continuation of MUS 244.

**MUS 246 Bel Canto Women's Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 247 Bel Canto Women's Choir (1)**

This is a continuation of MUS 246. **Special fee applies**

**MUS 248 Gospel Choir (1)**

This is a continuation of MUS 147. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 249 Gospel Choir (1)**

This is a continuation of MUS 248. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 250 Music and Civilization (3)**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education core requirement in Aesthetics and the Creative Arts*

**MUS 251 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 152.

**MUS 252 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 251.

**MUS 253 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 154.

**MUS 254 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 253.

**MUS 255 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 156.

**MUS 256 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 255.

**MUS 257 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 158.

**MUS 258 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 257.

**MUS 270 Guitar Ensemble (1)**

This course emphasizes performance of guitar music in quartet, trio, or duo capacities or larger ensembles. Students perform music with other instruments as well as vocalists. Music from the Renaissance to the present day is explored in any number of styles from contemporary to classical including original arrangements written by students. Students must know how to read music and apply it directly to the guitar fingerboard. This course fulfills the ensemble requirement for music majors who use the guitar as their primary instrument. *Prerequisite: ability to read music and apply this skill directly to the fingerboard*

**MUS 271 Symphony Orchestra (1)**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. *A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit*

**MUS 272 Symphony Orchestra (1)**

This is a continuation of MUS 271. *Entrance is gained by audition only. May be repeated for credit*

**MUS 275 Men's Chorale (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 276 Men's Chorale (1)**

This is a continuation of MUS 275. **Special Fee applies.**

**MUS 281 Chamber Singers (1)**

Students perform a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance by audition only.*

**MUS 282 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. **Special fee applies.** *A minimum GPA of 2.0 is required.*

**MUS 283 Handbell Choir (1)**

This is a continuation of MUS 282. **Special fee applies**

## MUSIC

### **MUS 285 Music Theater: Minor Roles and Chorus (1)**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 289 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. **Special fee applies.** *A minimum GPA of 2.0 is required.*

### **MUS 290 Wind Ensemble (1)**

This is a continuation of MUS 289. **Special fee applies**

### **MUS 296 Introduction to Music Technology (2)**

In this course, students study analog and digital electronic sound synthesis; theory of synthesizer operation; programming new sounds; computer applications, including sequencing, patch librarians, and programming aids; musical instrument digital interface (MIDI) and its applications; drum machines; and sampling sound synthesis. **Special fee applies.** *Prerequisite: instructor's permission*

### **MUS 297 Marching Band (1)**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. Football games occur on Saturday evenings beginning at 6 p.m. **Special fee applies.** *The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.*

### **MUS 301 Music of Africa (3)**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. This course is appropriate for majors and nonmajors.

### **MUS 302 Soul Music (3)**

This course traces the history and development of African American popular music from the early 17<sup>th</sup> century to the 21<sup>st</sup> century with a focus on the concept of *soul* as an essential aspect of American popular culture. The central goal of this course is to provide students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture — sacred (gospel) and secular (rhythm and blues). The course strives to stimulate the imagination and creativity of the student by providing opportunities for their expression. Lectures are augmented with discussions, readings, videos, extensive listening to music samples, and a group term project. The course is appropriate for majors and nonmajors.

### **MUS 311 Applied Voice (1–4)**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined. **Special fee applies.** *Prerequisite: MUS 212*

### **MUS 312 Applied Voice (1–4)**

This is a continuation of MUS 311. **Special fee applies.** *Prerequisite: MUS 212*

### **MUS 313 Applied Piano (1–4)**

Students study scales in thirds, sixths, and tenths, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals. **Special fee applies.** *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 314 Applied Piano (1–4)**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week. **Special fee applies.** *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 315 Applied Organ (1–4)**

This course offers a study of works of all periods and preparation for the student's junior recital. **Special fee applies**

### **MUS 316 Applied Organ (1–4)**

This is a continuation of MUS 315. **Special fee applies**

### **MUS 318 Semi-private Voice (1)**

This is a continuation of MUS 219. **Special fee applies**

### **MUS 319 Semi-private Voice (1)**

This is a continuation of MUS 318. **Special fee applies**

### **MUS 320 Keyboard Improvisation (2)**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and "by ear," improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic "feels," and melodic styles.

### **MUS 321 Counterpoint (3)**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided. *Prerequisites: MUS 221 and MUS 222*

### **MUS 322 Score Preparation and Printing (2)**

Students study music copying and manuscript preparation using pen and triangle, and printing parts and scores using Logic Audio and Finale. **Special fee applies.** *Prerequisites: MUS 121/122 and MUS 296*

### **MUS 323 Arranging I (3)**

This course is part of the commercial music concentration core. Students study elements of common commercial styles, acoustic versus synthesizer arranging, chart preparation (both manual and computer based), vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222 Music Theory II, including reharmonization, texture, counter-melody, and voicing. Students complete many small assignments and one large arranging project, which is recorded by the Audio Recording class(es). **Special fee applies.** *Prerequisites: MUS 221/222 and MUS 296; recommended for first-semester juniors*

### **MUS 324 Songwriting (2)**

This course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production. *Prerequisites: MUS 121/122, MUS 296, and MUS 327*

### **MUS 325 Madrigal Singers (1)**

This is a continuation of MUS 225.

### **MUS 326 Live Sound Reinforcement (2)**

The course is part of the B.M. in Commercial Music emphasis core. Basic signal flow, microphones, mixing consoles, processors, speakers, mixing techniques, problem solving, and team applications are covered. Students complete a live sound reinforcement team project where they are responsible for a musical concert/event. *Prerequisite: MUS 327 or instructor permission with demonstration of prior experience*

**MUS 327 Audio Recording I (2)**

This course is part of the commercial music emphasis core. Basic acoustics review, mixers, microphones, analog and digital tape recorders, monitoring systems, studio acoustics, mixing concepts, outboard effects, and acoustic and synth recording basics are covered. Students complete a project in multitrack recording. **Special fee applies.** *Prerequisites: MUS 121/122 and MUS 296; recommended for second-semester juniors*

**MUS 328 Audio Recording II (2)**

This course covers computer-based digital audio systems, recording, mixing and editing; designing and troubleshooting synchronization systems between MIDI, digital multitrack, video, and film; automated mixing; and CD preparation, Red Book, etc. Students complete a multitrack recording using a digital audio multitrack tape recorder synchronized with a hybrid MIDI/digital audio system, and prepare a CD of the project. **Special fee applies.** *Optional: recording the project synched to video and mixing to video tape; prerequisites: MUS 327 and MUS 396*

**MUS 329 Keyboard Improvisation (2)**

The practical applications of music theory to keyboard playing, including playing from chord charts and “by ear,” improvisation of solos and accompaniments, and making appropriate changes to published piano parts are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic “feels” are explored.

**MUS 330 Elementary Music Methods (3)**

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on PreK through sixth grade children. Students explore various teaching methods through singing, playing, movement, composition and listening experiences, instructional techniques including Orff, Kodaly, Dalcroze, as well as learning strategies. *Prerequisite: MUS 206*

**MUS 331 String Instrument Techniques (1)**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 332 Woodwind Instrument Techniques (1)**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 333 Brass Instrument Techniques (1)**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 334 Percussion Instrument Techniques (1)**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 335 Jubilant Song Ladies' Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 336 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 335.

**MUS 337 Music Business I (2)**

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production and an introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. *Recommended for first-semester sophomores*

**MUS 338 Music Business II (2)**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered. *Prerequisite: MUS 337*

**MUS 339 Hymnology (2)**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

**MUS 340 University Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 341 University Choir (1)**

This is a continuation of MUS 340. **Special fee applies**

**MUS 342 Symphonic Band (1)**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

**MUS 343 Symphonic Band (1)**

This is a continuation of MUS 342.

**MUS 344 Bel Canto Women's Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 345 Bel Canto Women's Choir (1)**

This is a continuation of MUS 344. **Special fee applies**

**MUS 346 Gospel Choir (1)**

This is a continuation of MUS 248. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 347 Gospel Choir (1)**

This is a continuation of MUS 346. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 348 Song Literature Survey (2)**

This course surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish, and South American art song repertoire, spanning from the Renaissance through the 21<sup>st</sup>-century (not including opera arias). Class sessions consist of listening to and discussing appropriate repertoire, student presentations, and performances. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of four times during the semester from this literature.

**MUS 349 Intermediate Logic Pro (3)**

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins, and environment window and real-time MIDI processing. **Special fee applies.** *Prerequisite: MUS 296*

**MUS 350 History and Literature of Commercial Music (3)**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are “commercial.” *Prerequisites: MUS 327 (with B or better) and MUS 337 (with B or better)*

## MUSIC

### **MUS 351 Ancient, Renaissance, and World Music Literature (3)**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis.

### **MUS 352 Baroque, Classical, and Early Romantic Music Literature (3)**

Course content provides a continuation of MUS 351 with emphasis upon the Baroque, Classical, and early Romantic periods. *Meets the General Education Upper-division Writing Intensive course requirement.*

### **MUS 353 Concert Music (1)**

Students are guided through listening by attending concerts.

### **MUS 354 Church Music and Worship (2)**

This course acquaints students with current worship practices and trends and provides an analysis of current issues facing church musicians and worship leaders. The curriculum and reading for the course aids students in the critical evaluation of today's worship issues and challenges.

*Prerequisites: junior standing and completion of MUS 202 and MUS 203*

### **MUS 355 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 252.

### **MUS 356 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 355.

### **MUS 357 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 254.

### **MUS 358 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 357.

### **MUS 359 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 256.

### **MUS 360 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 359.

### **MUS 361 Introduction to Conducting (2)**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music. *Prerequisites: MUS 221 and MUS 222*

### **MUS 362 Choral Conducting (2)**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting. *Prerequisite: MUS 361*

### **MUS 363 Instrumental Conducting (2)**

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

*Prerequisite: MUS 361*

### **MUS 365 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 258.

### **MUS 366 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 365.

### **MUS 367 Technology for Worship (3)**

This course introduces students to technology and media usage that enhances rather than distracts from corporate worship. Through the study of sounds and images, students develop a philosophy of technology for the church, learn music notation software and arranging principles for worship, and develop a vocabulary for communicating with media personnel. *Prerequisites: MUS 160, MUS 202, and MUS 203*

### **MUS 371 Symphony Orchestra (1)**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. *A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit*

### **MUS 372 Symphony Orchestra (1)**

This is a continuation of MUS 371. *Entrance is gained by audition only. May be repeated for credit*

### **MUS 373 Men's Chorale (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

### **MUS 374 Men's Chorale (1)**

This is a continuation of MUS 373. **Special fee applies**

### **MUS 375 Worship Arts Development and Administration (3)**

This course examines organizational structures for worship and arts ministries in the church and parachurch organizations. Attention is given to processes and structures that effectively organize musicians and artists for worship ministry and give space for the work of God to occur through people. Topics include music information management, facilities and purchases, scheduling, resources, and relationships among artists.

### **MUS 376 Worship Design and Lab (3)**

This course provides the student with a beginning framework for planning and designing a service of worship. Both artistic and practical issues are considered as various worship traditions (liturgical, Taizé, free church, emergent, traditional, blended, etc.) and related musical styles are examined. Students have an opportunity to lead worship services they have planned and designed and gain experience with the practical components of worship (basic sound reinforcement, acoustics, rehearsal techniques, worship leading, etc.). *Prerequisites: MUS 202 and MUS 203*

### **MUS 379 Guitar Fingerboard Harmony (2)**

This is a course in direct application of the principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed. *Prerequisites: must be a guitar major (B.M.), MUS 121 and MUS 122, or instructor's permission*

### **MUS 380 Chamber Singers (1)**

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance by audition only.*

### **MUS 381 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. **Special fee applies.** *A minimum GPA of 2.0 is required.*

### **MUS 382 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music emphasis. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

### **MUS 383 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 382.

### **MUS 384 Handbell Choir (1)**

This is a continuation of MUS 381. **Special fee applies**

### **MUS 387 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. **Special fee applies.** *A minimum GPA of 2.0 is required.*



**MUS 388 Wind Ensemble (1)**

This is a continuation of MUS 387. **Special fee applies**

**MUS 389 Commercial Styles I (1)**

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester.

*Prerequisites: acceptance into the commercial music program and the successful completion (with a B or better) of MUS 121, 122, 133, and 134*

**MUS 390 Commercial Styles II (1)**

A continuation of Commercial Styles I, this course offers an in-depth study of Broadway and pop music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Broadway and pop music style and interpretation are stressed and performance opportunities are given throughout the semester. *Prerequisites: Acceptance into the Commercial Music Program and successful completion (with a B or better) of MUS 121, 122, 133, and 134*

**MUS 391 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. Prerequisites: instructor's permission (by audition only) and MUS 122*

**MUS 392 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 391.

**MUS 396 Advanced Music Technology (2)**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, and system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques. **Special fee applies.** *Prerequisites: MUS 296 and MUS 327*

**MUS 397 Instrumental Collaboration for Pianists (2)**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

**MUS 398 Vocal Collaboration for Pianists (2)**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

**MUS 399 Keyboard Ensemble (2)**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

**MUS 404 Instrumental Music Methods (3)**

This course provides music education students with a study of methods and materials for teaching instrumental music in K–12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation as well practice teaching. *Prerequisite: MUS 206*

**MUS 405 Elementary and Secondary Methods: Choral Emphasis (3)**

This course provides music education students with a study of methods and materials for teaching instrumental music in K–12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation, as well as practice teaching. *Prerequisite: MUS 206*

**MUS 407 Commercial Styles III (1)**

A continuation of Commercial Styles I and II, this course offers an in-depth study of country western, folk, and contemporary Christian music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Country, folk, and contemporary Christian music performance style and interpretation are stressed and performance opportunities are given throughout the semester. *Prerequisites: Acceptance into the Commercial Music Program and successful completion (with a B or higher) of MUS 121, 122, 133, and 134*

**MUS 408 Commercial Styles IV (1)**

A continuation of Commercial Styles I, II, and III, this course offers an in-depth study of rock and rhythm and blues (R&B) vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Rock and R&B musical performance style and interpretation are stressed and performance opportunities are given throughout the semester.

**MUS 409 Jubilant Song Ladies' Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 410 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 409.

**MUS 411 Applied Voice (1–4)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. **Special fee applies.** *Prerequisites: MUS 311 and MUS 312*

**MUS 412 Applied Voice (1–4)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major. **Special fee applies.** *Prerequisite: MUS 411*

**MUS 413 Applied Piano (1–4)**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20<sup>th</sup>-century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals. **Special fee applies.** *Prerequisite: MUS 314*

**MUS 414 Applied Piano (1–4)**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. **Special fee applies.** *Prerequisite: upper-division qualifying examination or by audition*

**MUS 415 Applied Organ (1–4)**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital. **Special fee applies**

**MUS 416 Applied Organ (1–4)**

This is a continuation of MUS 415. **Special fee applies**

**MUS 417 Organ Literature I (2)**

This course is a survey of the historical development of the literature for the organ from the Middle Ages through the classical period. Organ builders from these centuries are also discussed. Class sessions consist of listening and discussing repertoire from these periods and sight reading some of the representative literature.

**MUS 418 Semi-private Voice (1)**

This is a continuation of MUS 319. **Special fee applies**

## MUSIC

### **MUS 419 Semi-private Voice (1)**

This is a continuation of MUS 418. **Special fee applies**

### **MUS 420 Organ Literature II (2)**

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20<sup>th</sup>-century as well as contemporary works. Discussions include the study of major organ builders during this time. *Prerequisite: 2 units of Applied Organ*

### **MUS 421 Choral Arranging (2)**

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions. *Prerequisite: MUS 222*

### **MUS 422 20<sup>th</sup> Century Compositional Techniques (3)**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions. *Prerequisite: MUS 222*

### **MUS 423 Orchestration I (3)**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

### **MUS 424 Projects in Music Theory (2)**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student. *Prerequisites: MUS 221, MUS 222, and instructor's permission*

### **MUS 425 Collegium (1)**

The course emphasizes rehearsal and performance of chamber music, especially pre-19<sup>th</sup> century music. *The course is open to students with instructor's permission only.*

### **MUS 426 Collegium (1)**

This is a continuation of MUS 425.

### **MUS 427 Form and Analysis (2)**

The forms of music from the 18<sup>th</sup> century to the present are covered. An analysis of both large and small forms is included. *Prerequisite: MUS 222*

### **MUS 428 Arranging II (2)**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures are covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class. **Special fee applies.** *Prerequisites: MUS 323 and MUS 423; recommended: MUS 321 and MUS 322*

### **MUS 429 Piano Literature I (2)**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze, and recognize, and to prepare additional topics from books of secondary literature.

### **MUS 430 Piano Literature II (2)**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature. *Prerequisite: MUS 429*

### **MUS 432 Music in the Elementary Schools (3)**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public Schools. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433 Music Methods for the Elementary and Secondary Schools (3)**

This course offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcrose, Kodaly, Orff-Schuwerk, Yamaha, and Suzuki. Students engage in guided observation and practice teaching.

### **MUS 434 Piano Pedagogy (2)**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor. *Prerequisite: MUS 313 or instructor's permission*

### **MUS 435 University Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

### **MUS 436 University Choir (1)**

This is a continuation of MUS 435. **Special fee applies**

### **MUS 437 Bel Canto Women's Choir (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

### **MUS 438 Bel Canto Women's Choir (1)**

This is a continuation of MUS 437. **Special fee applies**

### **MUS 440 Instrumental Pedagogy (2)**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### **MUS 441 Music in Worship (3)**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### **MUS 443 Vocal Pedagogy (2)**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### **MUS 444 Seminar in Church Music (2)**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### **MUS 445 Service Playing (2)**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### **MUS 446 Issues in Church Music (2)**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### **MUS 447 Church Music and Worship I (2)**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. *Prerequisites: any two of the following: MUS 442, MUS 444, and/or MUS 446*

### **MUS 449 Symphonic Band (1)**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 450 Symphonic Band (1)**

This is a continuation of MUS 449.

**MUS 452 Instrumental Music Literature (2)**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student. *Prerequisite: performance major or instructor's permission*

**MUS 453 American Music (3)**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, in American education, and in the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. *The course is open to nonmusic majors with the instructor's permission.*

**MUS 454 Church Music and Worship Internship II (2)**

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This is a continuation of MUS 447. *Prerequisite: MUS 447*

**MUS 455 Late Romantic and 20<sup>th</sup>-Century Music Literature (3)**

Course content provides a continuation of MUS 352 with emphasis upon the late Romantic and 20<sup>th</sup> century periods. American music and implications of recent developments, including computer and experimental music, are also included.

**MUS 456 Choral Literature (2)**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

**MUS 457 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 356.

**MUS 458 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 457.

**MUS 459 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 358.

**MUS 460 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 459.

**MUS 462 Seminar in Conducting (2)**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting. *Prerequisites: MUS 361 and MUS 362*

**MUS 464 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 360.

**MUS 465 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 464.

**MUS 466 Audio and Acoustics (3)**

This survey course is geared toward students who seek knowledge of basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

**MUS 467 Advanced Pro Tools (2)**

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles. *Prerequisites: MUS 327, MUS 328, and MUS 471*

**MUS 469 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 366.

**MUS 470 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 469.

**MUS 471 Intermediate Pro Tools (3)**

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring. *Prerequisite: MUS 328*

**MUS 472 Audio for Post Production (2)**

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music edition, noise reduction, effect, mixing and lay-back. *Prerequisites: MUS 327, MUS 328, and MUS 471*

**MUS 473 Composing for Film and Television (3)**

An introduction to scoring and producing music for films and television, this course covers synchronization, software, and compositional approaches; overview of history of film composition; synthetic, "live," and "mixed" approaches, "spotting" a film; and collaborating with a director. Students score several short scenes and at least one student film or other film. *Prerequisites: MUS 323, MUS 349, and MUS 423*

**MUS 474 Music Career Development (2)**

This course provides an in-depth study of music career planning, networking, promotion, advertising, and marketing, with special emphasis on using the Internet. Social media, iTunes, internet collaboration and Youtube are covered. Career paths and combinations are explored. An important component of the course is appearance by diverse guest lecturers. *Prerequisite: MUS 223*

**MUS 475 Men's Chorale (1)**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. **Special fee applies.** *A minimum GPA of 2.0 is required. Entrance is gained by audition only.*

**MUS 476 Men's Chorale (1)**

This is a continuation of MUS 475. **Special fee applies**

**MUS 478 Gospel Choir (1)**

This is a continuation of MUS 346. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 479 Gospel Choir (1)**

This is a continuation of MUS 478. **Special fee applies.** *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 481 Orchestration II (3)**

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro. *Prerequisites: MUS 423 and MUS 349*

**MUS 483 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. **Special fee applies.** *A minimum GPA of 2.0 is required.*

**MUS 484 Preparing the Total Performer (1)**

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of the release of body tension through the Alexander technique, the effect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

**MUS 486 Opera Workshop: Lead Roles and Minor Roles (1)**

Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance. *Admission to this class is determined by the director.*

**MUS 487 Handbell Choir (1)**

This is a continuation of MUS 483. **Special fee applies**

## MUSIC

### **MUS 489 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. *The ensemble is open to qualified students by audition or instructor's permission. Special fee applies. A minimum GPA of 2.0 is required.*

### **MUS 490 Wind Ensemble (1)**

This is a continuation of MUS 489. **Special fee applies**

### **MUS 491 Senior Recital (2)**

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, and working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Prerequisites: Performance majors who have completed 14 units of major applied areas; instructor's permission*

### **MUS 494 Commercial Music Internship (2)**

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by the supervising instructor. *Prerequisites: MUS 337, plus any one of the following: MUS 338, BUSI 110, MUS 328, or MUS 428; and instructor's permission (Note: Credit for prior experience is not available to fulfill the requirements of this course.) May be repeated once for credit.*

### **MUS 495 Production Techniques (2)**

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team. **Special fee applies.** *Prerequisites: MUS 327 and MUS 428; or MUS 323 and MUS 328; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation; or BUSI 110 and MUS 338*

### **MUS 496 Senior Seminar: Ethics in Music (3)**

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront musicians in the work environment. *Meets the General Education Senior Seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

### **MUS 497 Readings (1–4)**

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

### **MUS 498 Directed Research (1–4)**

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

### **MUS 499 Thesis/Project (1–4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than 1 unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: Upper-division Writing Intensive course completed or instructor's permission, and junior or senior standing*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# School of Visual and Performing Arts

The School of Visual and Performing Arts contributes to the College of Music and the Arts by offering students rich artistic experiences and training in the fields of visual art, cinematic art, graphic design and theatrical arts. The school comprises the Department of Art and Design and the Department of Theater, Film, and Television, includes more than 20 full-time faculty, and offers 2 master's degree programs, 9 undergraduate majors, and 6 minors.

## Department of Art and Design

### Faculty

*Chair and Professor: William Catling, MFA*

*Professors: Kent Anderson Butler, MFA; David Carlson, MFA; G. James Daichendt, Ed.D.; David McGill, MFA; James Thompson, Ed.D.*

*Associate Professors: Guy Kinnear, MFA; Rebecca Roe, MFA*

*Assistant Professors: Steve Childs, MFA; Amy Day, MFA; Terry Dobson, MFA; Tom Dunn, M.A.; Lyrica Taylor, Ph.D.*

*Lecturers (adjunct): Lynn Aldrich, Cabrina Alviar, Allisa Barsegyan, Clovis Blackwell, Tony Caltabiano, Charity Capili, Justin Dahlberg, Amy Fox, Nicole Green-Hodges, Nathan Huff, Angela Lee, Shelby Moser, Mark Nelson, Jane Gillespie Pryor, Maryann Rachford, Caron Rand, Tonja Graves-Schmidt, Joe Suzuki, Macha Suzuki, Jamie Sweetman, Christine Valentine, Jack Weimer*

*Faculty Emeriti: Robert Bullock, Susan Ney*

### Mission

The mission of the Azusa Pacific University Department of Art and Design is to prepare art students for a lifetime of artistic expression, and to cultivate individual creativity through the study of history, technique, presentation, and social engagement as reflectors of the creative and transformative nature of God the ultimate Creator.

Faculty holds the belief that art is a socially responsible calling that empowers students to act as transformers in the world. In human history, artists and designers have been the vessels and vehicles for spiritual, social, political, and psychological definition and change. Therefore, art and design are presented as both a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

### Department Overview

#### Art Major

The Department of Art and Design offers a B.A. in Art. Students take courses that provide a broad groundwork in the arts, then select an area of specialization. The art major has two concentrations: studio art and teaching/art education. The studio art concentration provides a solid foundation for those who wish to seek graduate-level training. Areas of emphasis include: animation, drawing and painting, photography, ceramics, printmaking, sculpture, crafts, interdisciplinary, and new genre art forms.

The teaching/art education concentration is a state-approved program for those wishing to teach art at the secondary level of a public or private school. The teaching track prepares majors for positions ranging from specialist in art at the K–12 level to teaching in the single subject teaching track at the 7–12 level. The program comprises professional course requirements accomplished by practical classroom application, field experience, and service learning. The teaching concentration also allows students to concentrate in a specific area of interest.

#### BFA in Visual Art

The Bachelor of Fine Arts in Visual Art is the professional undergraduate degree that is highly desired by serious students intent on pursuing careers or advanced degrees in the visual arts. The BFA in Visual Art gives art students flexibility in constructing their program that allows them to choose one of five concentrations that is best suited to their academic and career goals. All BFA students take the first 18 units of core classes and then apply to enter the BFA by portfolio review.

#### Graphic Design Major

The graphic design major prepares students to think creatively about visual communication problems and find aesthetically appropriate and effective solutions for them. Within this area, students gain experience in print design, webpage design, digital imaging, and developing design systems. Majors are required to take courses which provide foundational skills in various graphics software programs while developing skills in research and concept development. Students are encouraged to hone their craftsmanship and develop professional skills in image creation, visual communication, artist/client relationships, and final presentation in a commercial setting.

#### Computer Requirement

All majors in the Department of Art and Design are required to have a laptop computer with premium Adobe Suite or equivalent. Graphic design students are also recommended to have Adobe Typekit.

#### Multiple Subject Teaching Credential Information

An art concentration is available for liberal studies majors. See requirements under the program description for Liberal Studies/Undergraduate Education K–8 Program.

#### Goals

The graphic design major is designed to develop students who will:

- 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.

The art program is designed to develop students who will:

- Demonstrate competencies with traditional materials, tools, and techniques.
- Develop competencies in new media and nontraditional 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 relations to the visual arts.
- Understand the commercial and not-for-profit art worlds.
- Participate in public and private professional presentations.

## ART AND DESIGN

### Career Opportunities

The teaching/art education concentration offers a state-approved, single subject matter program, providing courses required to enter a California teaching credential program in graduate school.

The studio art concentration is a liberal arts degree. Students who plan to go on to graduate school should take additional courses in a focused field of study from the emphases listed above (i.e., photography, painting, etc.) Of these courses, 12 upper-division units are generally needed to apply to an M.A. program, and 18 upper-division units are generally needed to apply to an MFA program.

The graphic design major prepares students in the fundamentals of art and graphic design. Graduates can expect to pursue opportunities in entry-level design positions at corporate, in-house design offices, as production artists for design firms, and with additional training, opportunities in illustration, animation, or motion graphics. The degree also prepares students for graduate work.

### Study Abroad Opportunities

Art and design students are strongly encouraged to expand their educational experience by studying off campus for a semester. Opportunities may include a semester in Italy with Gordon College's Italian Renaissance Art Program, a semester at Bass Lake with APU's High Sierra Semester, or a semester in England with the Azusa Oxford Semester. Students are advised to plan ahead with their academic advisors for these semester-away programs.

### Department Policies

The following policies apply to all art, BFA, and graphic design major students:

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division classes. The review dates will be mailed to every art major and are available in the Department of Art and Design.
- Art and BFA majors must install an art exhibition and create a final portfolio at the conclusion of their coursework to prove proficiency in their selected art concentration.
- Graphic design majors will create a presentation portfolio that is reviewed by professional designers or a studio. They may also elect to exhibit as well.
- All students must maintain at least a 2.0 grade-point average in major courses to graduate.
- All students who plan to hold a senior art show must take ART 431 Gallery Design by the semester before their exhibition.

### Art Major 60 units

Students should decide on an area of concentration by their sophomore year and notify their advisor.

#### Studio Art Concentration 60 units Core Courses 48 units

ART	120	Introduction to Computer Graphics	3
ART	130	Two-dimensional Design	3
ART	135	Three-dimensional Design	3
ART	145	Drawing I	3
ART	146	Painting I	3
ART	170	Sculpture I	3
ART	205	Ceramics I	3
ART	225	New Genre Art Forms I	3
ART	250	Photography I	3
ART	431	Gallery Design	3
ART	450	Portfolio	2
ART	499	Thesis/Project	1

Select one of the following:

ART	311	Sculptural Objects and Functional Art	3
ART	403	Multicultural Art*	3

Select one of the following:

ART	210	Printmaking: Relief	3
ART	211	Printmaking: Serigraph	3

Select three art history classes:

ART	354	Ancient Art History*	3
ART	356	History of Modern Art**	3
ART	357	Contemporary Art Trends*	3
ART	358	History of Graphic Design and Illustration	3
ART	359	Women in Art	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
HUM	223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM	323	Humanities Seminar III: Aesthetics*/^	3, 4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for 3 units on the Azusa campus, and 4 units at the High Sierra Campus Semester.

#### Upper-division Emphasis 12 units

Select upper-division art classes in a specific emphasis (animation, ceramics, craft, drawing and painting, photography, printmaking, sculpture, new genre art forms or a combination of these—interdisciplinary) to complete the 60 required units. ART 495 (Special Topics in Art) may be taken as part of the upper-division emphasis.

#### Teaching/Art Education Concentration 60 Units

##### Approved Subject-matter Program

##### Freshman

ART	130	Two-dimensional Design	3
ART	145	Drawing I	3
ART	120	Introduction to Computer Graphics	3
ART	146	Painting I	3
ART	135	Three-dimensional Design	3

##### Sophomore

ART	225	New Genre Art Forms I	3
ART	310	Fundamental Art Experiences*	3
ART	311	Sculptural Objects and Functional Art	3
Art History Class		(see below for details)	3
RAC Review			

Select one of the following:

ART	210	Printmaking: Relief (spring only)*	3
ART	211	Printmaking Serigraph (fall only)*	3

##### Junior

ART	403	Multicultural Art*	3
ART	312	Secondary Art*	3
ART	320	Digital Imaging	3
Art History Class		(see below for details)	3
Breadth Class		(see below for details)	3

##### Senior

ART	431	Gallery Design	3
ART	450	Portfolio	2
ART	499	Thesis/Project	1
Art History Class		(see below for details)	3
Breadth Class		(see below for details)	3
Breadth Class		(see below for details)	3

**The teaching concentration requires 9 units of art history classes and 9 units of breadth from a single emphasis. The following lists the course options:**

##### Art History Courses

Select 9 units from:

ART	354	Ancient Art History*	3
ART	356	History of Modern Art**	3
ART	357	Contemporary Art Trends*	3
ART	358	History of Graphic Design and Illustration	3
ART	359	Women in Art	3
ART	361	Early Christian and Medieval Art*	3

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ART	362	Renaissance to Rococo Art*	3
HUM	223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM	323	Humanities Seminar III: Aesthetics*/^	3, 4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for 3 units on the Azusa campus, and 4 units at the High Sierra Semester.

**Breadth Courses**

Select 9 units from a single emphasis below:

**Ceramics**

ART	205	Ceramics I**	3
ART	206	Ceramics II	3
ART	305	Ceramics III	3
ART	306	Ceramics IV	3
ART	406	Ceramics Studio Processes	1–3
ART	495	Special Topics in Art	3

**Crafts**

ART	345	Mixed Media	3
ART	411	Sculptural Objects and Functional Art Processes (repeated)	3, 3
ART	413	Multicultural Art Processes	3
ART	495	Special Topics in Art	3

**Drawing and Painting**

ART	330	Figure Drawing and Painting	3
ART	340	Drawing and Painting II	3
ART	350	Illustration	3
ART	440	Drawing and Painting III	3
ART	445	Drawing and Painting Processes	1–3
ART	495	Special Topics in Art	3

**Graphic Design**

ART	221	Production for Print Design	3
ART	281	Graphic Design I	3
ART	383	Graphic Design II	3
ART	385	Graphic Design III	3
ART	475	Art Internship	1–4
ART	495	Special Topics in Art	3

**Interdisciplinary**

Choose a combination of 12 upper-division units (300–400 level).

**Photography**

ART	250	Photography I	3
ART	260	Photography II	3
ART	360	Photography III	3
ART	495	Special Topics in Art	3

**Printmaking**

ART	315	Printmaking II	3
ART	365	Printmaking III	3
ART	495	Special Topics in Art	3

**Sculpture**

ART	170	Sculpture I	3
ART	205	Ceramics I	3
ART	270	Sculpture II	3
ART	495	Special Topics in Art	3

**Visual Art Major (BFA) 74 units**

Students must apply for the BFA in Visual Art program. This occurs after the student has completed 18 units of core classes (or equivalent portfolio content). The application form with specific portfolio expectations may be obtained in the Department of Art and Design. The applications are due in late September for the spring semester and in early March for the fall semester. Check in at the Department of Art and Design for deadlines and any questions regarding the BFA program: artdesign@apu.edu or (626) 387-5726.

**Core Courses 36 units**

ART	120	Introduction to Computer Graphics	3
ART	130	Two-dimensional Design	3
ART	135	Three-dimensional Design	3
ART	145	Drawing I	3
ART	146	Painting I	3
ART	170	Sculpture I	3
ART	205	Ceramics I	3
ART	225	New Genre Art Forms I	3
ART	250	Photography I	3
ART	311	Sculptural Objects and Functional Art	3
ART	431	Gallery Design	3

Select one of the following:

ART	210	Printmaking: Relief	3
ART	211	Printmaking: Serigraph	3

**Art History Courses 12 units**

Select four courses (a total of 12 units) of the following:

ART	354	Ancient Art History*	3
ART	356	History of Modern Art**	3
ART	357	Contemporary Art Trends*	3
ART	358	History of Graphic Design and Illustration^^	3
ART	359	Women in Art	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
HUM	223	Humanities Seminar: Aesthetics*/^	3, 4
HUM	323	Humanities Seminar: Aesthetics*/^	3, 4

^HUM 223 and HUM 323 are offered for 3 units on the Azusa campus, and 4 units at the High Sierra Semester.

^^Required for graphic design concentration

**Concentration (choose one) 15 units**

For all process classes (ART 406, 413, 445, 465, 471), a maximum of 3 units may be taken at any one time.

**Animation Concentration**

Select 3 units from the following:

ART	330	Figure Drawing and Painting	3
ART	495	Special Topics: Anatomy and Expression	3

Select 12 units from the following:

ANI	310	Traditional and Stop-action Animation	3
ANI	445	Animation Processes	6
ART	301	Time-based Media	3
ART	386	Multimedia	3
ART	390	3D Animation	3
ART	475	Art Internship (Cannot count for requirements listed below under "Additional Requirements for BFA.")	3

**Ceramics Concentration**

ART	206	Ceramics II	3
ART	305	Ceramics III	3
ART	306	Ceramics IV	3
ART	406	Ceramics Processes	6

**Crafts Concentration**

ART	403	Multicultural Art*	3
ART	411	Sculptural Objects and Functional Art Processes	6
ART	413	Multicultural Processes	6

**Drawing and Painting Concentration**

Select 15 units from the following:

ART	315	Printmaking II	3
ART	330	Figure Drawing and Painting	3
ART	340	Drawing and Painting II	3
ART	350	Illustration	3

## ART AND DESIGN

ART	365	Printmaking III	3
ART	440	Drawing and Painting III	3
ART	445	Drawing and Painting Processes	6

### Graphic Design Concentration

ART	221	Production for Print Design	3
ART	281	Graphic Design I	3
ART	382	Webpage Design I	3

Select two of the following:

ART	383	Graphic Design II	3
ART	384	Webpage Design II	3
ART	385	Graphic Design III	3
ART	386	Multimedia I	3
ART	481	Graphic Design IV	3

### Interdisciplinary Concentration

Choose a combination of 12 upper-division units (300–400 level).

### New Genre Art Forms Concentration

ART	253	New Genre Art Forms II	3
ART	335	New Genre Art Forms III	3
ART	425	New Genre Art Forms IV	3
ART	455	New Genre Art Forms Processes	3

### Photography Concentration

ART	260	Photography II	3
ART	360	Photography III	3
ART	460	Photography IV	3
ART	465	Photography Processes	6

### Sculpture Concentration

ART	270	Sculpture II	3
ART	370	Sculpture III	3
ART	470	Sculpture IV	3
ART	471	Sculptural Processes (6 units required)	1–3

### Additional Courses Required for BFA 5 units

Select 5 units from this list, or up to 5 more units from another concentration outside of the one chosen above.

ART	430	Applied Design	1–4
ART	475	Art Internship	1–4
ART	495	Special Topics in Art	3
ART	497	Readings	1–4
ART	498	Directed Research	1–4

### Capstone Courses 6 units

ART	450	Portfolio	2
ART	496	Senior Seminar: Art Ethics*	3
ART	499	Thesis/Project	1

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

## General Education Program Requirements and Recommendations

Several BFA courses also fulfill General Education requirements. Additionally, the BFA has specific recommendations for other General Education requirements. The total number of General Education units not covered by BFA classes is 52.

### Skills and University Requirements

COMM	111	Public Communication	3
ENGL	110	Freshman Writing Seminar (required first year)	3
		Foreign Language^	8
LDRS	100	Beginnings (required first semester)	1
PE	240	Health Education	2
PE	XXX	Fitness for Life^ or Varsity Sport^	1
ART	356	History of Modern Art^^	3

<i>Select one of the following:</i>				3
MATH	110	College Algebra		
MATH	115	Analytical Inquiry		
MATH	120	Contemporary Mathematics		

### Integrative Core Requirements

Aesthetics and the Creative Arts: ART 354^^	3
Heritage and Institutions—Philosophy component Recommended PHIL 220	3
Heritage and Institutions—History/Political Science component Choose from HIST 152 or POLI 160	3
Identity and Relationships Recommended either PSYC 110 or SOC 120	3
Language and Literature Recommended ENGL 112	3
Nature^ (lab required)	4

### God's Word and the Christian Response

MIN	108	Christian Life, Faith, and Ministry	3
UBBL	100	Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
		Additional Bible Course^	3
		Doctrine Course^	3
		Senior Seminar: ART 496^^	3

### Graphic Design Major 53–56 units

<b>Core Courses</b>			<b>43–46 units</b>
ART	120	Introduction to Computer Graphics	3
ART	130	Two-dimensional Design	3
ART	135	Three-dimensional Design	3
ART	145	Drawing I	3
ART	221	Production for Print Design	3
ART	250	Photography I	3
ART	281	Graphic Design I	3
ART	356	History of Modern Art**	3
ART	358	History of Graphic Design and Illustration	3
ART	383	Graphic Design II	3
ART	385	Graphic Design III	3
ART	382	Webpage Design I	3
ART	450	Portfolio	3
ART	475	Art Internship	1–4
ART	481	Graphic Design IV	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

### Breadth Courses

<b>Design Application</b>			
ART	114	Student Publications—Yearbook	1
ART	210	Printmaking: Relief	3
ART	211	Printmaking: Serigraph	3
ART	384	Webpage Design II	3
ART	386	Multimedia I	3
ART	415	Student Publications—Yearbook	1
ART	430	Applied Design	1–4
ART	446	Graphic Design Processes	1–3
ART	495	Special Topics in Art	3
BUSI	360	Principles of Marketing	3
COMM	200	Introduction to Mass Communication	3
MKTG	361	Marketing Communications (BUSI 360 prerequisite)	3
MKTG	362	Consumer Behavior	3

### Illustration

ART	146	Painting I	3
ART	330	Figurative Lab	3
ART	340	Drawing and Painting II	3
ART	350	Illustration	3
ART	390	Three-Dimensional Animation I	3



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**Photography**

ART 260	Photography II	3
ART 320	Digital Imaging	3
ART 360	Photography III	3
ART 460	Photography IV	3
ART 465	Photographic Processes	1–3
ART 495	Special Topics in Art	3

**Art History**

ART 354	Ancient Art History*	3
ART 357	Contemporary Art Trends*	3
ART 359	Women in Art	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3
ART 495	Special Topics in Art	3
HUM 223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 323	Humanities Seminar III: Aesthetics*/^	3, 4

\*Meets a General Education core requirement.

^HUM 223 and HUM 323 are offered for 3 units on the Azusa campus, and 4 units at the High Sierra Semester.

^^Upper-division Writing Intensive course

**Graphic Design Minor**

**18 units**

**Core Courses**

**9 units**

ART 120	Introduction to Computer Graphics	3
ART 221	Production for Print Design	3
ART 281	Graphic Design I	3

Select three of the following:

**9 units**

ART 250	Photography I	3
ART 357	Contemporary Art Trends*	3
ART 358	History of Graphic Design and Illustration	3
ART 382	Webpage Design I	3
ART 383	Graphic Design II	3
ART 384	Webpage Design II	3
ART 385	Graphic Design III	3
ART 386	Multimedia I	3

\*Meets a General Education core requirement.

**Art Minor**

**24 units**

**Core Courses**

**15 units**

ART 130	Two-dimensional Design	3
ART 145	Drawing I	3
ART 146	Painting I	3

Select one of the following:

ART 205	Ceramics I	3
ART 311	Sculptural Objects and Functional Art	3
ART 403	Multicultural Art*	3

Select one of the following:

ART 354	Ancient Art History*	3
ART 356	History of Modern Art**	3
ART 357	Contemporary Art Trends*	3
ART 358	History of Graphic Design and Illustration	3
ART 359	Women in Art	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3
HUM 223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 323	Humanities Seminar III: Aesthetics*/^	3, 4

**Art Electives**

**9 units**

**Art Minor (with Concentrations)**

**27–29 units**

**Core Courses**

**9 units**

ART 130	Two-dimensional Design	3
ART 135	Three-dimensional Design	3
ART 145	Drawing I	3

Select two of the following:

**6–8 units**

ART 354	Ancient Art History*	3
ART 356	History of Modern Art**	3
ART 357	Contemporary Art Trends*	3
ART 358	History of Graphic Design and Illustration	3
ART 359	Women in Art	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3
HUM 223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 323	Humanities Seminar III: Aesthetics*/^	3, 4

Select one of the following concentrations:

**12 units**

**Ceramics**

Select 12 units from the following:

ART 205	Ceramics I	3
ART 206	Ceramics II	3
ART 305	Ceramics III	3
ART 306	Ceramics IV	3
ART 495	Special Topics in Art	3

**Crafts**

Select 12 units from the following:

ART 311	Sculptural Objects and Functional Art	3
ART 345	Mixed Media	3
ART 403	Multicultural Art*	3
ART 411	Sculptural Objects and Functional Art Processes	3
ART 413	Multicultural Processes	3
ART 495	Special Topics in Art	3

**Drawing and Painting**

Select 12 units from the following:

ART 146	Painting I	3
ART 330	Figurative Lab	3
ART 340	Drawing and Painting II	3
ART 440	Drawing and Painting III	3
ART 495	Special Topics in Art	3

**Photography**

Select 12 units from the following:

ART 250	Photography I	3
ART 260	Photography II	3
ART 360	Photography III	3
ART 460	Photography IV	3
ART 495	Special Topics in Art	3

**Printmaking**

Select 12 units from the following:

ART 210	Printmaking: Relief	3
ART 211	Printmaking: Serigraph	3
ART 315	Printmaking II	3
ART 365	Printmaking III	3
ART 495	Special Topics in Art	3

**Sculpture**

Select 12 units from the following:

ART 170	Sculpture I	3
ART 270	Sculpture II	3
ART 370	Sculpture III	3
ART 470	Sculpture IV	3
ART 495	Special Topics in Art	3

**Interdisciplinary**

The Interdisciplinary Concentration is composed of 12 units selected from the courses listed above.

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for 3 units on the Azusa campus, and 4 units at the High Sierra Semester.

**Art History Minor****18 units**

The art history minor prepares students to develop a broad understanding of the meaning and purposes of visual communication, while promoting critical engagement and attaining knowledge of historically significant ideas and objects. The study of history, philosophy, and criticism related to art prepares individuals to embark upon careers in art, business, medicine, theology, education, design, and social sciences, in addition to graduate education.

The art history minor requires that students complete 18 units from the current list of art history classes:

ART	354	Ancient Art History*	3
ART	356	History of Modern Art**	3
ART	357	Contemporary Art Trends*	3
ART	358	History of Graphic Design and Illustration	3
ART	359	Women in Art	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
ART	475	Art Internship	1-4
ART	495	Special Topics in Art	3
ART	497	Readings	1-4
ART	498	Directed Research	1-4
HUM	223	Humanities Seminar III: Aesthetics*/^	3-4
HUM	323	Humanities Seminar III: Aesthetics*/^	3-4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for 3 units on the Azusa campus, and 4 units at the High Sierra Semester.

**Course Descriptions****ANI 310 Traditional and Stop-action Animation (3)**

This studio course is an introduction to the basic techniques in traditional animation and stop-action animation. Students explore basic issues of motion and narrative. Meets six hours weekly. *Prerequisite: ART 330 or instructor permission*

**ANI 445 Animation Processes (3)**

This advanced studio course for the animation concentration allows students to build their skills from an animation genre studied in previous courses, but provides the student with advanced challenges in producing longer animation features. Meets six hours weekly. May be repeated for up to 6 units. *Prerequisite: ANI 310, or ART 386, or ART 390, or instructor permission*

**ART 114 Student Publications – Yearbook (1)**

This workshop allows students to develop skills that contribute to production of the yearbook.

**ART 120 Introduction to Computer Graphics (3)**

This course introduces the computer as a medium used for graphic design and art. Design principles are explored in creating and organizing visual communication and other media. Students are introduced to graphics software programs such as QuarkXPress, Adobe InDesign, Adobe Illustrator, Adobe Photoshop, and Macromedia Dreamweaver. Meets six hours weekly. **Special fee applies.**

**ART 130 Two-dimensional Design (3)**

This studio course provides a variety of two-dimensional problem-solving experiences in composition. Students are required to apply Elements of Art and Principles of Design to original artworks, using materials and techniques related to their artistic goals. Oral and written art criticism are employed. Meets six hours weekly. **Special fee applies.**

**ART 135 Three-dimensional Design (3)**

Basic spatial compositions are created to investigate concepts of form, light, texture, and motion, using a variety of materials such as cardboard, plaster, wood, plastic, and metal. Problems involving sculptural and environmental design concepts are studied. Meets six hours weekly. **Special fee applies.**

**ART 145 Drawing I (3)**

This drawing course concentrates on drawing from observation, aesthetics, and media techniques. Students are required to furnish art materials and tools. Meets six hours weekly. **Special fee applies.**

**ART 146 Painting I (3)**

Basic concepts and techniques of painting with multiple media and various styles and formats are considered to develop skills and appreciation of the painting media. Students are required to furnish art materials and tools. Meets six hours weekly. **Special fee applies.**

**ART 150 Introduction to Art (3)**

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. **Special fee applies.** *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

**ART 170 Sculpture I (3)**

A beginning-level studio course in sculpture, this class is hands-on, utilizing wood, plaster, and clay. Historical and formal aspects are an integral part of the course. Meets six hours weekly. **Special fee applies.**

**ART 205 Ceramics I (3)**

Students are introduced to clay, glazes, firing, and studio procedures through the production of hand-built and wheel-formed projects. There is an emphasis on basic functional forms and their historical precedents. Students purchase ceramics tools. Meets six hours weekly. **Special fee applies.**

**ART 206 Ceramics II (3)**

Students undertake intermediate projects in ceramics designed to increase basic skills and confidence on the potter's wheel. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 205*

**ART 210 Printmaking: Relief (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on relief techniques. Attention is given to the origins and development of printmaking in many cultures. Meets six hours weekly. **Special fee applies.**

**ART 211 Printmaking: Serigraph (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on serigraph (silk-screen) techniques. Attention is given to the origins and development of serigraph in the 20<sup>th</sup> century. Meets six hours weekly. **Special fee applies.**

**ART 221 Production for Print Design (3)**

The commercial printing process requires exacting pre-press production skills and knowledge. This studio course provides graphic design students the opportunity to learn those skills and production techniques. Projects provide students real-life experiences that challenge creativity but also solve the technological needs of production. Meets six hours weekly. **Special fee applies.** *Prerequisite or corequisite: ART 281*

**ART 225 New Genre Art Forms I (3)**

This studio course explores art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. This course is an introduction to these three mediums and allows students to explore alternative processes in the art making experience. Meets six hours weekly.

**ART 250 Photography I (3)**

This studio course is an introduction to contemporary art photography. Emphasis is on introduction to black and white film, darkroom, and digital photography processes. The course is built upon the technical, formal and conceptual aspects of photography. Meets six hours weekly. Note: Students must own or have access to a 35mm film camera. **Special fee applies.**

**ART 253 New Genre Art Forms II (3)**

This intermediate studio course primarily focuses on installation art. The course allows students to explore alternative processes in the art making experience with additional explorations into performance and video art. Meets six hours weekly. *Prerequisite: ART 225*

**ART 260 Photography II (3)**

This intermediate-level studio course is a study in contemporary art photography. Emphasis is placed on color theory, contemporary issues, and the technical skills of artificial lighting and professional digital printing workflow. Meets six hours weekly. Note: Students must own or have access to a digital SLR camera. **Special fee applies.** *Prerequisite:* ART 250

**ART 270 Sculpture II (3)**

This intermediate-level course emphasizes aesthetics and appropriate technologies for executing ideas. Students are involved with formulating a conceptual and technical basis for ongoing work. Meets six hours weekly. **Special fee applies.** *Prerequisite:* ART 170

**ART 281 Graphic Design I (3)**

This studio course introduces students to the building blocks of design: typography and the principles of design. It includes a rigorous introduction to the fundamentals of designing with type with an emphasis on letters, text, and grid. Students develop a basic visual vocabulary by focusing on the formal aspects of design such as point, line, texture, color, and organizing principles such as scale, contrast, rhythm, and balance. Meets six hours weekly. **Special fee applies.** *Prerequisite:* ART 120

**ART 301 Time-based Media (3)**

This is an introductory course to advanced studies in new media and animation. Students research the topic of time through text and engaging time-based work, including video, film, performance art, sound art, and other new media. These explorations take the form of intensive reading workshops and guided projects. Meets six hours weekly. *Prerequisites:* instructor permission

**ART 305 Ceramics III (3)**

Students create advanced projects in ceramics. Meets six hours weekly. **Special fee applies.** *Prerequisite:* ART 206

**ART 306 Ceramics IV (3)**

Students create advanced projects in ceramics. Meets six hours weekly. **Special fee applies.** *Prerequisite:* ART 305

**ART 310 Fundamental Art Experiences (3)**

This introductory art course aids teachers at both the elementary and middle school levels through the use of art production, integration with other subjects, art development in children, and service-learning experiences on site. Meets six hours weekly. **Special fee applies.** *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

**ART 311 Sculptural Objects and Functional Art (3)**

This studio course introduces students to European craft techniques including stained glass, papermaking, bookmaking, quilting, and furniture decorating. Integration of function and aesthetics in contemporary design is emphasized. Meets six hours weekly. **Special fee applies.**

**ART 312 Secondary Art: Methods, Materials, and Curriculum (3)**

Students study secondary curriculum and practices to learn effective and positive ways of providing a quality art program. Such issues as current trends, practices, aesthetic valuing, and classroom management are explored. Field trips are required. Meets six hours weekly. **Special fee applies.** *Prerequisite:* Review of Artistic Competencies (RAC) portfolio review

**ART 315 Printmaking II (3)**

This intermediate-level studio course provides further study in the fine art of printmaking with an emphasis on intaglio techniques. The course includes the study of traditional as well as alternative processes. Meets six hours weekly. **Special fee applies.** *Prerequisite:* ART 210 or ART 211, or instructor's permission.

**ART 320 Digital Imaging (3)**

This is an intermediate-level computer art class with projects in fine art, illustration, and graphics. QuarkXPress (or Adobe InDesign), Adobe Illustrator, and Adobe Photoshop are emphasized. Meets six hours weekly. *Prerequisite:* ART 120 and ART 130, or instructor's permission

**ART 330 Figurative Lab (3)**

This studio course focuses on rendering the human figure from live models in multiple media. The figure is explored as both a universal form and unique personality. Students are required to furnish art materials and tools. Meets six hours weekly. **Special fee applies.**

**ART 335 New Genre Art Forms III (3)**

This advanced studio course primarily focuses on video art. The course allows students to explore alternative processes in the art making experience, and students are able to utilize the mediums of performance art and installation art as well. Meets six hours weekly. *Prerequisite:* ART 253

**ART 340 Drawing and Painting II (3)**

Students investigate a personal approach to drawing and painting in various media using a variety of techniques. Emphasis is on independent exploration to prepare students for careers in studio art. Meets six hours weekly. **Special fee applies.** *Prerequisite:* ART 145, ART 146, or instructor's permission.

**ART 345 Mixed Media (3)**

This advanced-level studio course investigates the physical and aesthetic possibilities and limitations of contemporary mixed media materials. Projects encourage an inventive and experimental approach to a wide range of materials and techniques, followed by specialization in one or more specific mixed-media techniques. May be repeated for 6 units total. Meets six hours weekly.

**ART 350 Illustration (3)**

This course explores wet and dry media techniques and high-end rendering in the multiple uses of illustration. The class duplicates client/artist interactions to prepare students for the environment in the commercial arts field. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisites:* ART 145 and Review of Artistic Competencies (RAC) portfolio review

**ART 354 Ancient Art History (3)**

This lecture class surveys art forms, including painting, sculpture, and architecture created during the period ranging from prehistory to the beginnings of the Christian era. Students are introduced to the art of the Middle East, Africa, Asia, Europe, the Americas, and Oceania. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

**ART 356 History of Modern Art (3)**

This course covers the history of painting, sculpture, architecture, and other art forms from the late 1700s to the late 1900s. Students are introduced to the various styles and movements that determine the development of modern art. The aim of the course is to lead the student to an understanding of how modern art has developed into its current state as influenced by its sociocultural, religious, and political contexts. Learning to write in-depth analyses of art is an integral part of this course. *Meets the General Education core requirement in Aesthetics and the Creative Arts. Also meets the Upper-division Writing Intensive course requirement. Prerequisite:* ENGL 110 Freshman Writing Seminar or instructor's permission

**ART 357 Contemporary Art Trends (3)**

This is a lecture and activity class that includes the study of contemporary art as it exists in society today. It also explores the history of art created from 1945 to the present. This class explores the transition in art from Modernism to Postmodernism and beyond. Field trips to local galleries and museums allow students to experience current contemporary art in Southern California. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

**ART 358 History of Graphic Design and Illustration (3)**

Students study the evolution of printed words and symbols across time and through various cultures. From the printing press to the computer, art and design reflect and influence society. This lecture course examines the development of visual communication chronologically.

**ART 359 Women in Art (3)**

This lecture and activity course addresses women's contributions in visual art from the Middle Ages through the present. Representations of women from ancient art through the present are analyzed. Collaborative installation projects modeled after contemporary female artists are undertaken to further understand the processes utilized by female artists.

## ART AND DESIGN

### **ART 360 Photography III (3)**

This advanced-level studio course is a study in contemporary art photography. Emphasis is placed on advanced film technologies and digital processes. The course also explores historical, cultural, and critical aspects of photography. Meets six hours weekly. **Special fee applies.** *Prerequisites: ART 260 and Review of Artistic Competencies (RAC) portfolio review or instructor's permission*

### **ART 361 Early Christian and Medieval Art (3)**

This lecture/seminar class introduces students to developments in art from around the world in the period ranging from early Christian art to the Age of Cathedrals (1<sup>st</sup> to 14<sup>th</sup> centuries). The course discusses the connection between artistic expression and the changing sociocultural, religious, and political systems of the Christian World and the cultures that come into contact with it. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

### **ART 362 Renaissance to Rococo Art (3)**

This lecture/seminar class introduces students to developments in art from around the world in the period ranging from the Early Renaissance through the Mannerist, Baroque, and Rococo (15<sup>th</sup> to 18<sup>th</sup> centuries). The course discusses the connection between art expression and the changing sociocultural, religious, and political systems of the expanding world of the Renaissance to the Revolution age. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

### **ART 365 Printmaking III (3)**

This advanced-level studio course provides further study in the fine art of printmaking with an emphasis on alternative techniques. The course includes the study of monotype and collagraph processes. Meets six hours weekly. **Special fee applies.** *Prerequisites: ART 210 or ART 211, and ART 315*

### **ART 370 Sculpture III (3)**

This is a three-dimensional studio course utilizing wood, plaster, metals, and clay. Historical aspects are an integral part of the course. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 270*

### **ART 382 Webpage Design I (3)**

This course provides an introduction to Internet basics. Students design graphics and prepare images and media for effective use on websites, learning basic skills required for planning and preparation of artwork using software currently in use by design professionals. HTML is introduced. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 383 or instructor's permission*

### **ART 383 Graphic Design II (3)**

This studio course explores and develops concepts used in solving graphic design and visual communication opportunities. Projects address the elements and principles of design. Students use original photography and illustration and appropriate uses of typography for project solutions, creatively integrating both traditional media and digital production techniques. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 281 or instructor's permission*

### **ART 384 Webpage Design II (3)**

This course explores the use of animation, sound, and video in website development. Students examine Flash and Fireworks as primary applications. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 382 or instructor's permission*

### **ART 385 Graphic Design III (3)**

This studio course for advanced graphic design students furthers the development of ideation skills introduced in Graphic Design I with continued emphasis on conceptual thinking and visualization skills. This class provides essential tools of good basic design thinking and the solid building blocks of the design process that are encountered in a professional setting. Class meets six hours weekly. **Special fee applies.** *Prerequisite: ART 383 or instructor's permission*

### **ART 386 Multimedia I (3)**

This course provides an introduction to motion graphics and prepares students to integrate media assets such as video, animated images, graphics, photography, and sound. Authoring tools (software) are used to develop interactive presentations for CD/DVD and Internet distribution. Meets six hours weekly. **Special fee applies.** *Prerequisite: instructor's permission*

### **ART 390 Three-dimensional Animation I (3)**

This studio course provides students with fundamental techniques for animation, a time-based medium. It gives a hands-on approach to the art of modeling, motion, and story development using a variety of professional resources. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 385*

### **ART 403 Multicultural Art (3)**

This course introduces students to non-European craft techniques and traditions, and emphasizes building community through group projects, feasts, and celebrations. Meets six hours weekly. **Special fee applies.** *Meets the General Education core requirements in Aesthetics and the Creative Arts.*

### **ART 406 Ceramic Studio Processes (1–3)**

This course for the advanced student potter tailors experiences to meet the individual student's goal as a professional studio potter or ceramics instructor. It may be repeated for 6 units total. **Special fee applies.** *Prerequisite: instructor's permission*

### **ART 411 Sculptural Objects and Functional Art Processes (3)**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. The course may be repeated for 6 units total. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 311*

### **ART 413 Multicultural Art Processes (3)**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific non-European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. Meets six hours weekly. **Special fee applies.** *Prerequisite: ART 403*

### **ART 415 Student Publications – Yearbook (1)**

This workshop encourages students to participate in leadership activities and develop advanced skills necessary for production and design of the yearbook. *Prerequisite: ART 114*

### **ART 425 New Genre Art Forms IV (3)**

This advanced studio course primarily focused on performance art. The course allows students to explore alternative processes in the art making experience. Additionally, students explore are video and installation art. Meets six hours weekly. *Prerequisite: ART 335*

### **ART 430 Applied Design (1–4)**

This is an individualized advanced course for art students to conduct in-depth research and art production. It may be repeated for 6 units total. *Prerequisites: advanced study in the area of specialization and department chair's permission*

### **ART 431 Gallery Design (3)**

This upper-division studio course is an in-depth study of professional gallery design and preparation for the senior exhibit. It should be taken as a junior or first-semester senior. Meets six hours weekly. **Special fee applies.**

### **ART 440 Drawing and Painting III (3)**

This course provides the student with additional advanced projects within the context of a major theme. A personal style is encouraged. The student is directed to develop his/her own structure for semester work. Meets six hours weekly. **Special fee applies.** *Prerequisites: ART 340 and Review of Artistic Competencies (RAC) portfolio review, or instructor's permission*

### **ART 445 Drawing and Painting Processes (1–3)**

This studio course for the advanced general studio art major tailors experiences to meet the individual student's goal as a professional artist. It may be repeated for 6 units total. **Special fee applies.** *Prerequisites: instructor's permission and Review of Artistic Competencies (RAC) portfolio review*

**ART 446 Graphic Design Processes (1–3)**

This course for the advanced graphic design major tailors experiences to meet the individual student's goal as a graphic designer, and may be repeated for 6 units total. **Special fee applies.** *Prerequisite: instructor's permission*

**ART 450 Portfolio (2–3)**

This is a required laboratory class for all senior art majors and should be taken in the final semester of study. Instruction includes portfolio preparation, artist statements, gallery and client relations, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly. *ART 450 is required for 2 units for art majors and 3 units for graphic design majors.*  
*Prerequisite: Review of Artistic Competencies (RAC) portfolio review*

**ART 455 New Genre Art Forms Processes (3)**

This advanced studio course involves the further study of art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. The course tailors experiences to meet the individual student's goal as an experienced artist. It may be repeated for 6 units total. Meets six hours weekly. *Prerequisite: ART 225*

**ART 460 Photography IV (3)**

This advanced-level studio course is a further study in contemporary art photography. Emphasis is placed on developing significant personal imagery and critical analysis. Meets six hours weekly. **Special fee applies.** *Prerequisites: ART 360 and Review of Artistic Competencies (RAC) portfolio review or instructor's permission*

**ART 465 Photographic Processes (1–3)**

This studio course for the advanced general studio art major with an emphasis in photography tailors experiences to meet the individual student's goal as a professional photographer. It may be repeated for 6 units total. Meets six hours weekly. **Special fee applies.**

**ART 470 Sculpture IV (3)**

This senior-level studio course concentrates on independent creativity, individual development, mastery of materials and processes, and the production of professional quality sculpture. Meets six hours weekly. **Special fee applies.** *Prerequisites: ART 370 and Review of Artistic Competencies (RAC) portfolio review*

**ART 471 Sculptural Processes (1–3)**

This studio course for the advanced general studio art major with an emphasis in sculpture tailors experiences to meet the individual student's goals as a professional sculptor. It may be repeated for 6 units total. Meets six hours weekly. **Special fee applies.**

**ART 475 Art Internship (1–4)**

Graphic design and art majors participate in either volunteer or paid internship positions that are directly linked to their area of concentration, gaining on-site and professional experience. *Prerequisite: student must be a major (or minor) in visual arts (BFA), art, or graphic design*

**ART 481 Graphic Design IV (3)**

This course addresses communication strategies including the effective use of metaphor, iconography, and cliché. The nature of symbols and cultural issues are applied to assignments where the dynamic role of image, photography, or illustration is stressed. The development of philosophical and professional attitudes related to the role of the designer as interpreter of society dealing with ethical issues is emphasized. *Prerequisite: ART 385 or instructor's permission*

**ART 495 Special Topics in Art (3)**

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. It may be repeated for 6 units total as the topic varies.

**ART 496 Senior Seminar: Art Ethics (3)**

This course examines ethical issues in the contemporary art world from a Christian perspective. Included is the examination of ethical dilemmas faced by artists in today's Postmodern culture. *Meets the General Education Senior Seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**ART 497 Readings (1–4)**

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

**ART 498 Directed Research (1–4)**

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

**ART 499 Thesis/Project (1–4)**

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

**Humanities**

**HUM 223/323 Humanities Seminar III: Aesthetics (3, 4)**

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra Semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Theater, Film, and Television

## Faculty

*Co-chair and Professor Thomas D. Parham, Ph.D.*

*Co-chair and Associate Professor Rachel Tracie, Ph.D.*

*Professors: Monica Ganas, Ph.D.; John R. Hamilton Ph.D.;  
Michael C. Smith, Ed.D.*

*Associate Professors: Christopher Keene, MFA;  
Warren G. Koch, Ph.D.*

*Assistant Professors: Kristen Humer, MFA; Jill Lincoln, M.A.*

*Lecturers: Danielle Baca, M.A.; Mason Barker, MFA;  
Anthony Barnao, B.A.; Randall Barnes, Ph.D.; Collin Bressie, MFA;  
Vickie Bronaugh, M.A.; Amick Byram, B.A.; Annette Chapman, MFA;  
Heather Corwin, MFA; Jennifer Dombush, M.A.; Erin Gaw, M.A.;  
Adam Hall, MFA; Tannis Hanson, MFA; Barbara Harrington, M.A.;  
Susan Isaacs, MFA; Jeffrey Jamison, M.A.; Edward Kim, MFA;  
Rhonda Kohl, MFA; Christine Krebsbach, M.A.; James Lincoln, M.A.;  
Christopher Manus, MFA; Gregory Michael, MFA; Jared New, MFA;  
Nanci Ruby, MFA; Avrii Speaks, MFA; Jeffrey Tirrell, M.A.;  
Jonathan Vermeer, MPW*

## Mission Statement

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.

## Cinematic Arts Learning Outcomes

### Story

Understand and practice the art of cinematic storytelling

### Technical Practice

Demonstrate proficiency in the aesthetic, practical, and technical aspects of writing, production, or criticism

### Knowledge/Analysis

Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts

### Professional Development

Implement the protocol, vocabulary, and work ethic necessary for professional careers

### Collaboration

Serve as a member of a creative team in leadership and servanthood roles to meet project goals

### Spiritual/Faith

Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors

## Theater Arts Learning Outcomes

### Artistry

Integrate the technique and skills needed to become a transformational artist; acquire a creative and critical voice

### Technical Practice

Demonstrate proficiency in the use of lighting, sound, or scenic design

### Knowledge/Analysis

Describe the development of theater as an art form and the role it has played historically and in contemporary culture; apply analytical approaches to drama

### Professional Development

Prepare for professional protocol and understanding of current styles

### Spiritual/Faith

Identify the contribution and impact of Christian faith and practice in the arts

## Career Opportunities

To enhance their career opportunities, students must complete a 3-unit internship or capstone project prior to graduation. Graduates enter professions in the fields of media, broadcasting, television, film production, theater production, education, communications, ministry, performance, consulting, and sales. Many go on to graduate or professional school.

## Department Overview

The Department of Theater, Film, and Television offers a Bachelor of Fine Arts in Acting for the Stage and Screen, a Bachelor of Fine Arts in Cinematic Arts Production, and a Bachelor of Fine Arts in Screenwriting; both are intensive four-year training degrees designed to equip students for professional careers. Bachelor of Arts degrees are also offered in Theater Arts and in Cinematic Producing with concentrations in Animation or Critical Studies. In addition, students from other majors can earn minors in screenwriting, critical studies, or theater arts.

The department produces four faculty-directed theater productions annually and several smaller student-directed productions. Additionally, several off-campus performance opportunities exist: The **Azusa Renaissance Project**, a community outreach program that brings theater to the city of Azusa and the **Hollywood Showcase**, which introduces select members of the BFA graduating class to the Hollywood industry.

The department hosts many major events each year, including **First Mondays** and **Third Wednesdays**, monthly symposia of industry professionals, alumni, and students, and the **APU Film Premiere Night**, which screens advanced student projects to the public. In addition, the student-run **Azusa Film Society** hosts the popular annual **48-Hour Film Festival**. Each year, the department cosponsors numerous student film projects. Recent APU student films have won dozens of awards at nationally competitive film festivals.

APU alumni are working professionals at major studios, television networks, agencies, and throughout the Hollywood industry, and have performed on Broadway, with national touring companies, and in regional theaters.

To earn a Bachelor of Arts degree, students must maintain a minimum 2.0 grade-point average in the major. In the Bachelor of Fine Arts programs, students must earn a C (2.0) or better in each of their major courses.

**Acting for the Stage and Screen Major (BFA)**

**63 units**

Students must earn a minimum 2.0 GPA in each required course for the BFA.

**Film and Theater History Courses**

**9 units**

TFT 285	History of Film	3
TFT 325	History of Theater to the 19 <sup>th</sup> Century	3
TFT 326	History of Theater: 19 <sup>th</sup> Century to Present	3

**Technical Theater Courses**

**12 units**

TFT 221	Theatrical Sets and Properties	3
TFT 223	Theatrical Makeup	3

Select one of the following:

TFT 222	Theatrical Lighting and Sound	3
TFT 224	Theatrical Management and Production	3

Select one of the following:

TFT 365	Civic Theater	3
TFT 374	Playwriting	3
TFT 423	Directing	3
TFT 440	Musical Theater Workshop	3

**Voice and Movement Courses**

**12 units**

TFT 200	Beginning Voice for the Actor	2
TFT 201	Beginning Movement for the Actor	2
TFT 250	Intermediate Voice for the Actor	2
TFT 251	Intermediate Movement for the Actor	2
TFT 300	Advanced Voice for the Actor	2
TFT 301	Advanced Movement for the Actor	2

**Acting Courses**

**24 units**

TFT 171	Acting Fundamentals for the Stage	3
TFT 172	Acting Fundamentals for the Screen	3
TFT 271	Intermediate Acting for the Stage and Screen	3
TFT 272	Improvisation for the Actor	3
TFT 372	Acting Shakespeare	3
TFT 435	Acting Styles and Techniques	3
TFT 471	Advancing Acting for the Camera	3
TFT 472	Business of Acting/Hollywood Showcase	3

**Performance Courses**

**6 units<sup>^</sup>**

TFT 216	Performance and Production <sup>^^</sup>	1
TFT 490	Internship	1

<sup>^</sup>A total of 6 combined units of TFT 216 and/or TFT 490 are required.

<sup>^^</sup>Candidates for the BFA in Acting for the Stage and Screen are required to audition for all TFT 416 productions each semester and participate in any role in which they are cast. Students not cast in an on-campus production are welcome to serve on a technical crew or participate in an off-campus production as a TFT 490 Internship as approved by the department chair.

**Cinematic Arts Production Major (BFA)**

**60 units**

**Required Courses**

TFT 101	Christianity and the Creative Process <sup>*</sup>	3
TFT 260	Cinema-TV Production I	4
TFT 274	Story and Character	3
TFT 275	History of Broadcasting and Electronic Media	3
TFT 285	History of Film	3
TFT 295	Film and Television Business	3
TFT 317	Cinematic Aesthetics	3
TFT 335	Cinema-TV Production II	4
TFT 341	Media Criticism and Theory	3
TFT 490	Internship <sup>^</sup>	3
TFT 494	Production Capstone <sup>^</sup>	3

Select one of the following:

TFT 110	Introduction to Acting	3
TFT 263	Broadcast Performance	3

Select one of the following:

TFT 375	Screenwriting <sup>**</sup>	3
TFT 387	Nonfiction Writing for Visual Media <sup>**</sup>	3

Select one of the following:

TFT 351	Film and Social Issues	3
TFT 420	Topics in Cinema and History	3
TFT 481	Contemporary Auteurs	3
TFT 495	Special Topics (Critical Studies)	3

Select four of the following:

TFT 319	Directing for the Camera	3
TFT 320	Cinematography	3
TFT 321	Film/Video Editing	3
TFT 322	Sound Design	3
TFT 361	Producing and Production Management	3

Select one of the following:

TFT 415	Advanced Television Production	4
TFT 438	Advanced Documentary Film	4
TFT 462	Advanced Cinema Production	4

<sup>\*</sup>Meets a General Education core requirement.

<sup>\*\*</sup>Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>May be repeated up to a maximum of 6 units. Only 3 units count toward the major.

**Screenwriting Major (BFA)**

**64 units**

The Bachelor of Arts in Screenwriting is an intensive four-year training degree designed to equip students for professional writing careers in the entertainment industry.

**Lower-Division Core Courses**

**28 units**

TFT 101	Christianity and the Creative Process <sup>*</sup>	3
TFT 110	Introduction to Acting	3
TFT 211	Introduction to Film	3
TFT 216	Performance and Production	3
TFT 260	Cinema-TV Production I	4
TFT 274	Story and Character	3
TFT 275	History Broadcasting and Electronic Media	3
TFT 285	History of Film	3
TFT 295	Film and Television Business	3

**Upper-Division Core Courses**

**18 units**

TFT 341	Media Criticism and Theory	3
TFT 361	Production Management	3
TFT 362	Production Development	3
TFT 490	Internship	3
TFT 499	Capstone Project in Theater, Film, and Television	3

Select one of the following:

TFT 351	Film and Social Issues	3
TFT 420	Topics in Cinema and History	3
TFT 481	Contemporary Auteurs	3
TFT 486	Topics in Film Analysis	3
TFT 495	Special Topics: (CINE Critical Studies)	3

**Upper-Division Writing Courses**

**18 units**

TFT 375	Screenwriting <sup>**</sup>	3
TFT 385	Intermediate Screenwriting	3
TFT 485	Advanced Screenwriting	3

Select two of the following:

TFT 388	Sketch Comedy for the Writer/Performer	3
TFT 487	Television Writing: Episodic Drama	3
TFT 488	Television Writing: Situation Comedy	3

## THEATER, FILM, AND TELEVISION

Select one of the following:

TFT 374	Playwriting	3
TFT 380	Writing the Short Screenplay	3
TFT 387	Nonfiction Writing for Visual Media**	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

### Cinematic Arts Major (B.A.) 46 units

All cinematic arts majors must complete the core requirements as well as the requirements for one of the concentrations (animation, critical studies, or producing).

#### Core Courses 31 units

TFT 101	Christianity and the Creative Process*	3
TFT 110	Introduction to Acting	3
TFT 260	Cinema-TV Production I	4
TFT 274	Story and Character	3
TFT 275	History of Broadcasting and Electronic Media	3
TFT 285	History of Film	3
TFT 295	Film and Television Business	3
TFT 341	Media Criticism and Theory	3

Select one of the following:

TFT 375	Screenwriting**	3
TFT 387	Nonfiction Writing for Visual Media**	3

Select one of the following:

TFT 475	Media Ministries^^	3
TFT 490	Internship^	3
TFT 499	Capstone Project in Theater, Film, and Television	3

#### Animation Concentration 15 units

ANI 310	Traditional and Stop Motion Animation	3
ART 330	Figure Drawing and Painting	3
ART 390	Three-Dimensional Animation I	3

Select 6 units from the following:

ANI 445	Animation Processes^	3
ART 301	Time-based Media	3
ART 386	Multimedia I	3

#### Critical Studies Concentration 15 units

TFT 211	Introduction to Film	3
TFT 351	Film and Social Issues	3
TFT 360	Studies in Popular Culture	3
TFT 481	Contemporary Auteurs	3

Select one of the following:

TFT 420	Topics in Cinema and History	3
TFT 444	Advanced Film Theory	3
TFT 486	Topics in Film Analysis	3
TFT 495	Special Topics (CINE Critical Studies)	3

#### Producing Concentration 15 units

TFT 216	Performance and Production	3
TFT 361	Producing and Production Management	3
TFT 362	Producing: Development	3
TFT 363	Producing: Finance	3
TFT 364	Producing: Marketing	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^May be repeated up to a maximum of 6 units. Only 3 units count toward the major.

^^TFT 490 is a variable unit class (1-3 units). Three units must be taken to fulfill this requirement.

### Critical Studies Minor 24 units

TFT 101	Christianity and the Creative Process*	3
TFT 275	History of Broadcasting and Electronic Media	3
TFT 285	History of Film**	3
TFT 341	Media Theory and Criticism	3
TFT 360	Studies in Popular Culture	3
TFT 444	Advanced Film Theory	3

Select two of the following:

TFT 317	Cinematic Aesthetics	3
TFT 351	Film and Social Issues	3
TFT 420	Topics in Cinema and History	3
TFT 481	Contemporary Auteurs	3
TFT 495	Special Topics (CINE Critical Studies)^^	3

### Screenwriting Minor 27 units

TFT 101	Christianity and the Creative Process*	3
TFT 274	Story and Character	3
TFT 275	History of Broadcasting and Electronic Media	3
TFT 285	History of Film	3
TFT 375	Screenwriting**	3
TFT 385	Intermediate Screenwriting	3
TFT 481	Contemporary Auteurs	3
TFT 485	Advanced Screenwriting	3

Select one of the following:

TFT 487	Television Writing: Episodic Drama	3
TFT 488	Television Writing: Situation Comedy	3
TFT 498	Directed Research: Screenwriting Practicum^	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^TFT 498 is a varied unit class (1-3 units). 3 units must be taken to fulfill this requirement.

^^May be repeated within the minor as topics change

### Theater Arts Major (B.A.) 45 units

#### Core Courses 24 units

TFT 101	Christianity and Creative Process*	3
TFT 113	Acting Fundamentals	3
TFT 213	Introduction to the Theater	3
TFT 221	Theatrical Sets and Properties	3
TFT 224	Theatrical Management and Production	3
TFT 325	History of Theater to the 19 <sup>th</sup> Century	3
TFT 326	History of the Theater: 19 <sup>th</sup> Century to Present	3
TFT 460	Dramatic Theory and Criticism	3

#### Electives 21 units

Select two courses from the following:

TFT 313	Intermediate Acting	3
TFT 340	Mime Principles and Performance	3
TFT 355	Theater Education, K-12	3
TFT 365	Civic Theater	3
TFT 413	Advanced Acting	3
TFT 440	Musical Theater Workshop	3
TFT 455	Theater and the Church	3

Select two courses from the following:

ENGL 377	Shakespeare**	3
TFT 293	Theater Field Study	3
TFT 374	Playwriting	3
TFT 375	Screenwriting**	3
TFT 423	Directing	3
TFT 495	Special Topics (THTR Theory and Criticism)	3



## COLLEGE OF MUSIC AND THE ARTS 2013–14

Select one technical theater course from the following:

TFT 222	Theatrical Lighting and Sound	3
TFT 223	Theatrical Makeup	3

Select 3 units from the following:

TFT 216	Theater Performance and Production	1
TFT 466	Drama Ministries: Performance and Production	1

Select one course from the following:

TFT 490	Internship	3
TFT 499	Capstone Project	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

### Theater Arts Minor

**24 units**

#### Core Courses

**15 units**

TFT 110	Introduction to Acting	3
TFT 213	Introduction to Theater	3
TFT 221	Theatrical Sets and Properties	3
TFT 325	History of Theater to the 19 <sup>th</sup> Century	3
TFT 326	History of Theater: 19 <sup>th</sup> Century to Present	3

#### Electives

**9 units**

Select three of the following courses:

TFT 222	Theatrical Lighting and Sound	3
TFT 223	Theatrical Costumes and Makeup	3
TFT 224	Theatrical Management and Production	3
TFT 293	Theater Field Study	3
TFT 313	Intermediate Acting	3
TFT 340	Mime Principles and Performance	3
TFT 355	Theater Education, K–12	3
TFT 365	Civic Theater	3
TFT 374	Playwriting	3
TFT 423	Directing	3
TFT 440	Musical Theater Workshop	3
TFT 455	Theater and the Church	3
TFT 460	Dramatic Theory and Criticism	3

### Course Descriptions

#### TFT 101 Christianity and the Creative Process (3)

This is a study of theater, film, and broadcasting *vis-à-vis* Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development. *Meets the General Education core requirement in Aesthetics and the Creative Arts*

#### TFT 110 Introduction to Acting (3)

This course introduces basic acting skills. Students learn how to breakdown a scene, choose an approach for playing a role, and express realistic emotion appropriate to a scene. Students also develop the ability to offer and receive constructive criticism.

*This class is for non-theater majors only.*

#### TFT 113 Acting Fundamentals (3)

This introductory workshop covers acting techniques and styles, emphasizing voice, movement, improvisation, and interpretation. Monologues and scenes from plays are presented in class. *This class is for theater majors only.*

#### TFT 121/PE 121 Fitness for Life: Dance for the Theater (2)

This course teaches the skill of movement and dance as it relates to actors, including proficiency in various styles of dance that are most common in musical theater, learning dance terminology necessary for a working actor, gaining flexibility and dexterity to enhance stage performance, understanding what is required at a professional theater audition, and moral issues pertaining to presenting theater dance to an audience. It also teaches fitness for life concepts through various dance and aerobic conditioning exercises. *Meets the General Education requirement for Skills and University Requirements*

#### TFT 171 Acting Fundamentals for the Stage (3)

Students explore the nature of acting; develop and embrace fundamental concepts of imagination, ease, honesty, sense memory, and concentration; and learn to break down a script for its events and to particularize these events in a series of expressive actions. *BFA in Acting majors only*

#### TFT 172 Acting Fundamentals for the Screen (3)

This course explores the nature of acting for film and television. Students learn fundamental concepts of acting for the camera in order to become comfortable in front of it. Particular emphasis is placed on the different camera angles used by filmmakers and how actors should appropriately adjust for each type. *Prerequisites: TFT 171 and BFA in Acting majors only*

#### TFT 200 Beginning Voice for the Actor (2)

This course focuses on improving students' vocal expressiveness, specifically in the areas of resonance, articulation, breath control, relaxation, and physical alignment. Learning in these areas is applied to various texts (both written and created) to explore how the clarity of meaning and the emotional content of the written word and movement expression is informed by the fully engaged voice and body. *BFA in Acting majors only*

#### TFT 201 Beginning Movement for the Actor (2)

This course attends to physical basics such as posture, core strength, and range of motion. It teaches students to individuate internal energies of the body, to use these energies to move the body, and to begin to synthesize physical listening skills for ensemble acting. Skills taught may include techniques such as Alexander, Pilates, and Feldenkrais. *BFA in Acting majors only*

#### TFT 211/ENGL 211 Introduction to Film (3)

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

#### TFT 213 Introduction to Theater (3)

This course exposes students to all aspects of producing theater, classic plays for reading and analysis, and the cognitive process of critiquing live theater.

#### TFT 216 Performance and Production (1–3)

This course provides credit for students working with instructors as they study, prepare, and perform theater, film, or television productions. *Course may be repeated for up to 6 units toward graduation*

#### TFT 221 Theatrical Sets and Properties (3)

LECTURE, 2 HOURS; LAB, 3 HOURS

This technical theater course covers the theory and practice of theatrical sets and stage properties. Students explore historical styles, methods, and dramatic analysis for scenic design, as well as techniques in stage properties, furniture design, construction, and set dressing for a variety of theatrical spaces.

#### TFT 222 Theatrical Lighting and Sound (3)

LECTURE, 2 HOURS; LAB, 3 HOURS

This technical theater course covers the theory and practice of theatrical lighting and sound design. Students explore artistic lighting design for a variety of theatrical experiences, as well as basic equipment operation for the processing and mixing of live and recorded sound.

#### TFT 223 Theatrical Makeup (3)

This course focuses on developing and applying makeup designs for theatrical characters with particular attention to facial structure, use of highlight and shadow, color theory, and application techniques. The student emerges with a completed reference binder that serves as a reference source for future use.

#### TFT 224 Theatrical Management and Production (3)

LECTURE, 2 HOURS; LAB, 3 HOURS

This technical theater course covers the theory and practice of stage management and theater administration. Students explore the relationship between artistry and execution of theater as a fine arts discipline. Topics covered include exploration of production management, professional unions, publicity, marketing, box office, and house management.

## THEATER, FILM, AND TELEVISION

### **TFT 250 Intermediate Voice for the Actor (2)**

This course is a continuation of the voice curriculum to further enrich the actor's technique. Cold reading skills, commercial, and voice-over work are addressed in order to give specific application to skills learned in Beginning Voice for the Actor. *Prerequisites: TFT 200 and BFA in Acting majors only*

### **TFT 251 Intermediate Movement for the Actor (2)**

The course provides training in stage combat. Skills include fencing, rapier and dagger, broadsword, and numerous conventions of physical, unarmed stage combat. *Prerequisites: TFT 201 and BFA in Acting majors only*

### **TFT 260 Cinema-TV Production I (4)**

Including studio and field production, the coursework first focuses on developing basic technical competencies in camera operation, lighting techniques, and basic editing. Studio modules concentrate on live directing, talent coaching, and crew management. Field modules include electronic news gathering and single-camera film-style narratives.

**This course requires lab fees of at least \$30/unit.**

### **TFT 263 Broadcast Performance (3)**

This course trains students in the basic components of acting and performance for nonfiction radio and television. Special attention is given to the unique demands of these media and the preparation needed for clear, compelling communication within them. While not primarily focused on general acting and performance techniques, these are addressed and enhanced. *Prerequisite: TFT 260*

### **TFT 271 Intermediate Acting for the Stage and Screen (3)**

This course builds on foundational skills from Acting Fundamentals by concentrating focus on preparing text-based scenes and monologues. The course incorporates warm-up, scene work, written critiques, journaling, and performance to encourage an understanding of the acting process from all angles. *Prerequisites: TFT 172 and BFA in Acting majors only*

### **TFT 272 Improvisation for the Actor (3)**

This course introduces students to the art of improvisation develop their ability to react to situations and trust their instincts. This course primarily focuses on improvisational games but also touches on character development and scene work. Students are expected to work with partners and teams. This course is for students wishing to improve their communication skills, audition skills, and overall performance awareness. *Prerequisites: TFT 271 and BFA in Acting majors only*

### **TFT 274 Story and Character (3)**

This course acquaints students with universal principles of storytelling and character development. Students examine short stories, classic myths, and fairy tales in order to identify archetypal stories and characters as part of the adaptation process. By studying classic stories and characters from literature and film, students learn to create their own for use in dramatic writing.

### **TFT 275 History of Broadcasting and Electronic Media (3)**

This course examines the issues and circumstances surrounding the development of the major electronic media: radio, television, cable, and Internet. Particular attention is paid to cultural shifts that took place as each new medium was introduced into society. The involvement of the Church and various religious leaders in the early stages of each medium's development is also considered.

### **TFT 285 History of Film (3)**

The changes and developments in film are examined for their relationship to corresponding social contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, and business practices.

### **TFT 293 Theater Field Study (3)**

This course is an opportunity for concentrated study in the field of theatrical critique. Attendance of professional performances determined by the instructor is required. This course is for those participating in field trips planned by theater arts faculty.

### **TFT 295 Film and Television Business (3)**

This class introduces students to the structure and business of the television and motion picture industries. Topics include broadcast, cable and local television, commercial production, advertising, programming, marketing, and ratings. Students learn how movies are made from the business of screenwriting through marketing and DVD release.

### **TFT 300 Advanced Voice for the Actor (2)**

This course is a continuation of the voice curriculum including the study of the International Phonetic Alphabet, iambic pentameter, and dialect/accent work. *Prerequisites: TFT 250 and BFA in Acting majors only*

### **TFT 301 Advanced Movement for the Actor (2)**

This course provides training in historical movement, including selected dances, manners, and action of the 16<sup>th</sup> through the 20<sup>th</sup> centuries, focusing on the embodiment of the style of those periods. Absurd Theatre and world styles of movement are explored, and Viewpoints and Suzuki techniques are taught and practiced. *Prerequisites: TFT 251 and BFA in Acting majors only*

### **TFT 303/ENGL 303 Creative Writing: Drama and Film (3)**

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

### **TFT 313 Intermediate Acting (3)**

This intermediate acting course allows more performing opportunities within the classroom. It includes continuation of study in character development through improvisation, script writing, and dialogue, as well as evaluation through play observation and script reading.

*Prerequisite: TFT 113 or instructor's permission*

### **TFT 317 Cinematic Aesthetics (3)**

This course bridges the gap between theory and application of the visual components that make meaning in a visual story. Instruction is achieved through a combination of lecture, demonstration, and multiple student assignments applying course material to practice. *Prerequisite: TFT 260*

### **TFT 319 Directing for the Camera (3)**

This course gives aspiring cinematic artists a working knowledge of the skills and technique needed to direct actors and create transformational art. It introduces many aspects of this discipline. Students are evaluated on their ability, expertise, and commitment to implement new techniques. *Prerequisites: TFT 110 and TFT 260*

### **TFT 320 Cinematography (3)**

This comprehensive course covers the fundamentals of lighting, exposure, use of film and motion picture cameras, general use of equipment, safety procedures, and methodology for working on location and in the studio. This course is required for students who desire to fill a cinematography position on an advanced project. *Prerequisite: TFT 260*

### **TFT 321 Film/Video Editing (3)**

Students learn skills and techniques of cinematic storytelling via the editing and postproduction processes. The course emphasizes proficiency using a nonlinear editing system, the history of significant achievement in editing, and the editor's unique role in the cinematic process. This course is required for any student who desires to fill an editing position on an advanced production. *Prerequisite: TFT 260*

### **TFT 322 Sound Design (3)**

This course focuses on practical and aesthetic considerations relating to recording, editing, and mixing sound for cinematic productions and is required for students who desire to fill a sound position on an advanced production. *Prerequisite: TFT 260*

### **TFT 325 History of Theater to the 19<sup>th</sup> Century (3)**

This course is an introduction to theater history from the beginnings of theatrical practice to the 19<sup>th</sup> century. Students encounter readings in the philosophy and practice of theater as well as plays written during the historical scope of the period. Focus on the social and cultural context of a given historical period, alongside the particular study of plays, playwrights, and theatrical movements encourage a broader perspective on theater history.

**TFT 326 History of Theater: 19<sup>th</sup> Century to the Present (3)**

This course is an introduction to theater history from the 19<sup>th</sup> century to the present. Students encounter readings in the philosophy and practice of theater as well as plays written during the historical scope of the period. Focus on the social and cultural context of a given historical period, alongside the particular study of plays, playwrights, and theatrical movements, encourage a broader perspective on theater history.

**TFT 335 Cinema-TV Production II (4)**

This is an intermediate-level course in cinema-TV production emphasizing both product and process. Students learn the distinct roles of writing, producing, directing, cinematography, editing, and sound through a story-centered, collaborative, and iterative process. **This course requires lab fees of at least \$30/unit.** *Prerequisite: TFT 260*

**TFT 340 Mime: Principles and Performance (3)**

This course provides an overview of and orientation to mime in the classic white-face tradition. The emphasis is on the history of the art form, basic mime techniques, training, performance, and performance critique.

**TFT 341/COMM 341 Media Criticism and Theory (3)**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist will be framed by a cultural studies approach, giving an understanding of film as an expression of both art and popular culture.

**TFT 351 Film and Social Issues (3)**

This course explores the relationship between ethnic, racial, and gender groups that historically have been under-represented, distorted, or marginalized in mainstream commercial cinema. Considerable emphasis is placed upon the cinematic treatment of important historical and current events, multicultural phenomena, and sociopsychological issues and movements.

**TFT 355 Theater Education, K–12 (3)**

The emphasis is on basic elements of K–12 play production beginning with choosing age-appropriate material, auditions, crews, budgeting, directing, and understanding the role of the drama educator. Textbook reading, journal reviews, observations, classroom presentations, classroom participation, and creation of dramatic education plans are the primary elements of this course.

**TFT 360/COMM 360 Studies in Popular Culture (3)**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

**TFT 361 Producing and Production Management (3)**

Focusing on the business and management areas of media production, this course includes modules on business plans, budgets, investors, revenue streams, project procurement, equipment/facilities management, freelance hiring, personnel contracts, and talent/crew management. The creative and ethical components of producing will be examined under the light of industry demands and the Church's historic concern with economic justice. *Prerequisite: TFT 260*

**TFT 362 Producing: Development (3)**

This course teaches the methods creative producers use to find, develop, pitch, package, and manage cinematic arts products. Coursework emphasizes pitching, script coverage, and other responsibilities of a producer during the acquisition process. These skills are essential for producers but highly recommended for students aspiring to create content. *Prerequisite: TFT 295*

**TFT 363 Producing: Financing (3)**

This course focuses on funding, risk assessment, distribution methods, and recoupment for cinematic arts products. The methodology focuses primarily upon case studies in the contemporary arts and entertainment industry. The course is essential for students pursuing producing and highly recommended for those interested in entertainment business. *Prerequisite: TFT 295*

**TFT 364 Producing: Marketing (3)**

This course enables students to create a marketing plan for cinematic arts products and covers marketing issues and techniques from development through distribution. This course is essential for students interested in executive and producing-related careers and highly recommended for those interested in entertainment business. *Prerequisite: TFT 295*

**TFT 365 Civic Theater (3)**

This is a service-learning course intended to enlighten, encourage, and entertain the citizens of Azusa through imaginative, well-executed, redemptive theater involving a variety of themes, styles, and venues. Performances range from the heavily traditional to the *avant-garde* and may include interactive theater, children's theater, street theater, readers' theater, educational theater, *nouveau Commedia Del Arte*, and realism.

**TFT 372 Acting Shakespeare (3)**

This course introduces actors to core techniques for mapping the text of Shakespeare, interpreting the language, scanning the meter, locating the operative action and images in the verse and prose, and examining the punctuation and overall structure of the text to discover relevant acting choices. While the course requires a great deal of individual preparation, it functions primarily to reinforce skills while an actor is working on his or her feet. *Prerequisites: TFT 271 and BFA in Acting majors only; ENGL 377 strongly recommended*

**TFT 374 Playwriting (3)**

An introduction to the workshop method of writing and revising plays for live performance, this course targets students who want to write for theater. Students learn fundamentals of dramatic structure, characters, theme, and dialogue. In addition to completing numerous writing exercises, students conceive, develop, and write an original one-act play. *Prerequisite: TFT 213*

**TFT 375 Screenwriting (3)**

This course emphasizes the analysis and writing of film screenplays and television scripts. It serves as a workshop for story planning and scripting in the fictional genres of drama and comedy, and for learning creative, redemptive approaches to marketable and effective media formats and presentations. *Meets the General Education Upper-division Writing Intensive course requirement*

**TFT 380 Writing the Short Screenplay**

Students integrate their knowledge of story and character to develop scripts appropriate for short films. This course stresses the importance of rewriting and meeting deadlines for the screenwriting process. Screenplays written during the class are considered for production by advanced cinematic arts courses. *Prerequisite: TFT 374 or TFT 375*

**TFT 385 Intermediate Screenwriting (3)**

This course focuses on screenwriting fundamentals: structure, scene development, character, theme, dialogue, and conflict. Using case studies from film and television, students learn to analyze screenplays and teleplays rather than focusing on the integrated experience of the script, directing, editing, and performance elements. *Prerequisites: TFT 303 or TFT 375*

**TFT 387 Nonfiction Writing for Visual Media (3)**

This course offers exploration of the essentials of good writing for successful nonfiction programs in visual media such as documentary film, documentary television, media ministry, promotional media, and more. Students learn how to research and write proposals, outlines, treatments, and scripts. Study of scripts and screenings of model nonfiction programs enrich the course and serve as practical examples. *Meets the General Education Upper-division Writing Intensive course requirement*

**TFT 388 Sketch Comedy for the Writer/Performer (3)**

This class covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students sharpen their writing and performance techniques to create truthful and original characters and sketches. Topics include constructing a scene, maximizing comedic potential, integrating popular culture and societal conversation, and experimenting with new media platforms. Students collaborate to produce a show performed before a live audience at semester's end. *Prerequisite: TFT 374 or TFT 375*

## THEATER, FILM, AND TELEVISION

### **TFT 413 Advanced Acting (3)**

This course allows the student who is interested in this aspect of drama an opportunity to advance beyond the beginning and intermediate levels. It is preparation for the actor who desires to work in the church, on the stage, or in the classroom. *Prerequisite: TFT 313*

### **TFT 415 Advanced Television Production (4)**

This course offers advanced instruction in the techniques of television production for multicamera studio and on-location environments. Students learn the skills necessary for preproduction, principal photography, and post-production, as well as the importance of operating under studio deadlines. This workshop class requires significant production time in addition to class time. **This course requires lab fees of at least \$30/unit.** *Prerequisite: TFT 335*

### **TFT 420/HIST 420 Topics in Cinema and History (3)**

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies. *Prerequisites: ENGL 110*

### **TFT 423 Directing (3)**

This course teaches students the practical application of directing the actor. The student is introduced to the various levels of involvement with the play as he or she selects the script, auditions the actors, stages the script, and promotes the production. *Prerequisite(s): TFT 113; completion of TFT 313 and TFT 413 preferred*

### **TFT 435 Acting Styles and Techniques (3)**

This course intends a comprehensive study of manifold schools of acting, from classical and Renaissance training and technique through that of the Russian theorists and modern dramatists. Special attention is paid to the philosophical and social context framing of each school as well as the particular vocalization, movement, and staging demands of each style. *Prerequisite: TFT 272 or TFT 313*

### **TFT 438 Advanced Documentary Film (4)**

Students study the history and theory of documentary filmmaking from earliest times to the present, including American, English, Russian, and others. Functions of nonfiction film and television in society for education, persuasion, social change, and propaganda are explored. This course is excellent for students of media, communication, and history. Students create a documentary project from inception to final edited videotape. **This course requires lab fees of at least \$30/unit.** *Prerequisite: TFT 335*

### **TFT 440 Musical Theater Workshop (3)**

A comprehensive approach to the professional auditioning process designed to teach through written and oral critique of solo and duet performances is examined. Students build a personal repertoire of songs for auditioning. *Course may be repeated for up to 6 units toward graduation*

### **TFT 444 Advanced Film Theory (3)**

This course provides a deeper look at the medium of motion pictures from the point of view of film theorists ranging from semiotics (film as language), realism, expressionism, auteur theory, cinema as art, montage, film as narrative, literature and adaptations to the screen, documentary and propaganda approaches, genre conventions, psychology, sociology, mythology, and ideology. Discussion of the film audience and the role of the Christian critic is included. Foreign films are a special focus of study, together with unusual examples of cinematic expression, story films, drama as social comment, and the musical.

### **TFT 455 Theater and the Church (3)**

This course prepares students for vocational and volunteer ministry in the dramatic arts. Topics include: the biblical basis for drama in the Church, practical uses for church drama, how to put together and maintain a team, sketch writing, and directing amateurs. The course provides a survey of all forms of church drama including sermons, sermon illustrations, announcements, pageants, outreach events, dinner theater, mystery theater, mime, and missions.

### **TFT 460 Dramatic Theory and Criticism (3)**

This course examines theories and analyses of dramatic genres, from ancient to modern times. A specific emphasis is placed on the historical-critical method, as students learn how drama reflects the social context in which it was created. *Prerequisites: TFT 325 and TFT 326*

### **TFT 462 Advanced Cinema Production (4)**

Students work collaboratively as a crew to complete a festival-ready film for screening and distribution. Students serve in specific roles such as producers, directors, cinematographers, editors, and sound designers. The course emphasizes visual storytelling through an iterative production and critique process. **This course requires lab fees of at least \$30/unit.** *Prerequisite: TFT 335*

### **TFT 466 Drama Ministries: Performance and Production (1-3)**

This course prepares students for vocational and volunteer ministry in the arts by giving them hands-on experience. The class prepares a full-length dramatic presentation to be used as a ministry tool. The class travels throughout the semester to churches and other organizations to present the production. Students are involved in every aspect of the ministry including technical, logistical, and managerial efforts in addition to one-on-one intentional ministry. *Course may be repeated for up to 6 units toward graduation*

### **TFT 471 Advanced Acting for the Camera (3)**

This course is a continued intensive approach to acting for film and television. It helps prepare students for the real-world demands of auditioning, current styles, and professional protocol used in the entertainment industry and on set. Students perform in several scenes shot on digital video and assemble a demo reel of their work. *Prerequisites: TFT 272 and BFA in Acting majors only*

### **TFT 472 Business of Acting/Hollywood Showcase (3)**

This course prepares graduating seniors for professional acting protocol and teaches them current auditioning styles and material. Topics include headshots and résumés, cold readings, audition copy, working with agents and casting directors, and how to produce a show. Students produce, rehearse, and perform a showcase for agents and casting directors in Hollywood. *Prerequisites: senior status, TFT 471, and BFA in Acting majors only*

### **TFT 475 Media Ministries (3)**

This service-learning course applies the student's knowledge of media in service to the surrounding community. Students survey the various ways media is used in church and parachurch settings and then come alongside these organizations in "mini-internships." Students lend their expertise and energy in creating media spanning from worship to fundraising. Students develop their understanding of media literacy and its relationship to the church through interviews, reading, critiques, and practical application. **Special fee applies.** *Course may be repeated for up to 6 units toward graduation. Prerequisite: TFT 260*

### **TFT 481 Contemporary Auteurs (3)**

This is a seminar course examining a variety of theories and critical approaches, focusing on two-three contemporary cinema auteurs. The course includes in-depth study of directors such as Scorsese, J. Coen & E. Coen, Kubrick, Schrader, and Eastwood, their connections to film history, theoretical constructs and critical stances, as well as common and divergent themes in their films and what they say about the human condition.

### **TFT 485 Advanced Screenwriting (3)**

This screenwriting seminar stresses artistry, excellence, professionalism, and spirituality. Through intense study of assigned readings and films, students learn how to hone the craft of cinematic storytelling and organically integrate faith within their writing to create screenplays with an unusual quality of depth. *Prerequisite: ENGL 303 or TFT 375*

### **TFT 486/ENGL 486 Topics in Film Analysis (3)**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., film noir, images of women in film, Shakespeare on film, the western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

**TFT 487 Television Writing: Episodic Drama (3)**

This course recreates the environment of working on an hour-long television drama. Students gain practical experience in the collaborative process of writing episodic dramas and are prepared for future employment as writers, producers, or directors on a dramatic television series. As part of the course, students complete a 60-page dramatic teleplay. *Prerequisite: TFT 375 or instructor's permission*

**TFT 488 Television Writing: Situation Comedy (3)**

This course allows students to experience the process of writing a television sitcom. From the creation of a viable series concept to rewriting a script to meet the needs of the actual production, students work as part of a writing staff rather than as individuals and discover how their specific writing skills contribute to the project's overall success. *Prerequisite: TFT 375 or instructor's permission*

**TFT 490 Internship (1–3)**

This course provides an opportunity for field experiences in the cinematic or theater arts. Internships are approved and supervised directly by the instructor in conjunction with a workplace supervisor. Some scheduled course meetings are also required. *Course may be repeated for up to 6 units toward graduation. Prerequisites: TFT 224 or TFT 295; and instructor's permission*

**TFT 491/COMM 491 Classroom Practicum (1–3)**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. This course is repeatable for up to 6 units to be taken toward graduation. *Prerequisite: instructor's permission*

**TFT 494 Production Capstone (3)**

This course provides opportunity for groups of students to create a culminating television, documentary, or narrative fiction project that integrates the learning from previous production courses in the major and serves as a portfolio project for the students involved. With approval, the project may be a creative reel or individual portfolio. All projects must be approved according to department guidelines. *Course may be repeated for up to 6 units toward graduation. Prerequisite: TFT 415 or TFT 438 or TFT 462*

**TFT 495 Special Topics (3)**

This course presents topics not covered by regular department courses. Trends in the entertainment industry or special interests of faculty and students may be targeted under this category. Examples have included the American film musical, science fiction film, sound design, post colonial theater, and world theater. *Course may be repeated for up to 6 units toward graduation. Prerequisite: instructor's permission*

**TFT 496 Senior Seminar: Ethics in Theater, Film, and Television (3)**

This seminar in media ethics helps students understand the ethical dilemmas faced by practitioners of theater, film, and television in a variety of situations. Through the study of dramatic, film, and mass communication theories and criticism, students learn the powerful ways in which the entertainment media define, create, maintain and/or change cultural realities and understand the ethical implications therein. *Meets the General Education senior seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**TFT 498 Directed Research (1–3)**

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

**TFT 499 Capstone Project in Theater, Film, and Television (3)**

This course provides opportunity for students to create a culminating work that integrates the learning from previous courses in the major. All projects must be approved by the department. Such projects could include but are not limited to: production of a short film or play, writing of a creative or critical work, or the creation of a reel or creative portfolio. The project must encompass at least 100 hours of work. *Prerequisite: instructor's permission according to department policies*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Honors College

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# Honors College

## Faculty

*Dean, Honors College, and Professor:*

*David L. Weeks, Ph.D.*

## Introduction

The Azusa Pacific University Honors College offers an academically enriched plan of study developed for talented and motivated students. The curriculum fulfills a significant portion of the General Education requirements while challenging students with greater depth, intensity, and intellectual rigor. The coursework suits students committed to intellectual dialogue and Christian fellowship with scholars. In addition to the honors curriculum, the program offers extracurricular cultural and social activities, service learning, and international study that deepen the educational experience.

The Honors College challenges students to perform at their highest level of academic excellence, and offers them the opportunity to develop their abilities to the fullest. Close student-faculty collaboration is fostered through limited class enrollment of 15–18 students. Faculty teaching in the program are acknowledged experts in their field and are known for their outstanding scholarly contributions.

Honors scholar graduates receive a certificate of completion, distinction as an honors scholar on their diploma, and a beautiful honors medallion to wear at graduation and keep as a memento of their achievements. Students who choose to complete an Honors Thesis will receive Honors Thesis distinction on their diploma.

## Application to the Honors College

Students may apply to the Honors College as incoming first-year students, transfer students, or as currently enrolled APU students.

Students who have received Trustees', President's, and Dean's Scholarships are also encouraged to apply for admission to the Honors College. Freshman participants are selected from the top 10 percent of APU applicants on the basis of academic performance, demonstrated leadership ability, and exemplary character.

In addition to completing the application and reference forms for admission to the university, a candidate must submit an Honors College application. Applications are available at [www.apu.edu/honors/admission/](http://www.apu.edu/honors/admission/). The Honors College application requires the high school grade-point average and SAT or ACT scores. In addition, the applicant is required to submit responses to selected essay questions on the application form. The completed application and the essay responses are reviewed by the Honors College Advisory Board members to determine admission into the Honors College.

## Transferring and Secondary Admission

Students who have a minimum 1210 SAT score or 27 ACT score and a minimum college or university cumulative 3.50 GPA may apply for admission to the Honors College. Students who have a cumulative 3.75 GPA or higher will be considered for admission without limitation; however, students may be admitted to the college if space is available. All transferring honors students and secondary applicants must satisfy the following minimal admission standards: those transferring 25–46 units must include 9 college honors credits and those transferring more than 46 units must include 12 honors units. Advanced Placement and International Baccalaureate credits will not be considered for satisfaction of the minimum transfer admission requirement. A minimum of 9 honors units must be completed at Azusa Pacific University to qualify for graduation as a distinguished honors scholar. Honors credits earned through study abroad will not count toward the required 9 honors units in residence. Students who are not among those admitted to the program may submit a petition to the Honors College office requesting permission to register in an honors course on a space available basis. Permission must be granted before starting the course.

## Program Overview

### Curriculum

The Honors College offers a variety of courses each semester that assist students in meeting their General Education course requirements. Honors students may petition to receive honors credit for courses upon agreement among the student, the course instructor, and the dean of the Honors College. Honors courses are offered on the Azusa campus, at the High Sierra Semester, and at the Azusa Oxford Semester.

Honors students must:

- Maintain a cumulative grade-point average of 3.3 or higher.
- Complete a minimum of 24 units of the honors curriculum.
- Complete four semesters of Honors Colloquia.

Honors students may elect to complete an Honors Thesis and apply for grant funding for the project.

## Course Descriptions on the Azusa campus

Courses may not be offered each semester and additions to the honors course offerings may be made at the discretion of the Honors College.

### ART 150H Introduction to Art (3)

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. Special fee applies. *Meets the General Education core requirement in Aesthetics and the Creative Arts.*

### COMM 111H Public Communication (3)

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education requirement for University Skills and Requirements.*

### MIN 108H Christian Life, Faith, and Ministry (3)

The theological, educational, and social bases for ministry and service are examined. An analysis of the Church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required. *Meets the General Education core requirement in God's Word and the Christian Response (Ministry).*

## HONORS COLLEGE

### **ENGL 110H Freshman Writing Seminar (3)**

This course promotes the development of analytical and writing skills through composition of expository essays. Seminar topics addressing issues pertinent to Christian liberal arts vary per instructor. Universal requirements include argumentative and research papers. *Meets the General Education requirement for University Skills and Requirements.*

### **ENGL 111H Introduction to Literature (3)**

This course is an introduction to fiction, drama, and poetry. *Meets the General Education core requirement in Language and Literature.*

### **ENGL 324H World Literature to the Renaissance (3)**

Students review world literature from Confucius to Dante. *Meets the General Education core requirement in Language and Literature.*

### **ENGL 488H Significant Authors (3)**

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C.S. Lewis, Tolstoy and Dostoevsky, and Mark Twain, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the literature concentration.

### **PHIL 220H Introduction to Philosophy (3)**

This course helps students understand the world better by studying significant interpretations of self, the world, and God—the major concerns of philosophy that have been offered by thinkers, past and present. *Meets the General Education core requirement in Heritage and Institutions (Philosophy).*

### **PHIL 496H Senior Seminar: Worldviews (3)**

This senior-level course prepares the student to understand and express a Christian perspective in the contemporary world. Meets the General Education Senior Seminar requirement. *Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response, completion of the majority of coursework in the major, and an Upper-division Writing Intensive course.*

### **POLI 340H International Relations (3)**

The foundations and development of the nation-state system are explored, with an emphasis on policy formation and conflict resolution. *Meets the General Education elective requirement.*

### **PSYC 110H General Psychology (3)**

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. *Meets the General Education core requirement in Identity and Relationships.*

### **PSYC 290H Human Growth and Development (3)**

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes such as social interaction, and the tools for applying developmental psychology to life situations. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. *Meets General Education core requirement in Identity and Relationships.*

### **SOC 120H Introduction to Sociology (3)**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets the General Education core requirement in Identity and Relationships.*

### **THEO 303H Theology and the Christian Life (3)**

The course provides an introduction to the doctrines of the Christian Church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine). Prerequisites: 3 units of biblical studies, MIN 108; PHIL 220, HUM 224, or HUM 324; or department permission. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.*

### **THEO 352H Church History: Apostolic Era to 1517 (3)**

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine). Prerequisites: 3 UBBL units and MIN 108, or department permission. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.*

### **THEO 354H Church History 1517 to Present (3)**

This course provides a study of the major developments in the history of Christianity from the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine). Prerequisites: 3 UBBL units and MIN 108, or department permission. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.*

### **UBBL 100H Introduction to Biblical Literature: Exodus/Deuteronomy (3)**

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the General Education core requirement in God's Word and the Christian Response.*

### **UBBL 230H Luke/Acts (3)**

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and the Acts of the Apostles. Special attention is given to the meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisite: UBBL 100 or department approval*

### **UBBL 320H Hebrew Poetical and Wisdom Literature (3)**

Students undertake an advanced study of Hebrew poetry and wisdom literature. Attention is given to the development of the literature as well as an investigation of each book's composition. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: Completion of 100- and 200-level General Education Bible requirements or department approval*

### **UBBL 330H Life and Teachings of Jesus (3)**

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the synoptic Gospels as well as the social, political, and religious conditions of the time. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: Completion of 100- and 200-level General Education Bible requirements or department approval*

### **UBBL 340H Romans and Galatians (3)**

This course provides an analytical, exegetical, and expositional study of the biblical texts of Romans and Galatians. Special attention is given to the nature of Paul's ministry, the theological, social, and practical issues he addressed, and how these texts are relevant for faithful Christian living. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: Completion of 100- and 200-level General Education Bible requirements or department approval*

### **UNRS 403H Leadership and Management in Professional Practice (2)**

LECTURE, 2 HOURS/WEEK

This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development, leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.



**UNRS 425H Nursing Research (3)**

LECTURE, 3 HOURS/WEEK

This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined, and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

**Honors Directed Research Courses**

Students must follow independent study procedures set by the university in order to enroll in these courses. A plan of study must also be sent to the Honors College office for final approval.

**BIOL 498 Directed Research (1–3)**

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

**CHEM 498 Directed Research (1–4)**

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

**HIST 498 Directed Research (1–4)**

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

**POLI 498 Directed Research (1–4)**

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

**PSYC 498 Directed Research (1–4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. *An independent study fee is assessed for each enrollment in this class. Prerequisites: PSYC 110 and junior or senior standing*

**Course Descriptions for the High Sierra Semester**

A total of 8 units of honors courses may be taken per semester in the High Sierra Semester.

**HUM 221H/321H Humanities Seminar I: Great Works (3, 4)**

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Heritage and Institutions.*

**HUM 222H Humanities Seminar II: Literary Masterpieces (3, 4)**

This course offers a study of selected literary texts from a variety of cultures and genres taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Language and Literature.*

**HUM 224H/324H Humanities Seminar IV: Great Ideas (3, 4)**

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the Azusa campus, this is a 3-unit course. At the High Sierra semester, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Heritage and Institutions (Philosophy).*

**Honors Colloquia Course Description****HON 401H, 402H, 403H, 404H Honors Colloquia (0)**

Honors Colloquia offer students in the Honors College an opportunity to explore innovative topics that augment the regular honors curriculum. Each semester, students select from a range of events in the humanities, social sciences, and natural sciences offered at both APU and local colleges and universities. The topics of colloquia offered vary from semester to semester and from year to year. Students attend three events per semester. To graduate as an Honors Scholar, honors students must complete four HUM 400 series courses, one of which must be completed in their junior or senior year of study. This is a credit/no-credit class. *Prerequisites: To enroll in these courses, a student must be admitted to the Honors College and be considered a member in "active" status.*

**Honors Thesis****HON 499 Honors Thesis (3–6)**

Honors students may elect to complete an Honors Thesis (HON 499). This course provides honors students an opportunity to design, research, and write an Honors Thesis. The Senior Honors Thesis is the culmination of the Honors College experience, emphasizing critical thinking, writing and independent, creative work. Since the thesis constitutes three to six semester hours of the baccalaureate degree program, it should reflect a significant time commitment, be of high quality, and demonstrate personal intellectual growth. The thesis topic may relate to the student's major, or be selected from a topic within the humanities. The standards of scholarship of the selected discipline apply, and the written portion of the thesis should conform to the style and format of the discipline. The thesis course provides experience in writing a longer research paper, and prepares students for further work at the graduate and professional levels.

# School of Adult and Professional Studies

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# School of Adult and Professional Studies

## Faculty

*Dean and Professor: Fred G. Garlett, Ed.D.*

*Associate Dean, Liberal Studies Director and Assistant Professor: Gordon Jorgenson, M.A.*

*Director of Faculty and Associate Professor: Brent Wood, Ph.D.*

*Director of Prior Learning Assessment and Assistant Professor: Stephanie Fenwick, M.A.*

*Associate Professor and Prior Learning Assessment Faculty: Richard Durfield, Ph.D.*

*Associate Professor and Curriculum Specialist: Frank Berry, Ph.D.*

*Associate Professor and Curriculum Specialist: Ann Kwinn, Ph.D.*

## Introduction

The School of Adult and Professional Studies (APS) recognizes that the adult learner may have acquired knowledge through professional and personal experiences and has established a program to assess such learning in order to award academic credit. The Council for Adult and Experiential Learning (CAEL) and the American Council of Education (ACE) guidelines are used in order to ensure responsible evaluation.

## The Degree Completion Concept

The degree completion programs are experience-based degrees for working adults, offering majors in six different areas: Organizational Leadership, Management Information Systems/Computer Information Systems, Christian Leadership, Liberal Studies, and Information Security. The programs center around an experiential learning concept—a unique alternative to the traditional approach. Experiential learning links curricula to past, present, or planned career activities. Through this method, students can earn up to 30 semester hours of credit for significant life experience by means of a formalized petition process called the portfolio.

Designed specifically for the adult learner, these programs offer flexible class scheduling, convenient locations, accelerated curricula, and a simplified registration process. Perhaps the programs' most distinctive element is reality-based learning, the process of integrating textbook theory with the student's work and life experiences. Students learn how to evaluate and enhance their lives personally and professionally.

Degree completion program courses are taught sequentially, and the rich diversity of experiences which students bring to the class results in lively discussions involving shared experiences. Because students stay with the same group (cohort) throughout the course of study, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

International applicants with an F or J visa are not qualified for programs offered through APS. International applicants with any other types of visas, please consult with the International Center first at +1-626-812-3055 or [international@apu.edu](mailto:international@apu.edu).

## B.S. in Organizational Leadership (also online)

### Introduction

The Bachelor of Science in Organizational Leadership (BSOL) allows the student to complete study in a little more than a year. In this accelerated, 4-term format, a 39-semester-unit curriculum is concentrated into 60 weekly 4-hour class sessions. Students can also choose to complete the program entirely online.

The organizational leadership program brings together, from a variety of disciplines, key interpersonal ideas and skills, and develops the knowledge and skills required to understand organizational functioning. The student's business acumen is integrated with concepts and themes from other sciences to understand, predict, and direct change and make decisions about the behavior of people and organizations. The program provides opportunities for students to implement these ideas in organizational situations.

The program combines an intensive series of integrated seminars with a work-related research project which improves the student's skills in communication, research, interpersonal relationships, group dynamics, supervision, and management. The student also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

As part of the coursework, the student prepares a portfolio which demonstrates a self-assessment and evaluation of prior learning. The portfolio and other documents presented in support of this learning are assessed, and credit is granted (maximum of 30 semester units) by trained evaluators and faculty members according to policies established by the faculty.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. This program is for the adult student who is working full time.

The curriculum for the 39 semester units of the program is taught in a modular format. The courses are multidisciplinary in nature, drawn from business, social sciences, psychology, general education, liberal arts, religion, and philosophy. Students are grouped in discussion units (cohorts) of 18–24 students. Groups are flexible and may be started at any time during the year.

### Online Format

The online version of the Bachelor of Science in Organizational Leadership accelerated degree completion program (BSOL Online) serves adult learners wishing to complete their undergraduate degree without the on-campus class requirement.

This online format allows students without access to APU's main campus or regional centers the same level of quality curriculum and experienced instructional delivery from any location where there is Internet access. Students can complete their degree goals through the identical curriculum and cohort model that has been so successful in the face-to-face mode.

The APU experience uniquely facilitates development through solid intellectual inquiry, informed decision-making, and the application of ethical principles. A focus on Christian values and ethics infuses the curriculum and the development of learners by providing direction, purpose, and evaluation of personal and professional life actions.

In this accelerated program, new courses begin every five to six weeks. Successful students in this online format clearly recognize that while there is flexibility in asynchronous learning, a strong commitment to consistent participation, communication, and completion of all work is critical. To ensure student success, a Student Orientation course, part of a noncredit proseminar, is mandatory for all online students prior to the start of their online coursework/cohort.

## ORGANIZATIONAL LEADERSHIP

Through this online program, students engage with the experienced APS faculty and staff in one-on-one communication for academic and financial advising. A student commons is also available to facilitate community within the cohort and between cohorts, faculty, and staff.

### Student Learning Outcomes for APS Organizational Leadership Program

- Demonstrate college-level learning from experience via Kolb model.
- Implement the process of applied behavioral science research as a problem-solving tool for planning organizational change.
- Appraise in writing, an in-depth understanding of the organizational setting in which the student's research project will be conducted.
- Learn and experientially understand what it is like to take on management responsibilities
- Explain and understand the fundamentals of effective oral and written interpersonal communication and business communication.
- Identify and apply the most effective systematic decision-making strategy to the student's organization.

### Admission Requirements

To be admitted to the B.S. in Organizational Leadership, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above in the transferred courses
- A writing sample that demonstrates written communication skills

When the requirements have been met, students receive a letter of admission and statement of estimated accepted credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills. For more information about the Bachelor of Science in Organizational Leadership, call (626) 815-5301.

### Scholarships

#### Young Family Endowed Scholarship

David and Tira Young's passion for APS students led them to set up this endowed scholarship. \$1,000–\$2,000 will be given to students in the Bachelor of Science in Organizational Leadership program in the School of Adult and Professional Studies. Students are encouraged to apply for this scholarship if they meet the following criteria:

1. Pursuing a Bachelor of Science in Organizational Leadership
2. Successfully completed their first term
3. Currently employed full time and intending to work full time upon completion of their education
4. Have completed the FAFSA and demonstrated financial need
5. Not receiving any other financial aid or company reimbursement, except Stafford Loans
6. Maintaining a cumulative GPA of 3.0
7. Students can receive this award once established as a APS student.
8. Application deadline each year is July 1.

For more information about this scholarship opportunity, please contact Teri Franks at [tfranks@apu.edu](mailto:tfranks@apu.edu).

### BSOL Core Courses

**39 units**

BMGT	301	Dynamics of Group Behavior	3
BMGT	302	Adult Development and Learning Assessment	3
BMGT	303	Introduction to Research Methodology	2
BMGT	304	Organizational Analysis	3
BMGT	306	The Bible and Business Ethics	3
BMGT	307	Managerial Communication	2
BMGT	401	Directed Study: Applied Research Project I	3
BMGT	402	Directed Study: Applied Research Project II	3
BMGT	408	Introduction to Data Analysis and Presentation	3
BMGT	409	Cultural Influences in the Workplace	3
BMGT	410	Principles of Management and Supervision	3
BMGT	411	A Christian Worldview and the Professions	3
BMGT	412	Integrating Managerial Principles with Practice	2
BMGT	413	Leadership and Change	3

### Course Descriptions

#### BMGT 301 Dynamics of Group Behavior (3)

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

#### BMGT 302 Adult Development and Learning Assessment (3)

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### BMGT 303 Introduction to Research Methodology (2)

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and review an appropriate organizational problem for their applied research projects.

#### BMGT 304 Organizational Analysis (3)

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study.

#### BMGT 306 The Bible and Business Ethics (3)

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

#### BMGT 307 Managerial Communication (2)

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

#### BMGT 401 Directed Study: Applied Research Project I (3)

Students describe the purpose, setting, history, background, scope, and importance of their applied research topics. Students conduct and write a literature review related to their problem analysis.

#### BMGT 402 Directed Study: Applied Research Project II (3)

Students determine a research approach, develop and analyze a possible intervention for solving their organizational problems, and develop a data collection and analysis plan. Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learning and apply it to their personal and professional lives.

**BMGT 408 Introduction to Data Analysis and Presentation (3)**

Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

**BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

**BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**BMGT 412 Integrating Managerial Principles with Practice (2)**

Students integrate concepts learned throughout the program with their current managerial responsibilities. This enables students to evaluate outcomes and achieve closure.

**BMGT 413 Leadership and Change (3)**

This course explores the essential aspects of transformational leadership and examines tools used by transformational leaders to conduct business in today’s rapidly changing environment. Students study leadership and influence, budgetary control and finance, approaches to organizational change, and the management of information and technology.

**B.S. in Christian Leadership Introduction**

The Bachelor of Science in Christian Leadership program is for the adult individual involved in church or parachurch ministry, either as a pastor or a layperson. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly 4-hour class sessions. This customized program coordinates the students’ class and work demands and is for the adult student working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experiential learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student’s work environment as a laboratory.

**Student Learning Outcomes for APS Christian Leadership Program**

- Be able to observe and assess behaviors in a group setting in order to gauge their effectiveness.
- Demonstrate college-level learning from experience via Kolb model.
- Describe and assess critical factors in family dynamics from a Christian perspective.
- Use the sociological perspective to understand the various dimensions of religion, including belief, ritual, experience, and community.
- Be able to articulate the leadership philosophy of a religious leader and compare it to contemporary theories of leadership.
- Be able to describe one’s own philosophy of Christian leadership.

**Admission Requirements**

To be admitted to the 61-class-session B.S. in Christian Leadership a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended.
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

When the aforementioned requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

**Christian Leadership Core Courses 39 units**

BCLM	336	Christian Family Life	3
BCLM	360	Sociology of Religion	3
BCLM	390	Human Growth and Development	3
BCLM	402	Directed Study: Applied Research, Part 1	1
BCLM	403	Directed Study: Applied Research, Part 2	1
BCLM	404	Directed Study: Applied Research, Part 3	1
BCLM	426	Theology and Christian Education	3
BCLM	474	Leadership Seminar: A Theology of Christian Leadership	3
BMGT	301	Dynamics of Group Behavior	3
BMGT	302	Adult Development and Learning Assessment	3
BMGT	304	Organizational Analysis	3
BMGT	305	Managing Interpersonal Communication	3
BMGT	306	The Bible and Business Ethics	3
BMGT	409	Cultural Influences in the Workplace	3
BMGT	410	Principles of Management and Supervision	3

**Course Descriptions**

**BCLM 336 Christian Family Life (3)**

The home in its cultural setting, the methods and programs of the Church that contribute to the Christian home, parental responsibility, and the building of Christian character are the basis of study for this course.

**BCLM 360 Sociology of Religion (3)**

This course provides an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. Special emphasis is placed on the distinction between church and sect, religion and social stratification, secularization, science and religion, and religious movements.

**BCLM 390 Human Growth and Development (3)**

This study of human development across the life span, emphasizes a multidisciplinary perspective including such areas as psychology, sociology, social interaction, and the tools for applying developmental psychology to life situations.

**BCLM 402 Directed Study: Applied Research, Part 1 (1)**

Students conduct and write literature review relative to problem analysis, and develop and analyze possible recommendations for solving their organizational case study problem.

**BCLM 403 Directed Study: Applied Research, Part 2 (1)**

Students present an implementation plan, and make recommendations regarding how their organizations should approach their case study problem.

**BCLM 404 Directed Study: Applied Research, Part 3 (1)**

Students summarize their learnings and apply them to their personal and professional lives.

## CHRISTIAN LEADERSHIP

### **BCLM 426 Theology and Christian Education (3)**

This course offers an analysis of the relationship of theology to Christian education and the implications of theological doctrine for the educational work of the church.

### **BCLM 474 Leadership Seminar: A Theology of Christian Leadership (3)**

This course is designed as a forum for integrating biblical, historical, and contemporary theories, models, and perspectives on leadership, and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles, preferences and the learning process; and leadership empowerment and the stewardship of others.

### **BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study project. This serves as the basis for the first part of a case study project of the student's ministry organization.

### **BMGT 305 Managing Interpersonal Communication (3)**

Students assess and improve their communications skills to heighten their productivity in various organizational settings. The key concepts covered include conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

### **BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

### **BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

## **B.S. in Information Security (online)**

### **Program Overview**

Azusa Pacific University's accelerated programs cater to the adult learner, with flexible class scheduling, online format, accelerated curricula, and a simplified registration process. Perhaps the most distinctive element of these programs is the "reality-based learning," or the process of integrating textbook theory with the student's work and life experience.

The Bachelor of Science in Information Security meets needs for specialists in information security at the professional level. It provides successful graduates with a variety of technological skills needed by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers and how they relate

to the security field. Topics include operating systems, database systems, data communications, network security, computer forensics, software security, networking fundamentals, Internet programming, Web XML applications, and an Information Security Capstone Project.

Practical in its design, the Online Bachelor of Science in Information Security gives today's information technology professionals the opportunity to strengthen their current IT skills as well as broaden their understanding of industry trends. This accelerated program allows working adults to complete a professionally relevant Bachelor of Science degree, opening up opportunities for career advancement and enhanced marketability.

### **Student Learning Outcomes for APS Information Security Program**

- Mastery of technical information security concepts and their impact upon society.
- Mastery of network security issues and design principles.
- An ability to understand, analyze, and provide solutions involving the successful completion of projects/experiences within the field of information security.
- An ability to effectively communicate ideas, present results, and function in all stages of the security systems development life cycle.
- An ability to significantly contribute individually and/or as a member of a project team to achieve specific outcomes.
- An ability to gain employment or admission to a graduate degree program.
- An understanding of networked environments, hardware, and software.
- Mastery of Internet structure, organization, and navigation.
- Mastery of computer forensics.
- Mastery of identifying hacking attempts both on local computers and in networks.
- Proficiency in ethical behavior in while working in secure environments.

### **Prerequisites**

To be admitted to the Accelerated B.S. in Information Security degree completion program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended (two copies)
- A 2.0 grade-point average or above in the transferred courses
- A writing sample that demonstrates written communication skills (submitted at registration)

There are several program prerequisites which may be met from academic, personal, or professional experiences that will be assessed by a Background and Prerequisite Questionnaire, including:

CS 205 or MCIS 101: Computer Applications	3
CS 210 or MCIS 102: Introduction to Programming	3

**Requirements****Total Units Requirements: 39 units**

A minimum of 39 semester units are required to complete this program. Note: All units of credit offered at Azusa Pacific University are semester units. A total of 120 units are needed for the BSIS degree and any elective courses included in the degree.

**Prerequisite Courses 6 units**

CS 205 or MCIS 101	3
CS 210 or MCIS 102	3

**Program Requirements**

BMGT 302	Adult Development and Learning Assessment	3
BMGT 306	The Bible and Business Ethics	3
BMGT 411	Christian Worldview and the Professions	3
BSIS 255	Operating Systems	3
BSIS 265	Computers and Telecommunications	3
BSIS 355	Internet Programming	3
BSIS 365	Networking Fundamentals	3
BSIS 455	Computer and Networking Security	3
BSIS 465	Database Systems	3
BSIS 475	Computer Forensics	3
BSIS 480	Software Security	3
BSIS 485	Web XML Applications	3
BSIS 495	Information Security Capstone Project I	1
BSIS 496	Information Security Capstone Project II	1
BSIS 497	Information Security Capstone Project III	1

**The Capstone Project**

The Capstone Project is a significant information security project requiring extensive research and development conducted under the general guidance of an approved faculty member, and conforms to departmental capstone project guidelines. The Capstone Project is roughly equivalent in work to a typical master's thesis, but the focus is on application, research, development, and technical standards. Projects are based on information security technology.

**Course Descriptions****BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**BSIS 255 Operating Systems (3)**

The functions of computer operating systems, including memory management, hardware control, multitasking, batch-file programming, and other relevant topics are taught. Students become proficient in using current versions of several popular operating systems such as Unix, Windows, Windows NT, OS, OS/2, and others. The course includes a comparative analysis of the operating systems studied.

*Prerequisites: MCIS 101 or Background and Prerequisite Questionnaire, 3 units in Micro Computer Programming, 3 elective units in Information Security or Computer Information Systems*

**BSIS 265 Computers and Telecommunications (3)**

The principles, techniques and applications of computers and telecommunications are covered. Topics include state-of-the-art practical technology, standards protocols, topologies, ISDN, electronic/voicemail systems, electronic bulletin boards, network performance proposals, and case studies. Instruction may include projects. *Prerequisite: BSIS 255 or department approval*

**BSIS 355 Internet Programming (3)**

This hands-on PHP programming course uses open source software, PHP and MySQL, to provide the student with a limited programming background with the applied skills to build professional-quality, database-driven internet sites. By integrating PHP and MySQL with the XHTML and CSS frameworks, students develop the skills to build interactive Internet sites with authentication and security. Students apply new concepts in both guided and free-form activities and expand the functionality of a comprehensive Internet project that can be directly translated or easily modified to be used as a real-world Internet application. *Prerequisite: BSIS 265 or department approval*

**BSIS 365 Networking Fundamentals (3)**

This course offers students an opportunity to learn how network software functions by using software development. The programs required in this course are designed for a target environment involving a large number of unknowns. Course time is devoted to the study of alternative developmental models. *Prerequisites: CS 210 and BSIS 355*

**BSIS 455 Computer and Network Security (3)**

Security of information systems has become a critical concern in the past few years. With many IT systems being developed or converted for Internet access, and the growing concept of e-Business, it is essential to guarantee that these systems are secure against malicious attacks. As an IT professional, students will appropriately and successfully design security systems and integrate security mechanisms into existing systems. *Prerequisite: BSIS 365*

**BSIS 465 Database Systems (3)**

Students learn about database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. *Prerequisite: BSIS 255 or department approval*

**BSIS 475 Computer Forensics (3)**

This course examines digital forensics as it relates to both civil and criminal investigations. The course content includes best practices in securing, processing, acquiring, examining and reporting on digital evidence. Students are exposed to current technologies and methods as well as leading-edge techniques with practical-based projects and research opportunities. *Prerequisite: BSIS 465 or department approval*

**BSIS 480 Software Security (3)**

In this course, students gain an appreciation for how security knowledge is needed to operate telecommunications devices and use the results effectively. Security expertise also helps teams address security in the requirements and design phases, where analogous tools don't exist and where the majority of vulnerabilities are introduced—ensuring the early detection and prevention of vulnerabilities. *Prerequisite: BSIS 475 or department approval*

**BSIS 485 Web XML Applications (3)**

This course is the study of website development, emphasizing Web-based programming using open source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript, DHTML, MySQL, and others. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small Web projects, and implements part of one major term project. *Prerequisite: BSIS 480 or department approval*

**BSIS 495 Information Security Capstone Project (1)**

The Capstone Project, is a significant information security project requiring extensive research and development, conducted under the general guidance of an approved faculty member, and conforms to departmental Capstone Project guidelines. The Capstone Project is roughly equivalent in work to a typical master's thesis, but the focus is on applications, research, development, and technical standards. Projects are based on information security technology. *Prerequisites: BSIS 255, BSIS 265, BSIS 355, and BSIS 365*

**BSIS 496 Information Security Capstone Project II (1)**

The Capstone Project, a significant information security project requiring extensive research and development conducted under the general guidance of an approved faculty member, conforms to department Capstone Project guidelines. The Capstone Project is roughly equivalent in work to a typical master's thesis, but the focus is on applications, research, development, and technical standards. Projects are based on information security technology. *Prerequisite: BSIS 495*

**BSIS 497 Information Security Capstone Project III (1)**

The Capstone Project, a significant information security project requiring extensive research and development conducted under the general guidance of an approved faculty member, conforms to department Capstone Project guidelines. The Capstone Project is roughly equivalent in work to a typical master's thesis, but the focus is on applications, research, development, and technical standards. Projects are based on information security technology. *Prerequisite: BSIS 496*

**MCIS 101 Computer Applications (3)**

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

**MCIS 102 Introduction to Programming (3)**

Students are introduced to object-oriented programming with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: MCIS 101 or department approval*

**B.S. in Management Information Systems or Computer Information Systems 39 units**  
**Introduction**

Students in the Bachelor of Science in Management Information Systems (MIS) or Computer Information Systems (CIS) program develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly 4-hour class sessions.

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the School of Adult and Professional Studies, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks: Management Information Systems or Computer Information Systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students have two or more years of significant work experience in IT or IS.

**Student Learning Outcomes for APS MIS/CIS Program**

- 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.
- Integrate a working knowledge of database applications using a relational database management system such as Microsoft Access™.

- Demonstrate college-level learning from experience via Kolb model.
- Differentiate data link-layer protocols (Ethernet, Token Ring, FDDI, etc.) from the upper-layer protocols, including protocol suites (TCP/IP), Apple Talk, ISX/SPX, etc.
- Complete an Internet application that utilizes PHP and AJAX (asynchronous JavaScript and XML).

**Admission Requirements**

To be admitted to the 64-class-session B.S. in Management Information Systems/Computer Information Systems Degree Completion program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended.
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

There are several program prerequisites which may come from academic, personal, or professional experiences that will be assessed by a Background and Prerequisites Questionnaire, including:

Microcomputer Software Tools*	3
Microcomputer Programming*	3
Elective units in MIS or CIS*	3

\*May be met through prior coursework taken at APU or another accredited college or university, work experience, or examination.

When the requirements listed above have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

**Core Computer Courses for Both Programs 18 units**

MCIS 250	Operating Systems	3
MCIS 400	Client/Server Technology	3
MCIS 420	Telecommunications and Interfacing	3

Select one of the following:

CISS 315	Structured Programming I	3
MISS 347	Computer Programming II	3

Select one of the following:

CISS 325	Database Management Systems	3
MISS 348	Database Program Development	3

Select one of the following:

CISS 470	Software Engineering I	3
MISS 346	Structured System Design	3

**Required Courses for B.S./CIS 12 units**

CISS 330	Systems Programming I (C++ Language)	3
CISS 335	Systems Programming II (C++ Language)	3
CISS 350	Computer Algorithms	3
CISS 460	Software Project I	1
CISS 461	Software Project II	1
CISS 462	Software Project III	1

**Required Courses for B.S./MIS 12 units**

MISS 340	Principles of Organization and Management	3
MISS 442	MIS Foundations	3
MISS 443	IT Applications and Management	3
MISS 446	Advanced Systems Management I	1
MISS 447	Advanced Systems Management II	1
MISS 448	Advanced Systems Management III	1



**Required Courses for Both Programs 9 units**

BMGT	302	Adult Development and Learning Assessment	3
BMGT	306	The Bible and Business Ethics	3
BMGT	411	A Christian Worldview and the Professions	3

**Course Descriptions****Management Information Systems****BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**MCIS 101 Computer Applications (3)**

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

**MCIS 102 Introduction to Programming (3)**

Students are introduced to object-oriented programming with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: MCIS 101 or department approval*

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading, and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

**MISS 346 Structured Systems Design (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 446 and culminates in a completed software product at the end of the program.

**MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. The course covers programming applications in a computer programming language.

**MISS 348 Database Program Development (3)**

Introduces students to fundamentals of database management, including database concepts, the database environment, and relational and non-relational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

**MISS 443 IT Applications and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

**MISS 446 Advanced Systems Management I (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**MISS 447 Advanced Systems Management II (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**MISS 448 Advanced Systems Management III (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**Computer Information Systems****BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**CISS 330 Systems Programming I, C++ Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

**CISS 335 Systems Programming II, C++ Language (3)**

This is an advanced course in computer programming using the C++ language. This course emphasizes structured programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

**CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using the C++ language.

**CISS 460 Software Project I (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 461 Software Project II (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 462 Software Project III (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 460/461/462 and culminates in a completed software product at the end of the program.

**MCIS 101 Computer Applications (3)**

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

**MCIS 102 Introduction to Programming (3)**

Students are introduced to object-oriented programming with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: MCIS 101 or department approval*

**MCIS 250 Operating Systems (3)**

An in-depth study of operating systems, including concepts, functions, and requirements, is offered. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**B.A. in Liberal Studies (also online) 48 units****Introduction**

The Bachelor of Arts in Liberal Studies is an innovative, alternative degree program designed to provide subject matter preparation for prospective elementary school and special education teachers. The program offers a major in liberal studies that uses an accelerated degree completion format. It accommodates experienced adult learners, many of whom are working in classrooms as paraeducators, and draws upon their rich experiences in school settings.

This program is designed specifically for adults who have 60 semester units of transferable college credit and want to earn a degree while on the job. Classes meet one night a week or online, taking 19 months to complete a Bachelor of Arts. The program is a field-based modular design, delivered to cohort groups. Each cohort has a program liaison advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the B.A. in Liberal Studies program aims to give students a secure background in the liberal arts and sciences that is firmly fixed in the concepts of human behavior and social issues. As part of the preparation of elementary school and special education teachers, the program utilizes the California State Curriculum Frameworks and Model Standards, providing integrated courses in language arts, math, science, art, music, and social science that focus on K-8 content while demonstrating exemplary teaching methods.

The program has the potential to meet the following explicit needs:

1. The need for qualified, credentialed elementary school and special education teachers in California
2. The need for minority teachers and minority role models in L.A.-area schools
3. The need for stability in the classrooms of the local community
4. The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

Students who complete this major are eligible to enter Azusa Pacific University's unique Intern Credential Program, teaching in their own classrooms, with the university providing coursework and support to the beginning, intern-credentialed teacher.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students have two or more years of significant work experience.

### Online Format

The online version of the Bachelor of Arts in Liberal Studies (Teacher Preparation) accelerated degree completion program (LIBS Online) serves adult learners wishing to complete their undergraduate degree without the on-campus class requirement.

This online format allows students without access to APU's main campus or regional centers the same level of quality curriculum and experienced instructional delivery from any location where there is Internet access. Students can complete their degree goals through the identical curriculum and cohort model that has been so successful in the face-to-face mode.

The APU experience uniquely facilitates development through solid intellectual inquiry, informed decision-making, and the application of ethical principles. A focus on Christian values and ethics infuses the curriculum and the development of learners by providing direction, purpose, and evaluation of personal and professional life actions. Candidates for the LIBS Online program are experienced adults looking to complete an education-oriented bachelor's degree while maintaining the flexibility to address the demands of juggling a job, family, and professional development.

In this accelerated program, new courses begin every six to eight weeks. Successful students in this online format clearly recognize that while there is flexibility in asynchronous learning, a strong commitment to consistent participation, communication, and completion of all work is critical. To ensure student success, a Student Orientation course, part of a noncredit proseminar, is mandatory for all online students prior to the start of their online coursework/cohort.

Through this online program, students engage with the experienced APS faculty and staff in one-on-one communication for academic and financial advising.

### Student Learning Outcomes for APS Liberal Studies Program

- Develop their own philosophy of education based on their understanding of ethical and worldview theories.
- Be able to integrate principles of Christian faith and learning into a variety of subject matter.
- Be able to integrate a variety of multicultural perspectives into their assessment of student needs.
- Demonstrate subject-matter competence by passing the CSET.
- Be able to apply the Kolb learning model to their experience resulting in college-level learning from experience.
- Use their understanding of their strengths, learning styles, and temperament to assess K–6 student needs.
- Analyze problems, assess information representing a variety of perspectives, and present solutions through skillful oral and written communication.
- Demonstrate the value of collaborative learning by participating in group projects within the cohort.

### Admission Requirements

To be admitted to the 48-unit B.A. in Liberal Studies degree completion program, a student needs:

- A minimum of 60 transferable semester units from an accredited college or university
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above
- A writing sample that demonstrates written communication skills
- A math proficiency assessment

When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted credits.

### Core Courses 36 units

HDEV	301	Humans and Communication	5
HDEV	302	Humans: Self and Others	5
HDEV	303	Humans and Computation	5
HDEV	401	Humans and History	5
HDEV	402	Humans and Scientific Inquiry	5
HDEV	403	Humans and the Arts	5
HDEV	404	Humans and Ethical Behavior	5
HDEV	405	Portfolio Assessment/Reflection	1

### English Concentration 12 units

ENGL	403	Language Principles and Processes	4
ENGL	407	Composition: Theory and Practice	4
ENGL	433	Children's Literature	4

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 18 semester units for learning acquired through life experience.

### Course Descriptions

#### Core Courses

#### HDEV 301 Humans and Communication (5)

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, and the writing process.

#### HDEV 302 Humans: Self and Others (5)

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the student's understanding.

#### HDEV 303 Humans and Computation (5)

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, laser video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

**HDEV 401 Humans and History (5)**

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

**HDEV 402 Humans and Scientific Inquiry (5)**

The curriculum content, activities, and experiences are planned to assist students in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Students explore the use of databases and spreadsheet for inquiry and thematic teaching is modeled.

**HDEV 403 Humans and the Arts (5)**

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**HDEV 404 Humans and Ethical Behavior (5)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching about Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**HDEV 405 Portfolio Assessment/Reflection (1)**

Each student maintains a portfolio which documents subject matter competence and professional growth. The portfolio contains a variety of evaluation products from selected courses in the Liberal Studies degree completion program which demonstrates the student's mastery of subject matter. Samples should also reflect thinking and writing abilities, and will serve as part of the program exit process.

**English Concentration****ENGL 403 Language Principles and Processes (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in liberal studies. This course introduces the student to the overall nature of language. In addition, it helps students to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Students study word formation (morphology), the basic sound systems (phonetics), and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the student in the classroom. A variety of approaches are used to explore and assess language production skills (i.e., writing, speaking, etc.).

**ENGL 407 Composition: Theory and Practice (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in liberal studies. This writing-intensive course is designed for students wanting to learn about writing and writing instruction and is of interest to students contemplating teaching on the secondary or elementary level. The course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition.

**ENGL 433 Children's Literature (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in liberal studies. This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.



# School of Behavioral and Applied Sciences

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# School of Behavioral and Applied Sciences

## Introduction

The School of Behavioral and Applied Sciences (BAS) comprises 6 departments and 15 programs. The undergraduate departments include the Department of Leadership and Organizational Psychology, the Department of Exercise and Sport Science, and the Department of Social Work. The graduate division includes the Department of Leadership and Organizational Psychology, the Department of Graduate Psychology, the Department of Physical Therapy, the Department of Higher Education, and the Department of Social Work.

The minor in leadership works in conjunction with most undergraduate majors in the development of leadership skills which stress communication, ethics, and an understanding of diversity.

Graduates from the Department of Exercise and Sport Science can receive baccalaureate degrees in physical education, applied exercise science, or athletic training. Physical education majors prepare to become physical education teachers in grades 7–12. A coaching minor is also available.

Applied exercise science majors prepare to become health, fitness, and human performance specialists through a strong academic and applied background leading to professional certification(s) or to complete a post-professional degree in the exercise science field.

Athletic training majors prepare for entry-level positions at the high school, college/university, and professional sports levels, in clinical or industrial settings, or for graduate studies.

Social work (BSW) graduates gain the knowledge and skills to help people improve social functioning through one-on-one counseling interventions with families, work with small groups, and facilitation of community and organizational change. The emphasis is on preparation for entry-level professional social work practice and for graduate study. Graduates are eligible to apply for advanced standing in master of social work programs.

All programs within the school have a distinctly Christian perspective and are demanding as well as intellectually challenging.

## Accreditation

The Bachelor of Social Work program is accredited by the Council on Social Work Education. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Azusa Pacific University offers teacher education programs approved by the California Commission on Teacher Credentialing (CTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation of Teacher Education (NCATE).

# Department of Exercise and Sport Science

## Faculty

*Chair and Associate Professor: Sharon Lehman, Ed.D.*

*Professors: Susan Hebel, Ed.D., ATC; Cynthia McKnight, Ph.D., ATC*

*Associate Professors: Gary Knecht, M.A.;*

*Christopher Schmidt, Ph.D., ATC*

*Assistant Professors: Michael Barnett, M.A.; Douglas Crowell, M.S.;*

*Christy Hancock, M.S., ATC; Jennifer Livingston, Ph.D., ATC;*

*Nathanael Meckes, Ph.D.; Kevin Reid, M.A.; Diana Rudolph, M.A.;*

*Paul Svagdis, M.A.; Carrie Webber, M.A.; Brian Willmer, M.A.*

*Instructors: Chris Keife, M.S.; Justin Leslie, MBA;*

*Victor Santa Cruz, B.A.*

*Administrative Faculty: Dave Blomquist, M.A.; Rudy Carlton, M.A.;*

*Timothy Kyle, M.A.; Julie Snodgrass, M.A.*

## Mission Statement

The Department of Exercise and Sport Science equips students with knowledge, skills, and abilities through quality academic and experiential learning. The goals of the applied exercise science, athletic training, and physical education curricula include preparing students for successful certification or credentialing by equipping them with the capacity to enhance their own knowledge through lifelong learning, to contribute to their chosen field through professional service, and to serve others with a Christ like attitude. The department is committed to providing a well-rounded education through teaching that is informed by scholarly practice and exceptional real-world experiences necessary for student success.

## Department Overview

The Department of Exercise and Sport Science offers majors in applied exercise science, athletic training, and physical education.

The applied exercise science program prepares students through Christ-centered values and scientific evidence to assess, design, and implement fitness programs for clients to achieve optimal health and performance. Through a dynamic academic and applied background, students are expertly prepared for professional certifications through the American College of Sports Medicine (ACSM), National Academy of Sports Medicine (NASM), and the National Strength and Conditioning Association (NSCA) and to enter post-professional degree programs in exercise science and other allied health professions.

The Athletic Training Education Program (ATEP) prepares students for careers in athletic training and attracts students who desire to participate in the process of enhancing the quality of health care for patients and physically active individuals. Athletic training is a service profession; therefore, the desire and ability to work closely with a variety of individuals is imperative. Students interested in the prevention, care, treatment, and rehabilitation of injuries, as well as those interested in the broader fields of science, nutrition, psychology, and strength training, would enjoy this program and this profession. In addition to coursework, multiple clinical experiences provide the athletic training student with practical learning designed to strengthen both professional preparation and career placement.

The physical education program trains “movement scientists” who are able to effectively and innovatively create and teach physical education in schools. The skills and content knowledge needed to be an effective and innovative teacher is gained through immersion in the principles and methods of teaching via teaching roles in public/private schools throughout the four-year program. Movement science principles are gained through in-depth, hands-on exposure to motor skill acquisition, movement analysis, and testing the physiological responses to exercise in both lab and actual elementary and secondary school physical education settings.

Other department programs include a coaching minor for the nonphysical education major and a concentration in physical education for the liberal studies major (see Liberal Studies/Undergraduate Education K–8 program for specific requirements).

Faculty members in the Department of Exercise and Sport Science integrate the Christian faith into the curricula, providing each student Christ-centered perspectives of these dynamic programs and professions.

## Applied Exercise Science Major 69–73 units

### Introduction

The Applied Exercise Science (AES) major is designed to prepare students with the knowledge, skills, and abilities necessary to become health fitness and human performance specialists through a strong academic and applied background, leading to potential professional certifications through the National Academy of Sports Medicine (NASM). In addition, students will be prepared to enter and successfully complete a post-professional degree program in the exercise science field.

The AES major is designed for students seeking a bachelor’s degree and advanced certifications, having an interest in health, wellness, fitness, cardiorespiratory training, strength training and conditioning, nutrition, disease prevention, and health promotion. The major is intended to meet the ever-growing need for highly qualified professionals dealing with health, wellness, and fitness for a variety of clientele. Students learn to design fitness programs based on scientific evidence to improve clients’ overall well-being, functional capacity, and human performance.

The AES major is designed in a sequential approach building on the student’s knowledge, skills, and abilities from previous coursework and experiences. Students are introduced to exercise science through foundational courses and then progress to core courses which require the student to demonstrate competency in a variety of exercise science areas and complete internship experiences prior to graduation.

Students are required to maintain minimum standards for the university and for the major throughout the program. For students to progress through the curriculum, they must earn a grade of C- or higher in each course in the major and maintain a cumulative GPA of 2.5 or higher in all college coursework leading to the Bachelor of Science in Applied Exercise Science. Students are also required to follow the proper course sequencing and meet all prerequisites prior to completing the succeeding courses in the curriculum. The curriculum is design to be completed in four academic years, however, students with limited schedules should anticipate additional time to complete the major.

### Academic Partnership

In 2010, Azusa Pacific University joined with the National Academy of Sports Medicine (NASM) to offer the first bachelor’s degree program for health fitness and human performance professionals. Please visit [www.NASM.org](http://www.NASM.org) for additional information.



### Mission Statement

The mission of the Applied Exercise Science (AES) program is to prepare students through Christ-centered values to assess, design, and implement fitness programs for clients based on scientific evidence to achieve optimal health and performance across a variety of settings. Through a dynamic academic and applied background, students are expertly prepared for professional certifications and to enter post-professional degrees in exercise science and other allied health professions.

### Career Opportunities

The Applied Exercise Science major prepares students to obtain positions with intercollegiate sports, professional sports, public fitness facilities, private fitness and sports performance facilities, industrial wellness and fitness centers, hospitals, rehabilitative and sports medicine clinics, and wellness clinics.

### Certifications

Students seeking certification in the exercise science profession are subject to each association's guidelines and standards to be eligible for each certification. Students are encouraged to sit for the National Academy of Sports Medicine (NASM)-Certified Personal Trainer (CPT) examination after completing their sophomore year. In addition, students will be prepared to sit for the NASM-Performance Enhancement Specialist (PES) and/or Corrective Exercise Specialist (CES) examinations at the end of completing the applied exercise science major. Students are also responsible for all the associated fees and cost for the desired certification.

### Additional Information for Applied Exercise Science Majors

Students are required to maintain CPR certification throughout the major after the completion of the initial course training. Students are also responsible for the transportation costs associated with required internship experiences in the AES major and are subject to other policies and procedures related to the AES major as determined by the program director and the Department of Exercise and Sport Science.

### Requirements

Students must earn a grade of C- or higher in each course in the major and maintain a cumulative GPA of 2.5 or higher in all college coursework leading to the Bachelor of Science in Applied Exercise Science.

#### Exercise Science Foundation **29–33 units**

AES	102	Foundations of Athletic Training and Applied Exercise Science	2
AES	290	Human Movement Science	3
AES	242	Fundamental Principles of Fitness	2
AT	160	Acute Care of Injury and Illness	2
AT	220	Risk Management for the Physically Active	3
BUSI	110	Business and Entrepreneurship	3
PE	1XX	Fitness for Life <sup>+/^</sup>	1
PE	240	Health Education <sup>+/^</sup>	2
PSYC	110	General Psychology*	3

Select one of the following:

BIOL	101	Fundamentals of Biology*	4
BIOL	151	General Biology I*	4

Select one of the following:

BIOL	115	Anatomy and Physiology	4
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— or —

BIOL	250	Human Anatomy	4
— and —			
BIOL	251	Human Physiology	4

\*Meets a General Education core requirement.

+Meets a University Skills requirement.

^Both should be taken concurrently

#### Applied Exercise Science Core **40 units**

Student must apply to the program director prior to beginning any course in the Applied Exercise Science Core.

AES	360	Nutrition for Exercise and Sport Science	2
AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
AES	372	Corrective Exercise Strategies	2
AES	472	Concepts of Performance Enhancement	3
AES	473	Fitness and Exercise Prescription	3
AES	475	Current Topics in Exercise Science	2
AES	478	Senior Preparation in Applied Exercise Science	2
AES	495	Internship in Exercise Science <sup>^</sup>	4
AT	355	Medical Conditions and Disabilities	2
AT	469	Health Care Administration	3
AT	490	Research Methods**	4
PE	366	Care and Prevention of Athletic Injuries	3

Select one of the following:

PSYC	330	Sports Psychology	3
PSYC	485	Stress and Coping	3

#### Recommended Courses (Allied Health)

CHEM	151/151L	General Chemistry I and Lab*	4
CHEM	152/152L	General Chemistry II and Lab	4
PHYC	151/151L	Physics for Life Sciences I and Lab*	4
PHYC	152/152L	Physics for Life Sciences II and Lab	4
PSYC	299	Applied Statistics	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>Enrollment in AES 495 may be for 2 or 4 units at a time; 4 units are required for the major.

### Athletic Training Major **73 units**

#### Introduction

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664 (512) 733-9700, www.caate.net. Athletic training is an allied health profession dedicated to the prevention, treatment, and rehabilitation of injuries to the physically active patient. Students studying this field at APU complete coursework in the areas of first aid and CPR, risk management, orthopedic assessment, therapeutic modalities and exercise, pharmacology, general medical conditions, health care administration and research. In addition, students complete clinical experiences with a diverse population of physically active patients at numerous clinical sites in the practical application of learned skills and knowledge. The ATEP is designed to be completed in four years, which includes three semesters of pre-professional coursework and clinical observation and five semesters of professional coursework and clinical experiences. Students who transfer, or participate in intercollegiate athletics, or whose time may be limited for other reasons, should anticipate additional academic time necessary to complete the major.

The requirements of the major are consistent with the recommended standards established by CAATE. In order to be retained in the major, all athletic training students must maintain a 2.5 cumulative GPA with no grade lower than a C in classes with an AT prefix. Upon completion of the ATEP, and university requirements, students may be eligible to sit for the Board of Certification Inc. examination to become a Certified Athletic Trainer.

**NOTE:** The undergraduate Athletic Training Education Program (ATEP) will transition to an entry-level masters (ELM) graduate program by 2016. This transition is being made in response to changes within the athletic training profession and in order to maintain a high quality educational experience for athletic training students. Applications to the undergraduate ATEP will continue to be accepted in fall 2013 for students with a minimum of sophomore

## EXERCISE AND SPORT SCIENCE

standing (see Admission Requirements). The last cohort of students admitted to the undergraduate ATEP during the fall 2013 application period must complete the program by spring 2016 to be eligible to take the national Board of Certification, Inc. examination for athletic trainers. There will be no exceptions. If students do not complete the undergraduate ATEP by spring 2016, they have the following options to attain certification exam eligibility: transfer to an accredited program at a different university, or seek admission to the new ELM program at APU. For further information, please contact the program director of athletic training education.

### Mission Statement

The mission of the athletic training education program at Azusa Pacific University is to fully equip students with a quality education incorporating a Christian perspective to become lifelong learners. The educational program incorporates current research and scholarly instruction in both the clinical and didactic portions of the program to prepare students to enter the profession as entry-level athletic trainers upon successfully passing the BOC certification examination.

### National Certification Examination Results

The national certification examination for entry-level athletic trainers (ATs) is administered numerous times during the year by the Board of Certification, Inc. (BOC). The BOC establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC Certified ATs. The BOC has the only accredited certification program for ATs in the United States. Additional information regarding the BOC and the certification examination can be found at [www.bocatc.org](http://www.bocatc.org).

Throughout the history of APU's ATEP, students have successfully passed the BOC examination with a first-time pass rate at or above the national average. The following provides results for APU candidates compared with national candidates over the last three BOC exam years:

Testing Cycle (April to February)	Number of graduates taking exam	Number and percent of pass rate—first attempt	Number and percent of pass rate—regardless of attempts
<b>2012–13</b>			
APU	11/11	11 (100)	11 (100)
National	N/A	*	*
<b>2011–12</b>			
APU	3/4	2 (66.7)	3 (100)
National	4,886	2,653/3,222 (82.3)	3,269 (66.9)
<b>2010–11</b>			
APU	6/6	4 (66.7)	6 (100)
National	5,711	1,800/2,963 (60.7)	2,738 (47.9)
<b>Three Year Total</b>			
APU	20/21	17/21 (80.9)	20 (100)
National	10,597	4,453/6,185 (71.9)	6,007 (56.7)

### Career Opportunities

Athletic training provides preparation for entry-level positions at the high school, college, and professional sports levels. In addition, students are prepared for positions in sports medicine clinics, industries, and corporations. High schools, colleges, and sports medicine clinics are actively pursuing Azusa Pacific University alumni. The graduates of the ATEP have established careers in many areas, including the following: athletic training education, interscholastic programs/secondary school teaching, intercollegiate sports, private and industrial fitness and wellness centers, professional sports, and sports medicine clinics.

### Admission Requirements

Application to the ATEP is due on the first Monday in December of the student's sophomore year. The admission process is competitive and a limited number of students are accepted each year (maximum of 15). There are no guarantees of acceptance. Acceptance will be based on the following criteria:

1. Completion of the application
2. Verification of complete medical records including Hepatitis B vaccine and TB testing
3. Signed affirmation of confidentiality regarding medical information and technical standards form
4. Minimum of two written recommendations
5. Minimum cumulative GPA of 2.5
6. Minimum cumulative 3.0 GPA in the following with no course grade below a C: AT 102, AT 160, AT 220, and AT 240
7. Complete BIOL 101 or BIOL 151 and BIOL 250 with no grade below a C-
8. Completion of all clinical observation experiences in athletic training
9. Completion of all Pre-athletic Training Competencies
10. Submission of a written essay and cover letter
11. Completion of a written exam
12. Personal interview

The application form and specific description of each of the above can be obtained from the program director of athletic training education.

### Additional Information for Athletic Training Majors

CPR and Blood Borne Pathogen Training: Athletic training students admitted to ATEP must complete CPR and blood borne pathogen training prior to the first day of clinical practicum. Returning students must renew annually prior to the first day of clinical practicum.

Transportation: Certain clinical experiences in ATEP may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. ATEP students must provide their own transportation to and from clinical facilities or activities.

Other Policies and Procedures: For current academic and clinical requirements, please refer to the current edition of the ATEP Handbook.

### Transfer Students

Transfer students must meet the same admission criteria as other students, including all applicable deadlines. (See "Admission Requirements" above.) Transfer students should plan on a minimum of three years to complete the ATEP regardless of whether they transfer with sophomore or junior status. Transfer students should consult with the ATEP program director before beginning coursework at APU.

**NOTE:** The undergraduate Athletic Training Education Program (ATEP) will transition to an entry-level masters (ELM) graduate program by 2016. This transition is being made in response to changes within the athletic training profession and in order to maintain a high quality educational experience for athletic training students. Applications to the undergraduate ATEP will continue to be accepted in fall 2013 for students with a minimum of sophomore standing (see Admission Requirements). The last cohort of students admitted to the undergraduate ATEP during the fall 2013 application period must complete the program by spring 2016 to be eligible to take the national Board of Certification, Inc. examination for athletic trainers. There will be no exceptions. If students do not complete the undergraduate ATEP by spring 2016, they have the following options to attain certification exam eligibility: transfer to an accredited program at a different university, or seek admission to the new ELM program at APU. For further information, please contact the program director of athletic training education.

**Requirements**

**Foundation Courses**

**17 units**

AT	102	Foundations of Athletic Training and Applied Exercise Science	2
AT	160	Acute Care of Injury and Illness	2
AT	220	Risk Management for the Physically Active	3
AT	240	Observation in Athletic Training	2
BIOL	250	Human Anatomy	4

Select one of the following:

BIOL	101	Fundamentals of Biology*	4
BIOL	151	General Biology I*	4

\*Meets a General Education core requirement.

**Core Courses**

**56 units**

AES	360	Nutrition for Exercise and Sport Science	2
AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
AT	242	Practicum in Wrapping, Taping, and Bracing	2
AT	270	Orthopedic Assessment	4
AT	340	Practicum in Orthopedic Assessment	2
AT	342	Practicum in Therapeutic Modalities, Strength, and Flexibility	2
AT	351	Therapeutic Modalities	3
AT	352	Therapeutic Exercise	4
AT	355	Medical Conditions and Disabilities	2
AT	440	Practicum in Therapeutic Exercise and Medical Conditions	2
AT	442	Senior Capstone Practicum	3
AT	452	Current Concepts in Treatment and Rehabilitation	2
AT	465	Pharmacology for Athletic Trainers	2
AT	469	Health Care Administration	3
AT	490	Research Methods**	4
BIOL	251	Human Physiology	4
PE	240	Health Education+	2
PSYC	110	General Psychology*	3
PSYC	385	Health Psychology	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

+Meets a University Skills requirement.

**Physical Education Major**

**65–66 units**

**Introduction**

The physical education program prepares individuals to effectively teach physical education in schools utilizing curricula based on movement science principles. Program curricula are designed to challenge students to discover, experience, and reflect upon the study of movement through theory and practical experiences. The physical education program content is aligned with two sets of standards: The California Commission on Teacher Credentialing and the Content Standard in Physical Education of the National Association for Sport and Physical Education. The program is arranged sequentially to help students acquire and gradually refine the planning, instructional, and interpersonal skills needed to be effective teachers. A series of field experiences are critical to achieving this goal. These experiences have specific objectives to help students obtain the necessary knowledge and skills needed to be highly effective physical educators in the 21<sup>st</sup> century.

Physical education majors must maintain a minimum cumulative GPA of 2.75, with no grade lower than a C- in major classes.

Students who transfer or who take the required courses out of sequence should anticipate additional academic time necessary to complete the major. All students, before graduation, must submit a professional physical education portfolio at the time of their exit interview.

**Mission Statement**

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 is accomplished through the mastery of professional skills, knowledge, teaching techniques, and strategies; the integration of Christian faith in learning and practice; and social and ethical principles.

**Career Opportunities**

Azusa Pacific's physical education program is primarily a professional degree that meets the requirements of the California Commission on Teacher Credentialing as an approved single subject program. The major consists of 65–66 units of concentrated curriculum and allows students a systematic method of study in which they become eligible to obtain a teaching credential through the Department of Teacher Education. For California teacher credentialing, a fifth-year program consisting of academic work and student teaching must be completed. Students should contact the APU Department of Teacher Education during the first semester of their junior year for advising related to the teacher education program.

**Requirements**

**Prerequisite Science Courses for the Major**

Both BIOL 101 (or 151) and BIOL 115, must be taken prior to AES 363, AES 364, PE 325, and PE 366.

BIOL	101	Fundamentals of Biology*	4
BIOL	115	Anatomy and Physiology	4

**Physical Education Courses**

AES	242	Fundamental Principles of Fitness	2
AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
EDLS	300	Introduction to Teaching as a Profession, K–12	4
PE	138	Introduction to Physical Education	2
PE	237	Methods of Teaching Rhythmic and Multicultural Activities	3
PE	250	Methods of Teaching Individual Sports	2
PE	251	Methods of Teaching Contemporary Activities	2
PE	252	Methods of Teaching Team Sports	3
PE	320	History and Principles of Physical Education**	3
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
PE	325	Motor Development and Learning	3
PE	366	Care and Prevention of Athletic Injuries	3
PE	406	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE	450	Physical Education in Elementary Schools, K–6	3
PE	451	Methods in Physical Education, 7–12	3
PE	452	Adapted Physical Education	3
PE	475	Tests and Measurements in Physical Education and Sports	3
PE	478	Senior Preparation in Physical Education	2

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*Aquatics – Each student must take at least 1 unit of aquatics from PE 112–114:*

PE	112	Fitness for Life: Beginning Swimming and Conditioning*	1
PE	113	Lifeguard Training	2
PE	114	Water Safety Instructor Course (Prerequisite: PE 112)	2

*Each student must complete one coaching course from PE 433–438:*

PE	433	Coaching Football	2
PE	434	Coaching Track and Field	2
PE	435	Coaching Basketball	2
PE	436	Coaching Baseball	2
PE	437	Coaching Volleyball	2
PE	438	Coaching Soccer	2
PE	474	Coaching Practicum^	2

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

†Meets a University Skills requirement.

^Prior department approval needed.

### Single Subject Credential Prerequisites

After completing the physical education program, students must also obtain a teaching credential. Prerequisites for the credential may be completed during the undergraduate program. To see a list of these prerequisites, and for further information on teaching credentials, please see the information provided by the Department of Teacher Education.

### Athletic Coaching Minor 22 units

Academic majors other than physical education may complete the following courses for an athletic coaching minor. A coaching practicum or other related field experience, in cooperation with the local schools or other organizations, is required.

AES	242	Fundamental Principles of Fitness	2
AT	160	Acute Care of Injury and Illness	2
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
PE	325	Motor Development and Learning	3
PE	366	Care and Prevention of Athletic Injuries	3
PE	406	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE	474	Practicum in Coaching	2

*Select two of the following:*

PE	433	Coaching Football	2
PE	434	Coaching Track and Field	2
PE	435	Coaching Basketball	2
PE	436	Coaching Baseball	2
PE	437	Coaching Volleyball	2
PE	438	Coaching Soccer	2

### Course Descriptions

**F=Fall, S=Spring, SU=Summer**

#### Applied Exercise Science

##### **AES 102/AT 102 Foundations of Athletic Training and Applied Exercise Science (2)**

This course introduces the student to the professions of athletic training and exercise science by reviewing the historical foundations of each profession and defining the roles and responsibilities of the athletic trainer and exercise scientist. Students learn about relevant professional associations and career opportunities in the fields of athletic training and exercise science. A discussion of the Azusa Pacific University athletic training and applied exercise science curriculums are included with the goals, objectives, and requirements of each program as well as the expectations of athletic training and applied exercise science students.

##### **AES 242 Fundamental Principles of Fitness (2) (F, S)**

This foundational course investigates fitness principles for improving cardio-respiratory endurance, strength, flexibility, body composition, and overall physical wellness. Students gain the knowledge, skills, and abilities necessary to develop, implement, and manage basic fitness programs for physical education students and health fitness clients. Students are also exposed to the use of modern technology in the management of fitness programs and human performance in a variety of settings. *(This class is for AES, AT, PE majors/LBS PE concentration majors and athletic coaching minors.)*

##### **AES 290 Human Movement Science (3)**

This course focuses on the functional anatomy, basic biomechanics, and motor behavior related to human movement. Students explore human movement patterns and dysfunction through the physical assessment of the kinetic chain during physical activity and exercise. *Prerequisites: BIOL 101 or BIOL 151, and BIOL 115 or BIOL 250*

##### **AES 360 Nutrition for Exercise and Sport Science (2)**

This course focuses on optimal nutrition for exercise and training. Particular attention is given to energy nutrients, minerals, and fluid needs of the physically active. Clinical signs associated with nutrition deficiencies are explored as are issues related to disordered eating problems among the physically active. The course reviews antioxidant supplementation for physically active people as well as popular nutritional ergogenic aids. Students become proficient at using current nutrition education tools and evaluating their energy intake and physical activity output using a computerized diet analysis program. Special topics on eating while traveling are also covered. *Prerequisites: PE 240, PSYC 110, BIOL 101 or 151, BIOL 115 or BIOL 250/251*

##### **AES 363 Physiology of Exercise (4)**

This course focuses on the effects of exercise on human physiology and bioenergetics. The physiological changes and adaptations to exercise on the cardiovascular, pulmonary, neuromuscular, and endocrine systems are investigated in detail. The relationship between nutrition, body composition, and exercise are discussed. The laboratory component explores the assessment of resting metabolic rate, energy expenditure, body composition, cardio-respiratory function, maximum oxygen uptake, lactate threshold, strength and flexibility, and other physiological responses to exercise. *Prerequisite(s): BIOL 115, or BIOL 250 and 251 (Lab fee required.)*

##### **AES 364 Kinesiology (3)**

This course examines structural and functional mechanics of human movement through an in-depth study of kinesiological principles. Techniques of posture and gait evaluation, as well as fundamentals of body mechanics are included, along with the detection and correction of basic musculoskeletal anomalies. A laboratory component is included. *Prerequisites: BIOL 115; or BIOL 250 and BIOL 251*

##### **AES 372 Corrective Exercise Strategies (2)**

This course provides corrective exercise strategies to prevent or reduce injury and afford optimal tissue recovery in the physically active. Principles of tissue inhibition, lengthening, activation, and human movement integration are explored. Strategies in advanced kinetic chain assessment, flexibility, neuromuscular retraining, and balance and stability exercises are incorporated. In addition, scientific evidence supporting injury prevention programs are discussed. This course provides information to prepare students for professional certifications through the National Academy of Sports Medicine (NASM). *Prerequisites: AES 242, AES 363 (may be taken concurrently), AES 364 (may be taken concurrently)*

##### **AES 472 Concepts of Performance Enhancement (3)**

The course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening, conditioning, and human performance programs. Principles of training variation and periodization are discussed related to various physical activity and sport. Exercise techniques in flexibility, core, balance, resistance, reactive, and speed training are presented. This course prepares students for professional certifications through the National Academy of Sports Medicine (NASM). *Prerequisites: AES 242; AES 363 (may be taken concurrently), and AES 364 (may be taken concurrently)*

**AES 473 Fitness and Exercise Prescription (3) (F)**

This course presents the knowledge, skills, and abilities necessary to prepare students for the American College of Sports Medicine (ACSM) – Health Fitness Specialist (HFS) certification. HFS provides leadership in fitness assessment and exercise programming of a preventive nature for apparently healthy populations and individuals with controlled disease in corporate, commercial, and/or community settings. The HFS-certified individual is a professional with a degree who is responsible for evaluating health behaviors and risk factors, conducting fitness assessments, constructing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. *Prerequisite(s): AES 363 and AES 364*

**AES 475 Current Topics in Exercise Science (2)**

This course explores current topics in exercise science. This seminar-style course discusses topics related to health, wellness, fitness, and human performance. Possible topics include ergogenic aids in sport, advanced sports nutrition, exercise adaptations for various populations, advanced modalities in exercise prescription, and advanced corrective exercise strategies. *Prerequisites: AES 363, 364*

**AES 478 Senior Preparation in Applied Exercise Science (2)**

This course is a culminating seminar for graduating seniors in applied exercise science to discuss, plan, and implement strategies for future professional advancement in field of exercise science. Current professional issues, growth, and future trends are examined. *Prerequisite: upper-division status in AES major*

**AES 495 Internship in Exercise Science (2, 4)**

This course helps students to apply their knowledge, skills, and abilities in a practical setting. Students use an integrated approach to the assessment, development, implementation, and management of exercise and fitness programs under the direction of an approved exercise science professional. Each unit requires 50 clock hours of internship experience. *Prerequisites: minimum of 60 units of coursework (junior status) and instructor permission. This course may be repeated for credit (4 units are required for the major).*

**Athletic Training**

**AT 101 Introduction to Athletic Training (1) (F, S)**

This course introduces the student to the profession of athletic training by reviewing its history and defining the roles and responsibilities of the athletic trainer. Students learn about the National Athletic Trainers' Association and career opportunities in the field. A discussion of the Azusa Pacific University athletic training curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of athletic training students.

**AT 102/AES 102 Foundations of Athletic Training and Applied Exercise Science (2) (F, S)**

This course introduces the student to the professions of athletic training and exercise science by reviewing the historical foundations of each profession and defining the roles and responsibilities of the athletic trainer and exercise scientist. Students learn about relevant professional associations and career opportunities in the fields of athletic training and exercise science. A discussion of the Azusa Pacific University athletic training and applied exercise science curriculums are included with the goals, objectives, and requirements of each program as well as the expectations of athletic training and applied exercise science students.

**AT 160 Acute Care of Injury and Illness (2) (F, S)**

This course follows the basic guidelines of the American Red Cross courses *CPR for the Professional Rescuer* and *First Aid*. Included are adult, child, and infant CPR, two-person CPR, use of an AED, and standard first aid procedures. Students may receive American Red Cross certifications upon successful completion of the course.

**AT 220 Risk Management for the Physically Active (3) (F, S)**

This course teaches students the basic principles of risk management for the physically active. Specific emphasis is placed on the areas of conditioning, equipment fitting, and environmental risk factors. The student also becomes familiar with common medical terminology, injury mechanisms, common injuries and injury treatment, and factors predisposing individuals to injury.

**AT 240 Observation in Athletic Training (2) (F)**

This course introduces students interested in athletic training to the practical aspects of the profession. Students are assigned to clinical rotations where they have the opportunity to observe practicing athletic trainers. Students are also instructed on the day-to-day operation of an athletic training facility, including basic record keeping and maintenance of a health care facility. *Prerequisite: sophomore standing or above; corequisites: AT 102, AT 160, and AT 220*

**AT 242 Practicum in Wrapping, Taping, and Bracing (2) (S)**

This course is designed for sophomore students in the Athletic Training Education Program. Students learn orthopedic taping and bracing techniques and are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. *Prerequisite: acceptance to the Athletic Training Education Program*

**AT 270 Orthopedic Assessment (4) (S)**

This course includes an in-depth inquiry into the anatomical and physiological process associated with the occurrence of injuries to the physically active. By recognizing the signs and symptoms of injury and interpreting results of orthopedic assessment, the student develops techniques and methods with which to accurately evaluate and determine the extent of injury sustained. Laboratory experiences are used to supplement classroom instruction. *Prerequisites: AT 220, BIOL 250, acceptance to the Athletic Training Education Program or instructor's permission*

**AT 340 Practicum in Orthopedic Assessment (2) (F)**

This course is designed for junior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 242, students may begin performing orthopedic injury assessments. *Prerequisite: AT 270*

**AT 342 Practicum in Therapeutic Modalities, Strength, and Flexibility (2) (S)**

This course is designed for junior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 340, students may begin working with therapeutic modalities. *Prerequisites: AT 220 and AT 351*

**AT 351 Therapeutic Modalities (3) (F)**

This course focuses on the theory and operation of various therapeutic modalities which are used in the treatment of injuries to the physically active. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included. *Prerequisite: AT 270*

**AT 352 Therapeutic Exercise (4) (S)**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included. *Prerequisite: AT 270*

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### **AT 355 Medical Conditions and Disabilities (2) (S)**

This course covers the basic knowledge, skills, and values that health professionals, specifically those working with athletes and active populations, must possess in order to appropriately recognize and treat those with general medical conditions. Recognition of conditions that must be referred to other health care professionals for further evaluation and treatment is emphasized. *Prerequisite: BIOL 250 and 251, or BIOL 115*

### **AT 440 Practicum in Therapeutic Exercise and Medical Conditions (2) (F)**

This course is designed for senior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 342, students may begin working with therapeutic exercise and assessment of medical conditions. *Prerequisite: AT 352 and AT 355*

### **AT 442 Senior Capstone Practicum (3) (S)**

This course is designed for senior-level students in the Athletic Training Education Program. Students are challenged in this course to apply knowledge gained from previous coursework and clinical experiences. Discussion emphasis is placed on the knowledge and skills necessary to perform as an entry-level certified athletic trainer. In addition, professional preparation skills are taught including résumé preparation and interview skills. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. *Prerequisites: AT 242, AT 340, AT 342, and AT 440*

### **AT 444 General Practicum in Athletic Training (1–3) (F, S, Su)**

Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. *Prerequisites: acceptance into the Athletic Training Education Program and program director's permission*

### **AT 452 Current Concepts in Treatment and Rehabilitation (2) (S)**

This course focuses on current clinical applications of treatment and rehabilitation for musculoskeletal injuries. The course explores advanced practical techniques in manual medicine, functional rehabilitation, core stabilization, and aquatic therapy. The student learns to assess and prescribe the appropriate treatment and rehabilitation techniques to different musculoskeletal injuries. *Prerequisite: AT 352*

### **AT 465 Pharmacology for Athletic Trainers (2) (F)**

In this course, pharmacology is studied as it relates to the field of athletic training. Included are the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. *Prerequisites: AT 270, AT 355, BIOL 250, and BIOL 251*

### **AT 469 Health Care Administration (3) (S)**

This course addresses the organizational and administrative aspects of health care to the physically active. Students study such issues as medical record keeping, facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care. *Prerequisite: senior standing*

### **AT 490 Research Methods (4) (F)**

The focus of the course is on the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate in the field. This course is designed to enhance students' abilities to be consumers of research information, participants in the research process, and communicators of research results. Students are required to conduct a research project and write a comprehensive research report, including introduction, literature review, methods, results, discussion, and conclusions. Discussions also focus on current knowledge and future trends in athletic training and sports medicine, as seen in the literature. *Meets the General Education upper-division writing intensive requirement.*

### **AT 497 Readings (1–4) (F, S, Su)**

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

### **AT 498 Directed Research (1–4) (F, S)**

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

### **AT 499 Thesis/Project (1–4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Physical Education

### **PE 101 Leisure Time Preparation: Badminton (1) (F, S)**

Students study the individual's physical fitness and recreational needs. Development of skills related to fitness through badminton is combined in the class plan. *Does not meet Fitness for Life requirement.*

### **PE 102 Leisure Time Preparation: Golf (1) (F, S)**

Students study golf as a lifetime recreational activity. *Does not meet Fitness for Life requirement.*

### **PE 103 Leisure Time Preparation: Volleyball (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to volleyball. This class may also be taught on grass. *Does not meet Fitness for Life requirement.*

### **PE 104 Leisure Time Preparation: Tennis (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to tennis. *Does not meet Fitness for Life requirement.*

### **PE 105 Outdoor Experience: Camping (1) (F, S)**

Students study the camping programs available to the public today and survey equipment, sites, and educational opportunities. Practical experience includes two weekend camping expeditions. *Does not meet Fitness for Life requirement.*

### **PE 108 Fitness for Life: Walking/Jogging (1) (F, S)**

This course teaches the fitness-for-life concept through walking and jogging. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 109 Fitness for Life: Cycling (1) (F, S)**

This course emphasizes fitness through cycling. The student is instructed in bicycle care, repair, and safety rules. Much time is spent in practical travel lab experience. *Meets the General Education requirement for University Skills and Requirements. Students must provide their own bicycle. May be repeated for credit.*

### **PE 110 Fitness for Life: Basketball (1) (F, S)**

This course teaches the fitness-for-life concept through basketball. This course is not open to students participating in intercollegiate basketball. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 111 Fitness for Life: Racquetball (1) (F, S)**

This course teaches the fitness-for-life concept through racquetball. This class is held at an off-campus facility. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 112 Fitness for Life: Beginning Swimming and Conditioning (1) (F, S)**  
This course teaches the fitness-for-life concept through swimming. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 113 Lifeguard Training (2) (F, S)**  
This is a certified, advanced life-saving course of the American Red Cross. *This is not a Fitness for Life class. This class does not meet the General Education requirement for University Skills and Requirements.*

**PE 114 Water Safety Instructor (WSI) Course (2) (S)**  
This is a certified WSI course of the American Red Cross. *This is not a Fitness for Life class. This class does not meet the General Education requirement for University Skills and Requirements.*

**PE 116 Fitness for Life: Weight Training (1) (F, S)**  
The course teaches the fitness-for-life concept through weight training. Different sections are offered for athletes and non-athletes. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 117 Fitness for Life: Aerobics (1) (F, S)**  
This course teaches the fitness-for-life concept through aerobic conditioning. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 118 Fitness for Life: Triathlon (1) (F, S)**  
This course emphasizes fitness through swimming, cycling, and running. The goal at the end of the course is for students to be able to participate in mini-triathlons, or simply to increase their fitness level. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 119 Fitness for Life: Golf/Tennis (1) (S)**  
This activity course is designed to enhance physical fitness and increase the level of enjoyment through the games of golf and tennis. Learning the fundamentals and rules of these sports, each student will find gratification and will acquire the value of lifelong fitness through learning to play golf and tennis. This class is held at an off-campus facility. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 120 Fitness for Life: Adaptive (1) (F, S)**  
This course is designed to teach students the fitness-for-life concept within the parameters of their physical disabilities. Programs will be individualized for each student. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit. Prerequisites: A verification of disability from the Learning Enrichment Center, which includes a description of the disability and ability level and physician's statement, and permission of the department chair*

**PE 121/TFT 121 Fitness for Life: Dance for the Theater (2)**  
This course teaches the skill of movement and dance as it relates to actors including proficiency in various styles of dance that are most common in musical theater, learning dance terminology necessary for a working actor, gaining flexibility and dexterity to enhance stage performance, understanding what is required at a professional theater audition, and moral issues pertaining to presenting theater dance to an audience. It also teaches fitness for life concepts through various dance and aerobic conditioning exercises. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 122 Fitness for Life: Hiking (1)**  
This course teaches the fitness-for-life concept through hiking local trails. Included in the course is trail first aid and emergency preparedness. Students provide their own transportation to local hiking trails. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 123 Fitness for Life: Surfing (1)**  
This course teaches the fitness-for-life concept through surfing. This course does not require any prior surfing experience. A fee is charged to cover transportation. Equipment rental is available. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 124 Fitness for Life: Marathon (1)**  
This course teaches fitness concepts through training for and running a marathon. Students are instructed on running techniques, proper shoes and clothing, hydration, running strategy, etc. Group training begins in mid-September and continues to the end of January. The course culminates in running the Surf City (Huntington Beach) Marathon on the first Sunday in February. *Meets the General Education requirement for University Skills and Requirements. May be repeated for credit.*

**PE 138 Introduction to Physical Education (2) (F, S)**  
This course introduces students interested in careers as physical education teachers to professional dimensions, roles, and responsibilities of physical educators in the 21<sup>st</sup> century. Students gain an understanding of the physical education profession through assignments, class discussions, on-site school observations, shadowing professionals, and some service-learning activities.

**PE 237 Methods of Teaching Rhythmic and Multicultural Activities (3) (F, S)**  
This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental rhythmic activities, social dance, and global and nontraditional games. *(PE majors/LBS PE Concentration majors only)*

**PE 240 Health Education (2) (F, S)**  
This course focuses on the development of the whole-person concept which includes the mental, emotional, social, spiritual, and physical health practices. This integration includes study of such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health. *Meets the General Education requirement for University Skills and Requirements, to be taken concurrently with a Fitness for Life or varsity sport course.*

**PE 250 Methods of Teaching Individual Sports (2) (F)**  
This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental tennis, golf, badminton, and track and field skills. *(PE majors/LBS PE Concentration majors only)*

**PE 251 Methods of Teaching Contemporary Activities (2) (F, S)**  
This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental cycling, self-defense, and combative and outdoor education skills. *(PE majors only)*

**PE 252 Methods of Teaching Team Sports (3) (S)**  
This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental basketball, soccer, volleyball, softball, and football skills. *(PE majors/LBS PE Concentration majors only)*

**PE 301 Varsity Baseball: Men (1)**  
By playing the game, students participate at the highest level of competition and adhere to recreational, social, and fundamental standards. Theory of varsity baseball for intercollegiate competition only is presented. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

**PE 302 Varsity Basketball: Men (1)**  
Students receive advanced instruction and intensive training in the fundamentals of basketball. Individual and team play, strategy, and offensive and defensive formations are utilized in men's intercollegiate basketball. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

**PE 303 Varsity Track and Field: Men and Women (1)**  
Students train and work out two hours daily in various track and field events and compete in intercollegiate track and field meets. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

**PE 304 Varsity Cross Country: Men and Women (1)**  
Students receive instruction, practice, and training in distance running for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

## EXERCISE AND SPORT SCIENCE

### **PE 305 Varsity Tennis: Men and Women (1)**

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 307 Varsity Football: Men (1)**

Conditioning and training are practiced in all phases of modern football. Students view pictures, study plays, and participate in chalk talks, examination of team plays, and intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 308 Varsity Basketball: Women (1)**

Advanced instruction and intensive training in the fundamentals of basketball are offered. Individual and team play, strategy, and offensive and defensive formations are utilized in intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 309 Varsity Volleyball: Women (1)**

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play. *Meets the General Education requirement for University Skills and Requirements. Meets the general education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 310 Varsity Soccer: Men (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 311 Varsity Soccer: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 312 Varsity Softball: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 313 Varsity Swimming and Diving: Women (1)**

Students receive instruction, practice, and training in swimming and diving for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 314 Varsity Water Polo: Women (1)**

Advanced instruction and intensive training in the fundamentals of water polo are offered, including individual and team play, strategy, and offensive and defensive formations in preparation for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 315 Varsity Acrobatics and Tumbling (1) (F, S)**

Students receive advanced instruction and training in tumbling, stunting, and dance, including preparing for intercollegiate competition. *Meets the General Education requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 320 History and Principles of Physical Education (3) (F, S)**

The historical and philosophical development of physical education and sport is studied. This course includes discussion of current theories, philosophies, and practices in the profession. The California Framework for Physical Education is examined. *Meets the General Education upper-division writing intensive requirement.*

### **PE 321 Organization and Administration of Physical Education, Athletics, and Recreation (3) (S)**

The basic principles of organization, administration, and supervision are stressed with emphasis on topics such as staffing, budget, program organization, purchasing, and management in the individual areas of physical education, athletics, and recreation.

### **PE 325 Motor Development and Learning (3) (F, S)**

This course is designed to teach motor learning theories and to provide the necessary skills to apply these theories when teaching motor skills. This course will also include the study of locomotor and non-locomotor patterns, manipulative, rhythmical movement patterns and skill development, as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Required for physical education majors and liberal studies majors with a physical education concentration. *Prerequisites: BIOL 115, or BIOL 250 and BIOL 251 and PE majors or LBS PE concentration majors only*

### **PE 364 Kinesiology (3) (S: PE majors)**

The structural and functional mechanics of movement through an in-depth study of kinesiological, corrective, and adaptive principles are analyzed. Techniques of postural evaluation, muscle testing, therapeutic exercises, and fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies. *Prerequisite(s): BIOL 115, or BIOL 250 and BIOL 251*

### **PE 366 Care and Prevention of Athletic Injuries (3) (F, S)**

This course presents the methods used in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries are studied. *Prerequisite(s): BIOL 115, or BIOL 250 and BIOL 251*

### **PE 406 Sociological and Psychological Aspects of Physical Activity and Sport (3) (F, S)**

Students explore the sociological and the psychological issues related to physical activity and sport. Special emphasis is on the study of sport in North America and its implications within American society. Topics of study include motivation, goal setting, burnout, anxiety and arousal, aggression and ethics as related to physical activity and sport. *Prerequisite: PE majors or LBS PE concentration majors only*

### **PE 423 School Health Education (3)**

Health issues that the classroom teacher will face are studied. Proper cooperation with medical services, provision of healthful classroom environment, and methods of health instruction are explored.

### **PE 433 Techniques of Coaching Team Sports: Football (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching football are studied.

### **PE 434 Techniques of Coaching Team Sports: Track and Field (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching track and field are studied.

### **PE 435 Techniques of Coaching Team Sports: Basketball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching basketball are studied.

### **PE 436 Techniques of Coaching Team Sports: Baseball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching baseball are studied.

### **PE 437 Techniques of Coaching Team Sports: Volleyball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching volleyball are studied.

### **PE 438 Techniques of Coaching Team Sports: Soccer (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching soccer are studied.



**PE 450 Physical Education in Elementary Schools, K–6 (3) (F, S)**

This course prepares students to teach physical education to children in grades K–6. It uses a development approach and stresses exploratory methods of teaching young children a variety of games, dance, self-testing, movement exploration, lifetime and health-related fitness activities. The class places emphasis on lesson plan development, writing clear objectives, and developing effective classroom management skills. *Prerequisite: junior or senior standing, EDLS 300, PE 325 or PSYC 290 and PE majors or LBS PE concentration majors only*

**PE 451 Methods in Physical Education, 7–12 (3) (F, S)**

This course provides a classroom and simulated practical teaching experience for the prospective physical educator. Emphasis is on the development of a viable teaching style utilizing a variety of contemporary methods. *Prerequisites: EDLS 300, PE 450, junior/senior standing, and PE majors only*

**PE 452 Adapted Physical Education (3) (F, S)**

This is an introductory course designed for prospective physical education teachers for the purpose of understanding public laws and developing and modifying programs for the developmentally disabled. *Prerequisites: EDLS 300, PE 450, junior/senior standing, and PE majors or LBS PE concentration majors only*

**PE 474 Coaching Practicum (2) (F, S)**

Students study the application of theory and methods in an actual coaching situation. Supervision and evaluation are conducted by both the lead instructor and the coaching staff of the cooperating schools. The experience lasts the duration of the selected sport's season. *For the physical education major, this course meet the Coaching Methodology course requirement with the department chair's permission.*

**PE 475 Tests and Measurements in Physical Education and Sports (3) (S)**

This course analyzes the measurements of motor behavior and evaluation of physical skills performance. Effectiveness of the program in physical education and exercise science is examined. Basic concepts of statistics are taught along with the introduction of computers as tools to be used in the professional arena. *Prerequisite: PE majors only*

**PE 478 Senior Preparation in Physical Education (2) (F, S)**

This course is designed as a culminating seminar for graduating seniors to discuss, plan, and implement strategies for future professional advancement. Current professional issues, growth, and future trends are examined. *Prerequisite: PE majors only*

**PE 490 Applied Physical Education (1–3) (F, S)**

The course helps prospective physical education teachers obtain a professionally guided experience benefiting them in primary and secondary schools. This course is open to physical education majors only with the program director's approval.

**PE 496 Senior Seminar: Ethics in Physical Education and Sport (3) (F, S)**

This course is designed to facilitate the integration of Christian faith and values with careers in physical education and sport. Biblical and theological themes relating to education and sport will provide the basis for discussion of ethical dilemmas facing professionals in these, and related, professions. Students will be challenged to develop personal strategies and philosophies for responding to ethical issues in their chosen careers. *Meets the General Education senior seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**PE 497 Readings (1–4) (F, S, SU)**

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

**PE 498 Directed Research (1–4) (F, S)**

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

**PE 499 Thesis/Project (1–4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Recreation**

**REC 366 Leadership Skills through Wilderness Experiences (2)**

This course is designed to teach the fundamentals of beginning mountaineering. The student experiences leadership principles through rock climbing, camping, and skills related to outdoor recreation.

**REC 465 Winter Practicum (2)**

This course includes reading and skill development in cross-country skiing, snow shoeing, snow and ice techniques, and basic winter mountaineering. Avalanche precautions are reviewed and studied.

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Leadership and Organizational Psychology

## Faculty

*Chair and Professor: Gary Lemaster, Ph.D.*

*Professors: Paul Kaak, Ph.D.; Michael M. Whyte, Ph.D.*

*Assistant Professor and Program Coordinator, Leadership Minor: Sarah Visser, M.Ed., ABD*

*Director of Program Development and Assessment: Jeff Boian, M.A.*

## Department Overview

The Department of Leadership and Organizational Psychology offers a unique blend of both academic and experiential learning that provides students with an effective type of learning experience for personal and professional growth.

The department provides two programs: an undergraduate minor in leadership and a Master of Arts in Leadership. Each program assists students in identifying and developing personal and professional competencies which enable them to contribute more effectively to all areas of their lives.

## Leadership Minor Introduction

**15 units**

The undergraduate leadership minor capitalizes upon the university's intention to develop disciples and scholars who seek to advance the work of God in the world. This minor does so by encouraging students to pursue excellence in their chosen major while also seeking proficiency as strengths-driven leaders. Courses are thoughtful, challenging, and relationally focused while providing opportunities for reflection, conversation, and research. Students in the minor learn about whole-person development, leadership and virtue, the role of personal strengths and skills in good leadership, and how to lead as agents of change. Disciplined self-leadership, combined with the knowledge of how to facilitate effective collaboration, make leadership minor graduates an asset to any context in which they may serve. Even as they are encouraged toward lifelong development (both as persons and leaders), students have the opportunity to create, articulate, and practice their own philosophy of Christian leadership.

## Mission Statement

The leadership minor seeks to educate and inspire students to integrate their faith into their calling and, as people of integrity, live purposefully for the glory of God.

## Requirements

The minor in leadership comprises 15 units of leadership coursework.

LDRS	201	Foundations for Leadership	3
LDRS	311	Leadership Values and Virtues <sup>^</sup>	3
LDRS	322	Leadership Strengths and Skills <sup>^/^^</sup>	3
LDRS	333	Leadership Influence and Impact <sup>^</sup>	3
LDRS	401	Leadership Practicum	3

## NOTES:

- One class in the M.A. in Leadership program may be taken by seniors. If the student is accepted into the M.A. in Leadership: Leadership Development program, the class will count toward that degree as well. Contact the M.A. in Leadership office for more details at (626) 815-5483.
- LDRS 201 is the prerequisite for LDRS 311, LDRS 322, and LDRS 333. However, this prerequisite is waived for students enrolling in the 200- and 300-level courses in the same semester.

<sup>^</sup>LDRS 350 may be substituted for LDRS 311, or LDRS 322, or LDRS 333. Only one of the five core courses may be substituted.

<sup>^^</sup>REC 366 may be substituted for LDRS 322. REC 366 is offered only through the High Sierra Semester. An additional 1-unit leadership class is required to complete the 15-unit leadership minor.

<sup>^^^</sup>ROTC students can receive credit for LDRS 201 and one of the 300-level courses following the completion of their program.

## Course Descriptions

### LDRS 100 Beginnings: Personal Development and the College Experience (1)

This course is required of all traditional freshmen during their first semester of college. It is a one-semester course that introduces the idea of self-discovery and growth and how it can be the focus of the student's education. The goal is for the student to begin exploring how to make his/her education relevant and meaningful. Emphasis is on assisting the student in becoming aware of what learning opportunities and support are available to the student, where those resources may be found, and the rights and responsibilities of being an Azusa Pacific University student. *Meets the General Education requirement for University Skills and Requirements.*

### Leadership Minor Core Classes

#### LDRS 201 Foundations for Leadership (3)

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's "leadership story" in an awareness of both current history and the reality of the Kingdom of God. Through creative experiences, meaningful texts, and powerful assignments, students are prepared for further leadership education.

#### LDRS 311 Leadership Values and Virtues (3)

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others. *Pre- or corequisite: LDRS 201, or junior standing, or department permission*

#### LDRS 322 Leadership Strengths and Skills (3)

This course focuses on a strengths-based approach to leadership and leadership development as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this class. *Pre- or corequisite: LDRS 201, or junior standing, or department permission*

**LDRS 333 Leadership Influence and Impact (3)**

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historic reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy. *Pre- or corequisite: LDRS 201, or junior standing, or department permission*

**LDRS 401 Leadership Practicum (3)**

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A well-written synthesis paper and a high-quality portfolio presentation are crafted to integrate students' learnings about leadership and to provide a post-graduation plan for life-long leadership development. Current and active involvement in a leadership position is required for students in this class. *Prerequisites: LDRS 201, LDRS 311, LDRS 322, and LDRS 333*

**Leadership Elective Classes**

**LDRS 103 Calling, Major, and Career Exploration: A Strengths-based Approach to Life Planning (3)**

This course complements LDRS 100 by using a strengths-based approach to life planning in order to specifically help lower-division students make decisions regarding their individual calling, selection of a major, or exploration of a career. Emphasis is on identifying and developing strengths, gifts, and talents. This course is designed specifically for freshmen/sophomores. (Not recommended for students who have completed LDRS 303).

**LDRS 303 Career and Life Planning (3)**

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. This course is designed specifically for juniors/seniors. (Not recommended for students who have completed LDRS 103).

**LDRS 350 Dean's Leadership Class (3)**

This class is for students recommended for their leadership potential by university leaders. Participants are mentored by on- and off-campus practitioners. The class functions as a "learning organization," collaborating to make a difference in the local community. Assignments link leadership to experience, reflection, theory, relationships, and values. *Sophomore/junior status preferred.*

**LDRS 497 Readings (1–3)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a professor approved by the program chair. The course allows the student to identify a specific leadership theme and investigate it further.

# Department of Social Work

## Faculty

*Chair, and Professor, Mary Rawlings, Ph.D., LCSW*

*Associate Professor and Program Director:  
Rukshan Fernando, Ph.D., MSW*

*Director of Field Education and Assistant Professor:  
Christine Guzman, MSW, LCSW*

*Assistant Professors: Jacob Anupama, MSC; Deb Baker, MSW;  
Barbara Johnson, MSW, LCSW; Lynn Raine, MSW, LCSW; Regina  
Trammel, MSW, LCSW*

*Lecturers: Jonathan Clark, MSW; Catherine Fisher, MSW, LCSW;  
Amy Graley, MSW; Patrick Riley, M.A.; Jackey Smith, Psy.D., MSW*

## Department Overview

An undergraduate degree in professional social work teaches the specialized skills needed to help diverse people in a variety of ways. Social workers provide one-on-one counseling, intervene with families, lead small groups, and facilitate change in communities and the environment. Professional social work promotes social and economic justice for all people through advocacy and organizational and political change. In their courses, Bachelor of Social Work (BSW) students learn theories to help them understand and assess client situations, learn direct practice skills such as interviewing and community organization, and complete a supervised internship in their senior year.

## Career Opportunities

Social workers provide services directly to individuals, families, groups, organizations, and communities. Social workers can apply their training and experience in a variety of settings and careers, including:

- Case managers
- Child protection workers
- Community developers
- Counselors
- Domestic violence counselors
- Employee assistance counselors
- Foster care workers
- Group home workers
- Homeless outreach workers
- Hospital social workers
- International social workers
- Mental health case workers
- Nursing home social services providers
- Outreach coordinators for the elderly
- Political advocates
- Probation officers
- School social workers
- Substance abuse counselors

## Department Mission

The undergraduate social work program at Azusa Pacific University seeks to develop competent, generalist social work practitioners who can apply knowledge, values, and skills of social work, integrating a Christian perspective in order to enhance the well-being of diverse individuals, families, groups, organizations, and communities advancing social justice both locally and globally.

## Program Values

The undergraduate social work program is grounded in the profession's history and commitment to social justice and diversity, and in the university's commitment to advancing God's work in the world by being of service, advancing human rights, and providing academic excellence. The BSW program is committed to excellence in its teaching and scholarship based on scientific inquiry, to the integration of Christian faith in learning and practice, and to the facilitation of community within the department, with students, and within the greater environment.

## Introduction

Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. Social workers help prevent crises and counsel individuals and families. In addition, they work to develop organizations and communities, both locally and internationally, in order to assist people in coping more effectively with the stresses of everyday life.

The undergraduate program in professional social work maintains the following goals:

1. To prepare students for professional social work practice with diverse individuals, families, groups, organizations, and communities, both locally and globally
2. To provide knowledge based on scientific inquiry built on a liberal arts foundation of human behavior and the interaction of person and environment
3. To prepare students for lifelong learning, critical thinking, and advanced study
4. To equip students to collaborate with the community to advocate for the development of policies, resources, and programs that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity
5. To educate students regarding the values and ethics of the profession, and the integration of Christian values throughout their practice
6. To engage in ongoing scholarship reflecting the goals and needs of professional social work practice

The undergraduate program in the Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education.

## BSW Program Competencies/Student Learning Outcomes

Students who complete a Bachelor of Social Work will graduate with the following competencies:

1. Identify with the profession of social work, and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice with an understanding of how Christian beliefs and values are ethically integrated.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice without discrimination, demonstrating a value and respect for diversity.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.

7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice that promotes social and economic justice and the delivery of effective social work services.
9. Respond to ever-emerging environmental contexts that shape practice.
10. Apply knowledge and skills of generalist social work practice with individuals, families, groups, organizations, and communities.

## Field Internship Program

During their senior year, social work majors complete a 400-hour field internship in one of several approved agencies in the community. This provides a setting for the development of practice skills in social work and an opportunity for students to integrate classroom learning with practice. *Students are required to purchase professional liability insurance prior to entering into the field internship. Details on how to purchase insurance are available from the department.* The director of field education discusses the application process with students in their junior year. No credit is given for life experience or for previous or current work experience. Students must complete the internship as part of their degree requirements.

## Advising and Admissions

### Advising

Any student interested in social work is encouraged to speak with a faculty advisor in the BSW program for more information about the major. Students who wish to major in social work should declare social work interest as their intended major as soon as possible through One Stop | Undergraduate Enrollment Services Center in order to begin academic and professional planning. Upon declaring social work interest as a major, students are assigned a faculty advisor who works with them for the duration of their studies (upon full admission to the program, students will be switched from social work interest to social work by One Stop | Registrar). Advisors will be assigned by the program, based on availability of faculty. The role of the faculty advisor is to help students develop a multi-year academic plan, mentor them in their professional development, and be their liaison during the admissions process. While the faculty advisor is the primary contact person within the program, students are encouraged to also meet with other faculty as needed as part of their professional development. Prior to registration each semester the BSW program **requires** students to meet with their advisor.

### Procedure

1. Schedule an appointment, if necessary, to discuss social work as a choice of major.
2. Declare “Social Work Interest” as a major through One Stop | Undergraduate Enrollment Services Center.
3. Visit the BSW program to receive advisor assignment and BSW Student Handbook.
4. Read the BSW Student Handbook in its entirety.
5. Meet with advisor to develop multi-year academic plan and confirm choice of major.
6. Meet with advisor for academic advising prior to registration each semester.
7. Attend advising meeting with a completed plan of proposed courses.

Note: Advisors assist in planning, but students are responsible to come prepared for advising and be knowledgeable regarding university requirements.

## Admission to the Bachelor of Social Work Program

Students are considered “Social Work Interest” by the registrar until formally accepted into the program. Prior to formal acceptance into the program, students should begin advising within the BSW program and can begin taking entry-level social work courses (SOCW 250, SOCW 251, SOCW 310, SOCW 311) and the General Education courses that apply to social work, as outlined in the university catalog. Students must submit a formal application to the BSW program and be accepted to the major prior to taking social work practice courses (SOCW 332, SOCW 333, SOCW 360).

The Department of Social Work reviews applications in the spring semester only. Students currently at the university, who have completed or are currently enrolled in the Introduction to Social Work course, can apply for priority admission. The deadline for applications to be considered for priority admission is March 7. Early admittance allows students to enroll in Social Work Practice I during spring academic enrollment. Students transferring to the social work major as juniors (both current and transfer students) who miss the priority deadline must apply to the social work program by April 7. Late applications may be considered on a case-by-case basis depending on number of accepted students.

Students may be admitted fully, without provisions, on provisional status, or denied admission. If a student is admitted on provisional status, a plan for attaining full admission will be provided by the committee. If this plan is not met in full, the student will not be allowed to continue in the program. If denied admission, the student may initiate an appeal procedure, as outlined in the BSW Student Handbook.

### Transfer Students

Transfer social work applicants planning to enter APU at the junior level only must submit social work application materials in order to be considered for full acceptance into the social work program. Students will receive a link to the social work application from the Office of Undergraduate Admissions upon submission of their university application. The social work application will be forwarded to the department for consideration upon acceptance to the university.

Students transferring in prior to their junior year will begin the major as social work interest, and submit applications prior to their junior year.

### Current APU Students

Current APU students submit their application directly to the Department of Social Work. Applications can be obtained, but not submitted, online. Application forms are also available in the BSW office (626) 857-2410. Applications will be reviewed by a committee comprised of social work faculty and considered based on academic and personal readiness for the program.

### Admissions Requirements:

1. Completion of the Introduction to Social Work course with a C or better (for priority admission only)
2. A 2.5 overall GPA
3. Completion of all application requirements
4. Personal and professional aptitude

### Personal statements should be three to four pages long, and include:

- a. When and how you became interested in the field of social work.
- b. What influenced you in the choice of social work as a profession.

## SOCIAL WORK

- c. Your career goals or beginning thoughts on your areas of interest.
- d. Discussion of what you see to be personal strengths that will help you in your development of professional skills and knowledge. If you have taken the Strengths Finder Inventory as part of your Beginnings course, please note your strengths and how these strengths may contribute to the practice of social work.
- e. Personal attributes you would like to further develop as part of your participation in the social work program.
- f. Any life experiences you believe will contribute to or impede your progress in this program.
- g. How your personal faith, beliefs, and values have influenced/will influence your career as a social worker.

### Criteria for evaluation of autobiographical statements:

- a. Writing skills
- b. Indication of genuine interest in enhancing human well-being and advancing social justice
- c. Thoughtful reflection of personal characteristics that indicate the student is ready to successfully complete program requirements
- d. Provide evidence of participation in volunteer, leadership, or work experience relevant to the practice of social work [Participation in service learning, ministry experiences, personal therapy, Club Social Work, or National Association of Social Workers (NASW) offers good opportunities for experience.]

### Procedure

1. Complete or be enrolled in the Introduction to Social Work course, completing with a C or better for priority admissions.
2. Complete all sections of the application.
3. Complete a personal statement.
4. Submit an unofficial APU transcript or transcript of work taken elsewhere if transfer.
5. Submit completed packet to the department for review by March 7 for priority admissions. Students missing the priority date, submit by April 7. Transfer students apply through admissions.
6. Students will be notified in writing within three weeks of the SOCW Advising and Admissions Committee's decision.

### BSW Admissions Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the admissions committee, in which they can supply further verbal and written evidence in regards to the actions taken by the committee. The committee will provide a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the associate dean of the School of Behavioral and Applied Sciences.

## Social Work Major

**71–79 units**

A total of 71–79 units is required for the major. A minimum 2.0 grade-point average is required in all major courses, including the specified General Education classes. Students must pass all required courses with a C or higher.

### Specified General Education Requirements **9 units**

PSYC	110	General Psychology*	3
SOC	120	Introduction to Sociology*	3
SOC	358	Human Diversity**	3

### Biology Requirement

**3–8 units**

Select one of the following: BIOL 101 (Fundamentals of Biology, 4 units), BIOL 151 (General Biology, 4 units), PSYC 470 (Introduction to Neuroscience: Brain and Behavior, 3 units), or BIOL 250 (Anatomy) and BIOL 251 (Physiology) combined. Students interested in meeting the social work biology requirement at another university **must** obtain prior approval from their advisor to ensure that the course they plan to take covers the required content necessary to satisfy the social work curriculum.

### Core Requirements

**53–56 units**

PSYC	299	Applied Statistics	3
SOCW	250	Introduction to Social Work	3
SOCW	251	Social Welfare Policy and Service	3
SOCW	310/311	Human Behavior and the Social Environment I, II*	3, 3
SOCW	332	Social Work Practice I	3
SOCW	350	Aging: Implications for Policy and Practice	3
SOCW	351	Child Welfare**	3
SOCW	360	Social Work Practice III (Groups)	3
SOCW	466/468	Field Internship I, II^^	4, 4
SOCW	467/469	Senior Practicum Seminar I, II^^	3, 3
SOCW	478	Social Work Research Methods^^	3
SOCW	479	Social Work Research Project***	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions*	3

Select one of the following:

SOCW	333	Social Work Practice II^^	3
SOCW	335	Community Transformation^^^	6

### Social Work Electives

**6 units**

Two electives (6 units) are required for completion of the social work major. One must be taken from courses offered within the department. The second may be taken from either group of the approved courses.

Choose 3 units from the following social work electives:

SOCW	380	Understanding International Social Problems and Services through Study Abroad	3
SOCW	400	Grant and Proposal Writing	3
SOCW	410	Family Violence	3
SOCW	415	Addictions: Assessment and Intervention	3
SOCW	420	Suffering: Theological and Practical Perspectives on Disabilities	3
SOCW	425	Introduction to International Development	3
SOCW	430	Introduction to Nonprofit Management	3
SOCW	497	Readings	1–4

Choose another 3 units from the above or one of the following courses:

ETHN	355	The Asian American Experience	3
ETHN	356	The African American Experience	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3
GLBL	355	Principles and Practice of Community Engagement (only available through study abroad)	3

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES 2013–14

MINC	456	Ministry Organization and Administration	3
MINY	400	Christian Values and Human Sexuality	3
PSYC	360	Abnormal Psychology	3
PSYC	410	Psychology of Exceptional Children	3
PSYC	430	Intervention Strategies with Children	3
PSYC	450	Counseling	3
PSYC	452	Cognitive Behavioral Therapy	3
SOC	359	Immigrant L.A. (only available through L.A. Term)	3
SOC	405	The Sociology of Gender	3
SOC	425	Social Movements	3
SOC	455	Crime and Delinquency	3
SOC	464	Social Stratification	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^^Must list social work as primary major to enlist in these courses

^^^SOCW 335 is available only through the L.A. Term and includes a service learning component.

### Professional Portfolio Requirement

Students must purchase and develop an online professional portfolio representing the knowledge and skills gained as a result of participation in the program. Key assignments completed as part of the coursework must be saved in an online portfolio using TaskStream software. Students may refer to the Social Work Student Handbook, available from the department, for full details.

### Transfer of Credits

Students transferring from CSWE-accredited undergraduate social work programs may submit to their advisor a list of social work courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the department on a case-by-case basis for compatibility with program requirements. General Education requirements for the major will be assessed by the One Stop | Registrar. Students who leave the BSW program must reapply for admissions to the BSW program if the absence is two years or more.

## Course Descriptions

### Social Work

#### SOCW 250 Introduction to Social Work (3)

This course introduces students to the social work profession and to social welfare services in the United States, examines the requirements for social work practice, and makes projections about the profession's future. Emphasis is on developing an awareness of the scope of the profession and exploring an interest in pursuing social work as a career.

#### SOCW 251 Social Welfare Policy and Service (3)

Students examine policies and programs that have been developed to meet human needs in American society. Historical background, ideas, philosophies, social advocacy, and political climate are explored as they impact decision making.

#### SOCW 310 Human Behavior and the Social Environment I (3)

From a multi-theoretical perspective, this course explores the interaction of cultural, biological, psychological, social, spiritual, and environmental influences and how they work to promote or deter the development of individuals from birth through adolescence. Attention is given to the range of social systems in which people live. The impact of social and economic forces, oppression, gender, age, and social class on human adaptation are examined as they relate to human behavior and social work interventions. This is the first of a two-semester HBSE sequence. *The combination of SOCW 310 and SOCW 311 meet the General Education core requirements in Identity and Relationships. Prerequisite: sophomore standing or above; Recommended prerequisites: SOC 120 and PSYC 110*

#### SOCW 311 Human Behavior and the Social Environment II (3)

From a multi-dimensional perspective, this course explores the interaction of cultural, biological, psychological, social, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. Attention is given to the range of social systems in which persons live. The impact of social and economic forces, oppression, gender, and class on human adaptation are examined as they relate to human behavior and the behavior of social systems. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems. *The combination of SOCW 310 and SOCW 311 meets the General Education core requirements in Identity and Relationships. Prerequisites: SOCW 310 and sophomore standing or above; Recommended prerequisites: SOC 120 and PSYC 110*

#### SOCW 332 Social Work Practice I (3)

This is the first of a two-semester, three-course practice sequence wherein the basics of professional generalist social work practice as it has developed in response to changing human needs are presented. Included are methods that may be used in direct practice with individuals and families. Emphasis is on work with diverse populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme. *Prerequisites: Application and acceptance into the social work major; Recommended: SOCW 310/311*

#### SOCW 333 Social Work Practice II with Communities (3)

Social Work Practice II presents the basics of professional generalist social work practice as it has developed in response to the needs of multiple member systems and communities. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where none exist. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme throughout. *Prerequisites: SOCW 250 and SOCW 332*

#### SOCW 335/GLBL 330 Community Transformation (6)

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. It involves directed reading, reflective papers, a service practicum, and group discussions aimed at both the transformation of the student community and the wider L.A. community. *Course is available only through the L.A. Term program.*

#### SOCW 350 Aging: Implications for Policy and Practice (3)

This course offers an introduction to the study of aging, with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention. *Prerequisite: SOCW 251 or instructor permission*

#### SOCW 351 Child Welfare (3)

Students explore programs and policies that have been developed to meet the needs of children and families. The ideas, philosophies, politics, and economics affecting these programs and policies are studied in terms of choices to be made in policy and social work practice. This course meets the requirements for junior-level writing. *Meets the General Education upper-division writing intensive requirement. Prerequisite(s): SOCW 250 and SOCW 251, or instructor's permission*

#### SOCW 360 Social Work Practice III (Groups) (3)

This course introduces the student to the methods of group work within social work practice. The course reviews types of groups, how to establish a group, the phases of group development, and common group dynamics. In addition, students gain understanding of their role as leader and facilitator and, through concrete experiential exercises, learn beginning skills and techniques to effectively function in this role. Applying ethnic sensitive practice to the group situation is also explored. *Prerequisites: SOCW 250 and SOCW 332*

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### **SOCW 380 Understanding International Social Problems and Services Through Study Abroad (3)**

This course teaches about social problems and services in international settings with a focus on social welfare systems in a particular country other than the United States. Countries such as China, England, Kenya, Russia, or Mexico may be chosen for study. It is taught as a May-term course. For one week students read a text on international social work practice and materials about social problems and services in the country to be visited. For the remaining 10 days to 2 weeks students have an experiential learning experience in the country itself and a time of debriefing the experience at APU. The accent is on a global perspective of social welfare, enriching cultural experiences and a comparison of domestic and international methods of addressing human needs and social policies and programs. *Prerequisite: SOCW 250 or instructor's permission*

### **SOCW 400 Grant and Proposal Writing (3)**

Grant and proposal development continue to be an activity in the operations of human service agencies. Agencies must assess the need for services, determine their priorities, and develop strategies for funding their programs. Today, grants and proposals serve as primary means by which many agencies receive resources. This course is aimed at creating an understanding of the process and tools needed for translating a desire to respond to human need and problems into a realistic plan of action. It acquaints students with program design and planning techniques, which consider client/consumer group characteristics. The course culminates in the student's development of a human service program proposal aimed at responding to a need or problem. *Prerequisite: junior standing or instructor permission*

### **SOCW 410 Family Violence (3)**

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations. *Prerequisite: junior standing or instructor's permission*

### **SOCW 415 Addictions: Assessment and Intervention (3)**

This course provides an overview of addictions from a bio-psycho-social-spiritual-cultural perspective. Unique issues relative to children, adolescents, women, people with disabilities, people who are gay/lesbian, the elderly, and minorities are explored. The course focuses on a review of various types of addictions; theory on the etiology and process of addiction and its treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to addictions in the community as well as in the church. *Prerequisite: junior standing or instructor's permission*

### **SOCW 420/MINC 420 Suffering: Theological and Practical Perspectives on Disabilities (3)**

This course examines theological perspectives in understanding the role of suffering in the human experience. Focusing on persons with disabilities, students explore their personal values, gain understanding of bio-psycho-social-spiritual components of disability, access available resources, and develop strategies to help churches/agencies develop inclusive programs. *Prerequisites: 3 units of UBBL and junior standing*

### **SOCW 425 Introduction to International Development (3)**

This course provides students with an opportunity to consider the theories and "on the ground" issues concerning international development. In addition, because non-government organizations are the primary organisms through which international development is conducted, students familiarize themselves with the strengths and limitations these organisms bring to the development process. *Prerequisite: Junior standing*

### **SOCW 430 Introduction to Nonprofit Management (3)**

The goals of this course are to enrich students' perspective regarding nonprofits, to give them opportunity to apply their knowledge to the analysis of nonprofit managerial situations, and to provide them with an understanding of the opportunities and power of nonprofit management. Students gain experience by working for nonprofit organizations. *Prerequisite: Junior standing*

### **SOCW 466 Field Internship I (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites: SOCW 310, SOCW 311, SOCW 333 or SOCW 335, and SOCW 360; corequisite: SOCW 467*

### **SOCW 467 Senior Practicum Seminar I (3)**

This seminar course integrates and further develops the generalist practice knowledge and skills learned in the classroom for the social work student currently in the field placement. Skills for working with diverse client populations are further developed through ongoing self-reflection, case-analysis, and in-class presentations. The development of collaborative working relationships, ethical practice, accurate self assessment, beginning services with clients, and effective use of supervision are emphasized during this first semester of this two-semester sequence. *Prerequisites: SOCW 310, SOCW 311, SOCW 333 or SOCW 335, and SOCW 360; corequisites: SOCW 466*

### **SOCW 468 Field Internship II (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites: SOCW 466 and SOCW 467; corequisite: SOCW 469*

### **SOCW 469 Senior Practicum Seminar II (3)**

The final Social Work Seminar focuses on the integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. The student's practice, related reading, prior experience, prior learning in the liberal arts, the professional foundation, and case material are drawn upon for problem solving. Emphasis is placed on service planning, implementation, termination, values, and ethics as expressed in the NASW Code of Ethics, and ethnic-sensitive practice with diverse and oppressed populations. *Prerequisites: SOCW 467 and SOCW 466*

### **SOCW 478 Social Work Research Methods (3)**

This course prepares the student to do a social science research project. Both qualitative and quantitative research methods are examined. Students prepare a research proposal as the final project. For social work majors, the research proposal is connected to their social work internships. *Prerequisites: PSYC 299; corequisites for social work majors: SOCW 466 and SOCW 467*

### **SOCW 479 Social Work Research Project (3)**

Students conduct an empirical study based on the research proposal completed in the Social Work Research Methods course. For social work majors, this project is connected to their social work internships. Students are expected to gather data, process and develop an analysis of this data, and write a research report. Each student presents this research at the end of the semester. *Meets the General Education upper-division writing intensive requirement. Prerequisites: PSYC 299 and SOCW 478; corequisites: SOCW 468, SOCW 469*



**SOCW 496 Senior Seminar: Ethics in the Helping Professions (3)**

This course facilitates the integration of Christian faith and values with careers in the helping profession. This is accomplished through examining religious and spiritual experiences, as well as ethical dilemmas often confronted by social workers, nurses, counselors, and others in the helping profession, as they exist within the context of one's cultural, social, and physical environment. Attention is given to the process of faith development, historical perspectives, and the diversity of spiritual experiences. *Meets the General Education senior seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - *For students transferring in 0–27 units: 9 units of God's Word and the Christian Response*
  - *For students transferring in 28–59 units: 6 units of God's Word and the Christian Response*
  - *For students transferring in 60 or more units: 3 units of God's Word and the Christian Response*

**SOCW 497 Readings in Social Work (1–4)**

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

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# School of Business and Management

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# School of Business and Management

## Business Faculty

*Interim Dean: Rose Liegler, Ph.D.*

*Associate Dean for AACSB and Professor: George Babbes, Ph.D.*

*Associate Dean and Professor: Orlando Griego, Ph.D.*

*Chair, Young Executive MBA, Millennial MBA, and Professor: Daniel Park, Ph.D.*

*Chair, Undergraduate Programs; and Professor: Ron Jewe, Ph.D., M.Div.*

*Professor of The Leung Endowed Chair for Ethical Auditing: John M. Thornton, Ph.D., CPA*

*Chair, Master of Arts in Management and Associate Professor: Roxanne Helm, DBA*

*Professors: Roger Conover, Ph.D.; Jau-Lian Jeng, Ph.D.; Emmanuel Ogunji, Ph.D.; Stuart Strother, Ph.D.; Julia Underwood, Ph.D.*

*Associate Professors: Paul Anderson, CPA, MBA; Rachel Bodell, MSC; Thomas Buckles, Ph.D.; Stanley Deal, M.S., CPA; Adele Harrison, Ph.D.; Daniel Kiple, DBA.; Patricia Skalnik, DBA; Elwin Tobing, Ph.D.*

*Adjunct Faculty: Jake Balonian, MBA; Jeff Birch, MBA; Bill Bradley, JD; Cloyd Havens, JD; Mark Nichols, CPA; David Reid, MBA; Robert Skalnik, Ed.D.; Barbara Strother, MBA; Jon Wallace, DBA*

## Mission

School of Business and Management faculty, staff, and students passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.

## Tenets

The School of Business and Management is committed to the following core principles.

**Academic Excellence:** Learning and producing scholarship in a community of excellence by:

1. Viewing students as the first priority.
2. Maintaining a dynamic teaching environment where relevant business and management theories and practical tools are imparted.
3. Engaging in scholarship that advances the thinking in related fields, informs teaching, involves students, and serves communities in practical ways.
4. Investing in the campus infrastructure, technology, and alliances to enhance capabilities to learn and produce scholarship.
5. Sustaining a learning environment that fosters critical analysis and creative thinking.

**Spiritual Enrichment:** Learning and producing scholarship in a community of faith by:

1. Modeling and infusing a Christian perspective of truth and life throughout SBM programs.
2. Enlivening the mind and transforming the heart by developing important links between faith, learning, and application.
3. Facilitating nurturing, caring, and mentoring relationships among faculty, staff, students, and alumni.
4. Practicing God-honoring diversity.

**Advance the Work of God in Business and Society:** Learning and producing scholarship to impact the world by:

1. Helping students identify their strengths and providing mentoring to ensure those strengths are developed and utilized to benefit business and society.
2. Using experiential, real-world, and service learning to create value for students and the community.
3. Developing programs, alumni, and students that have an impact around the world.
4. Preparing students academically, professionally, and spiritually to engage their field and community in God honoring ways.
5. Actively advancing the work of God through research, teaching, and community service.
6. Teaching the ethical conduct of business throughout all SBM programs.

## Introduction

The School of Business and Management (SBM) provides professional career preparation in accordance with the university's Christian heritage and mission. To this end, the SBM has built a reputation for pragmatic and ethically based education. The curriculum blends with the liberal studies foundation provided by other schools or departments of the university.

The SBM offers a Bachelor of Arts in Business Management and a Bachelor of Science in Business with five majors: accounting, economics, finance, international business, and marketing. The B.A. degree requires students to complete the common professional component (the business core) and then select elective courses deemed most appropriate for their career objectives. The B.S. degrees require students to complete the business core and courses in an area of specialization: accounting, finance, international business, or marketing.

The SBM also offers a Bachelor of Arts in Economics with two optional areas of concentration. This B.A. degree requires the completion of the economics core and additional economics electives. The concentrations require additional courses in the area of specialization: international development or business. Students may select only one area of concentration.

All programs in the SBM require four years of specialized coursework and projects designed to maximize professional readiness. Students interested in teaching business or economics in secondary schools should contact the APU Liberal Studies/Undergraduate Education K–8 program during the first semester of their junior year for advising related to obtaining a credential; teacher education courses extend into a fifth year.

Curriculum content in the undergraduate business program is correlated with graduate school requirements for those who wish to pursue a Master of Business Administration (MBA) or Master of Arts in Management (MAM). Similarly, the curriculum content in the undergraduate economics program prepares students desiring to pursue a Ph.D. in economics. These students are strongly advised to take additional courses in mathematics.

### Program Overview

The School of Business and Management encompasses diverse programs in business and economics. Within these programs are multiple options for both majors and minors.

The business program degrees include: Bachelor of Science (B.S.) in Business with majors in accounting, economics, finance, international business, marketing, and also a Bachelor of Arts (B.A.) in Business Management. Minors are available for nonbusiness majors in: business, finance, and marketing.

The economics program degrees include: Bachelor of Science (B.S.) in Business Economics and a Bachelor of Arts (B.A.) in Economics with concentrations in business and international development. A minor in economics is also available.

### Admission to the School of Business and Management

*Admission to the School of Business and Management is required for all majors and minors in the school. Applications are available in the SBM undergraduate office in Wilden Hall. Students are admitted each fall and spring. The program enrollment is not capped. However, students are expected to demonstrate certain levels of achievement to be admitted. Typical admission to the School of Business and Management occurs in a student's third semester at APU. Current APU student applications are due no later than April 1. Transfer applications are due prior to course enrollment.*

#### Current APU Students Applying to the School of Business and Management

Current students must meet the following requirements:

- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the April 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade point average of 2.50.
- MATH 110 College Algebra or MATH 151 Applied Calculus or MATH 161 Calculus must be completed with a *B* or better. (This requirement applies to all majors and minors in the School of Business and Management).
- Upper-division courses (BUSI, ACCT, FIN, IBUS, MKTG 300–499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

#### International Students

International students must meet the following requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 600. The School of Business and Management specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to the success in business.

- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the April 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade-point average of 2.50.
- MATH 110 College Algebra or MATH 151 Applied Calculus or MATH 161 Calculus must be completed with a *B* or better. (This requirement applies to all majors and minors in the School of Business and Management).
- Upper-division courses (BUSI, ACCT, FIN, IBUS, MKTG 300–499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

#### Transfer Students

- Transfer applicants must make an appointment with a School of Business and Management academic advisor prior to enrolling in School of Business and Management courses.

### Scholars for Business Achievement

Scholars for Business Achievement (SBA) strives to build prestige and character for the School of Business and Management that will reach throughout the Los Angeles community and across the country. SBA is dedicated to the continuing development and transformation of students into important individuals for their future careers/employers. The success of this operation will lead to major incentives such as: networking, building experience for careers, mock interviews, etiquette dinners, and community involvement. The SBA committee bridges the gap between undergraduate students and alumni through the process of events, speakers, and gatherings (social hours). SBA presents prominent new endeavors for the School of Business and Management.

### Students in Free Enterprise (SIFE)

Students in Free Enterprise is a business program that provides students with an opportunity to integrate their interpersonal and group skills by applying the principles and concepts discovered in the classroom. Students work on developing both business and community projects with an emphasis on ethics, success skills, market economics, financial literacy, and entrepreneurship. The culmination of this program includes an opportunity to present the project results at a regional competition to the CEOs of Fortune 500 corporations.

### Business Internship Program

The business internship program augments business majors' classroom experience. It provides an opportunity to integrate principles and concepts discovered in the classroom with the reality of the business world. Interns are able to test theories, apply concepts, gain firsthand knowledge of the purpose and practice of business procedures, build interpersonal relationships, set objectives, and measure performance. Intern accountability is maintained by regular feedback from field supervisors, academic consent for assignments, and seminar meetings. Students interested in this program should visit with their advisor and then enroll in BUSI 350 Business Internship.

### School of Business and Management Abroad Programs

All business majors are encouraged to study abroad to heighten their learning and experience in global business practices. SBM offers several venues for students to take part in these programs during the summer session as well as fall and spring terms.

## Young Executive MBA Program (Five-Year Plan)

Managing business in the 21<sup>st</sup> century increasingly requires graduates with a master's degree. The School of Business and Management has responded to this challenge by providing a fifth year after the B.A. or B.S. degree for business students to obtain an experience-based, internship-driven graduate degree. In Azusa Pacific's MBA program, students benefit from more than an integrated curriculum; they are actively involved in the local business community, learning by doing as they tackle real-world business situations.

Students work with and learn from business and industry leaders. They analyze, strategize, and develop business and marketing plans. Students use today's most advanced technology for research and communication, and preparing and delivering presentations. They become skilled in organization, motivation, teamwork, networking, leadership, and ethical decision making. In short, students experience being a manager while in this program, building a portfolio of skills that will equip them for the business world of the future.

For more information about this unique five-year plan, students should see their advisor or call the graduate business recruiter at (626) 815-3835. Students may also consult the current Graduate Catalog for course requirements.

## Young Executive Master of Arts in Management (Five-Year Plan)

The Young Executive Master of Arts in Management (MAM) program at Azusa Pacific University prepares management professionals for roles as organization leaders and agents of change by emphasizing the development of leadership and management skills. With a Master of Arts in Management from APU, students learn to effectively motivate employees to exceed market expectations. This program equips students to positively steer organizational change and create a culture of teamwork.

### About the Program

- One year average completion time
- Cohort model learning
- Two-week trip to study business practices at private, public, and government organizations in New York and Washington, DC.
- APU undergraduates can begin coursework during final semester.

## Undergraduate Business Core Courses

**43–45 units**

All students with a major in the School of Business and Management (except economics)<sup>^</sup> must complete the following common professional component:

BUSI	120/121	Principles of Accounting I, II	4, 3
BUSI	210	Principles of Management	3
BUSI	240	Introduction to Information Systems	3
BUSI	296	Business Law	3
BUSI	330	Principles of Finance	3
BUSI	360	Principles of Marketing	3
BUSI	370	International Business***	3
BUSI	448	Organizational and Administrative Behavior	3
BUSI	450	Strategic Management	3
ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
PSYC	299	Applied Statistics	3

Select one of the following:

BUSI	311	Quantitative Analysis for Management	3
MATH	151	Applied Calculus I	3
MATH	161	Calculus I	5

\*\*\*Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>Economics majors must fulfill the Economics Core rather than the Business Core.

## B.A. in Business Management 52–54 units

### Introduction

Preparation for a business career requires a deep appreciation for and a sound understanding of the marketplace. Thus the Bachelor of Arts in Business Management is designed for those who seek a broad spectrum of business courses or wish to combine several fields. This degree develops competence in conceptual, human, and technical skills. These skills, developed through a well-chosen sequence of electives, make those completing the program particularly well prepared for both public- and private-sector organizations.

### Career Opportunities

Coursework in general business management includes a fundamental system of values that serves as the basis for decision making. Students are prepared upon graduation for first-line management, retail and sales, commercial banking, savings and loan associations, data processing, staff specialist positions, and life care administration. Some graduates begin new ventures, operate small businesses, develop new products, or return to the family business.

### Requirements

The Bachelor of Arts in Business Management comprises 52 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

### Business Core Courses

**43–45 units**

### Business Electives

**9 units**

Business electives may be selected from the following courses:

BUSI	100	Personal Financial Management	3
BUSI	110	Business and Entrepreneurship	3
BUSI	230	Real Estate Management	3
BUSI	331	Managerial Finance	3
BUSI	350	Business Internship	1–3
BUSI	410	Production Management	3
BUSI	445	Human Resource Management	3
IBUS	373	Global Marketing Management	3
IBUS	374	Topics in International Management and Strategy	3
MKTG	364	Sales and Sales Management	3
MKTG	368	Retail Management	3

### Business Management Minor

**25 units**

BUSI	110	Business and Entrepreneurship	3
BUSI	120	Principles of Accounting I	4
BUSI	210	Principles of Management	3
BUSI	240	Introduction to Information Systems	3
BUSI	330	Principles of Finance	3
BUSI	360	Principles of Marketing	3
BUSI	448	Organizational and Administrative Behavior	3
ECON	251	Principles of Microeconomics	3

## B.S. in Business: Accounting 67–69 units

### Introduction

The accounting major surveys the principles, theories, and concepts of the accounting profession while providing an intense review of the economic, quantitative, and managerial aspects of business. Its practical component leads to work assignments in local Certified Public Accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and actual experience also prepares candidates for the CPA Examination administered by the various state boards of accountancy in the United States.

## BUSINESS AND MANAGEMENT

### Career Opportunities

Opportunities available to graduates include professional careers in accounting services, auditing, management advising services, and accounting departments in private firms and government bodies.

### Requirements

The accounting major comprises 67 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses

**43–45 units**

#### Accounting Courses

**24 units**

ACCT	225/226	Intermediate Accounting I, II	3, 3
ACCT	325	Cost Accounting	3
ACCT	331/332	Federal Taxes I, II	3, 3
ACCT	336	Advanced Accounting	3
ACCT	426/427	Auditing Principles I, II	3, 3

### B.S. in Business: Finance

**64–66 units**

#### Introduction

The finance major is designed for students who are interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy. The program gives students experience in portfolio construction, applications of derivatives in financial management and asset management, international financial management, and case studies in corporate finance. The program aims to equip students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities with the goal of maximizing the value of the resources being managed. *To complete the finance major in four years, students must complete BUSI 330 Principles of Finance and MATH 151 Applied Calculus by the end of their sophomore year.*

### Career Opportunities

The program prepares students for employment in a variety of jobs, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are among those expected to have strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

### Requirements

The finance major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses

**43–45 units**

#### Finance Courses

**21 units**

ECON	352	Financial Markets and Institutions	3
ECON	372	International Trade and Finance	3
FIN	330	Financial Analysis	3
FIN	432	Investment Analysis	3
FIN	434	Derivatives	3
FIN	436	Financial Risk Management	3
FIN	439	Seminar in Finance	3

Recommended:

BUSI	350	Business Internship (Finance)	1–3
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### Requirements for the Finance Minor

**24 units**

BUSI	330	Principles of Finance	3
ECON	352	Financial Markets and Institutions	3
ECON	372	International Trade and Finance	3
FIN	330	Financial Analysis	3
FIN	432	Investment Analysis	3
FIN	434	Derivatives	3
FIN	436	Financial Risk Management	3
FIN	439	Seminar in Finance	3

Recommended:

BUSI	350	Business Internship (Finance)	1–3
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### B.S. in Business: International Business Introduction

**64–67 units**

The international business major provides students study-abroad opportunities with a strong general business foundation. It incorporates a liberal arts approach to the disciplines of politics and cultural interrelationships as the program surveys the dynamics of an interdependent global business environment. The major focus is upon the international economic, historical, political, and cultural foundations of today's world business climate, key multinational business functions, and the overall operational/strategic management of a corporation in a multicultural environment.

### Career Opportunities

International business careers may be found with multinational corporations, foreign banking, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Individuals with international language skills, empathy for foreign environments, and possession of international business skills are in high demand.

### Requirements

Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses

**43–45 units**

#### International Business Courses

**21–22 units**

ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
IBUS	373	Global Marketing Management	3

*Select one of the following:*

IBUS	374	Topics in International Management and Strategy	3
BUSI	350	Business Internship (International)	3

The following 9 units may be taken on campus:

IBUS	479	Seminar in International Business	3
POLI	340	International Relations	3

*Select one of the following:*

XXX	201	Intermediate Language	3
GLBL	101	Self-directed Language Learning I <sup>^</sup>	4
GLBL/COMM	310	Intercultural Communication	3

<sup>^</sup>GLBL 101, if taken with GLBL 102, will fulfill the General Education foreign language requirement.

## B.S. in Business: Marketing Introduction 64–66 units

The marketing major provides students with a strong general business foundation, plus marketing courses that address the primary functional areas of marketing. The program emphasizes academic preparation, skill building projects, marketing case studies, problem solving, and ethical decision making. Students also become familiar with E-Commerce business models, marketing metric lexicon, and Internet marketing.

### Career Opportunities

Career paths open to marketing majors include marketing coordinator/specialist, marketing project manager, account executive/manager, product manager, Internet marketing specialist/manager, market researcher, public relations specialist, brand manager, sales representative/management media planner/buyer, advertising and promotion, customer service, social media specialist, and general marketing management. Income potential and personal fulfillment are high. Many marketing people excel to become top executives.

### Requirements

The marketing major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses

43–45 units

#### Marketing Courses

21 units

MKTG	361	Marketing Communications	3
MKTG	362	Consumer Behavior	3
MKTG	363	Marketing Research	3
MKTG	465	Strategic Marketing Management	3
MKTG	466	Internet Marketing	3

Select one of the following:

MKTG	350	Marketing Internship	3
BUSI	350	Business Internship	3

Select one of the following:

MKTG	368	Retail Management	3
IBUS	373	Global Marketing Management	3
MKTG	364	Sales and Sales Management	3

#### Marketing Minor

21 units

BUSI	360	Principles of Marketing	3
MKTG	361	Marketing Communication	3
MKTG	362	Consumer Behavior	3
MKTG	363	Marketing Research	3
MKTG	466	Internet Marketing	3

Select one of the following:

IBUS	373	Global Marketing Management	3
MKTG	350	Marketing Internship	3
MKTG	364	Sales and Sales Management	3
MKTG	368	Retail Management	3
MKTG	465	Strategic Marketing Management	3

## Course Descriptions

### Accounting

#### ACCT 120 Principles of Accounting I (4)

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students complete a computer simulation that introduces computer applications in accounting.

#### ACCT 121 Principles of Accounting II (3)

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, product pricing, capital expenditure analysis, and financial statement analysis. *Prerequisite: ACCT 120*

#### ACCT 225 Intermediate Accounting I (3)

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and operational assets. *Prerequisites: BUSI 120 and BUSI 121*

#### ACCT 226 Intermediate Accounting II (3)

This course continues the study begun in ACCT 225, covering intangible assets, investments, short- and long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. *Prerequisite: ACCT 225*

#### ACCT 325 Cost Accounting (3)

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations. *Prerequisites: ACCT 225 and ACCT 226*

#### ACCT 331 Federal Taxes I (3)

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed. A project utilizing commercial tax software is used to demonstrate computer applications. *Prerequisites: BUSI 120 and BUSI 121, or instructor's permission*

#### ACCT 332 Federal Taxes II (3)

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities – corporations, partnerships, estates, and trusts. Emphasis is placed on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporate formation and operation, partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities. *Prerequisite: ACCT 331*

## BUSINESS AND MANAGEMENT

### **ACCT 336 Advanced Accounting (3)**

This course provides an in-depth study of accounting theory and principles first encountered in Intermediate Accounting. Topics covered include accounting for partnerships, joint ventures, and corporations. Extensive coverage is given to business combinations and consolidations. Also covered are branch accounting, bankruptcy reporting, and accounting for estates and nonprofit organizations. *Prerequisites: ACCT 225 and ACCT 226*

### **ACCT 426 Auditing Principles I (3)**

An overview of auditing concepts is offered with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is addressed as are the audit objectives and procedures applied to the elements in a financial statement. *Prerequisite: ACCT 336 (may be taken concurrently)*

### **ACCT 427 Auditing Principles II (3)**

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered. *Prerequisite: ACCT 426*

## **Business Administration**

### **BUSI 100 Personal Financial Management (3)**

An overview of personal financial planning offers students power over financial resources, freedom to give generously, and insight for better citizenship. The course emphasizes concepts such as goal setting, budgeting, debt management, investing, major purchases, insurance, and retirement/estate planning.

### **BUSI 110 Business and Entrepreneurship (3)**

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production.

### **BUSI 210 Principles of Management (3)**

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

### **BUSI 230 Real Estate Management (3)**

This course offers an introduction to real estate principles and practices, essential real estate law, practices incidental to ownership, real estate brokerage, and property evaluation.

### **BUSI 240 Introduction to Information Systems (3)**

This class offers a study of the fundamentals of information systems methods and equipment, computer characteristics and concepts, and elements of programming. Business applications of computers are discussed and demonstrated. A working knowledge of personal computer productivity tools such as Web browsers, Microsoft Windows 95, and Microsoft Office is provided.

### **BUSI 296 Business Law (3)**

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

### **BUSI 311 Quantitative Analysis for Management (3)**

This course equips students with analytical and mathematical models for business decision making. Included are statistical analysis, project management, simulation, and linear programming. *Prerequisite: B or higher in MATH 110*

### **BUSI 330 Principles of Finance (3)**

Students explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives. *Prerequisites: BUSI 120 and BUSI 311, or MATH 151, or MATH 161*

### **BUSI 331 Managerial Finance (3)**

This course extends the concepts and methodologies introduced in Principles of Finance to incorporate the practical uses as a manager in an organization. The course places emphasis on managerial decisions using spreadsheet applications. Topics include: financial statement analysis, project analysis, long-term financial planning, risk and return, and basic derivatives. *Prerequisite: BUSI 330 or instructor's permission*

### **BUSI 350 Business Internship (1–3)**

This course provides a practical application of principle and theory in an actual business setting through an internship opportunity. The student learns to set objectives and measure performance against those objectives in a business setting through a structured reporting process with the instructor. As an alternative to the internship experience, students may be chosen to participate in SIFE (Students in Free Enterprise), SBA (Scholars for Business Achievement) or directed research for service learning. May be taken three times for credit. *Prerequisites: completion of 60 units, appropriate employment for internship, and instructor's permission. Participation in SIFE, SBA, or service learning research subject to instructor's permission.*

### **BUSI 360 Principles of Marketing (3)**

The movement of goods from producers to consumers is analyzed in this course, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed.

### **BUSI 370 International Business (3)**

This course presents a survey of issues in international business. The focus is on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources. *Meets the General Education upper-division intensive writing requirement. Prerequisite: ECON 250*

### **BUSI 405 Business Report Writing (3)**

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included. *Meets the General Education upper-division intensive writing requirement.*

### **BUSI 410 Production Management (3)**

The curriculum focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. Handling and control of materials, inventory, purchasing, and quality control are addressed. Students also learn about setting standards and developing skills in estimating, forecasting, and scheduling. *Prerequisite: BUSI 210*

### **BUSI 430 Money and Banking (3)**

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment. *Prerequisites: BUSI 120, BUSI 121, ECON 250, and ECON 251*

### **BUSI 445 Human Resource Management (3)**

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures. *Prerequisite: BUSI 210*

### **BUSI 448 Organization and Administrative Behavior (3)**

This course deals with policies and practices in the management of human resources. Major organizational behavior theories are discussed in a role-playing, seminar environment. *Prerequisite: BUSI 210*



**BUSI 450 Strategic Management (3)**

This course focuses on fundamental decisions in the life of a business. What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow – and what is the right size?

*Prerequisites: BUSI 210, BUSI 330, and senior status*

**BUSI 496 Senior Seminar: Business Ethics (3)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course explores biblical and moral principles as related to real-life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education senior seminar requirement.*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**BUSI 497 Readings (1–4)**

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

**Finance****FIN 330 Financial Analysis (3)**

This course prepares students with the necessary tools of financial statement analysis for business valuation and strategic considerations. The course develops the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of a business organization. The course also covers credit analysis and corporate finance issues such as merger and acquisition and debt financing. Case studies are used extensively. *Prerequisites: BUSI 121, BUSI 330, and MATH 151, or instructor's permission*

**FIN 432 Investment Analysis (3)**

This course introduces the student to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. The emphasis is on providing analyses of asset selection with experience of real market activities. *Prerequisites: BUSI 330, MATH 151, ECON 352 (may be taken concurrently); or instructor's permission*

**FIN 434 Derivatives (3)**

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered. *Prerequisites: FIN 432, MATH 151, and PSYC 299 or instructor's permission*

**FIN 436 Financial Risk Management (3)**

The course provides students with the theory and management tools of risk management and financial innovation, using different combinations of financial assets and derivatives to immunize the organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect the business or portfolio from the exposure to financial risk. *Prerequisites: FIN 434 and MATH 151 or instructor's permission*

**FIN 439 Seminar in Finance (3)**

This course covers case studies in corporate finance, such as corporate strategy and structure, capital structure and payout policy, raising capital, corporate restructuring, and corporate governance. The course provides students with an understanding of the strategic issues of corporate financial management. In particular, advanced topics such as assessment and analysis of market volatility, evolution of financial structures, and strategies are also covered. *Prerequisites: FIN 330, FIN 432, or instructor's permission*

**International Business****IBUS 373 Global Marketing Management (3)**

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Projects involving international marketing are conducted. *Prerequisites: BUSI 360 and BUSI 370*

**IBUS 374 Topics in International Management and Strategy (3)**

Students analyze operational management issues encountered in international and culturally diverse enterprises. The course focuses upon human resource management, production management, cross-cultural issues, and strategic planning and implication to the firm. A series of cases and a corporate analysis project are utilized. *Prerequisites: BUSI 210, ECON 250, ECON 251*

**IBUS 479 Seminar in International Business (3)**

Students focus on advanced issues in international business. Primary emphasis is placed on consideration of the ethical issues of international business. Topics also include the relationship between international business and employment and economic growth in both concerns of international business organizations. *Prerequisite: BUSI 370 or instructor's permission*

**Marketing****MKTG 350 Marketing Internship (1–3)**

This course integrates marketing principles and theory into a working environment relating to marketing. Includes research, setting objectives, and general marketing decision making. *Prerequisites: BUSI 360 and instructor's permission*

**MKTG 361 Marketing Communication (3)**

The marketing communication function is introduced. Topics include advertising theory and measurement, communication theory, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics. *Prerequisite: BUSI 360*

**MKTG 362 Consumer Behavior (3)**

This course offers comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer's behavior in relation to the buying-selling process. Emphasis is placed on understanding the consumer in order to facilitate the development of an effective marketing strategy.

**MKTG 363 Marketing Research (3)**

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. *Prerequisites: BUSI 360 and PSYC 299*

**MKTG 364 Sales and Sales Management (3)**

In this course, consideration is given to personal selling strategies and practices, including consultative selling, and negotiation, using principles of human behavior. The sales management function, including recruiting and selecting salespeople, training, compensation plans and quotas, supervising, motivating, planning, forecasting, and evaluating, is covered in detail. *Prerequisite: BUSI 360 or instructor's permission*

## BUSINESS AND MANAGEMENT

### **MKTG 368 Retail Management (3)**

Students learn the principles of retail marketing of products and services. The course emphasizes the unique issues and problems of store managers, merchandising executives, and service company managers. Location, sales promotion, organization, personnel, buying, inventory, control methods, product mix, pricing, and profitability are considered. Extensive quantitative techniques are employed.

*Prerequisite: BUSI 360*

### **MKTG 369 Global Industrial Marketing (3)**

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

### **MKTG 465 Strategic Marketing Management (3)**

This course offers a strategic approach to the management of the marketing function. As the capstone course for marketing majors, students utilize marketing case analysis to examine and evaluate the entire marketing decision-making process. Course content focuses on the strategic analysis of market opportunities and the development of product, promotion, distribution, and pricing strategies through project coursework. *Prerequisites: BUSI 360, MKTG 361, MKTG 362, and senior standing or instructor's permission*

### **MKTG 466 Internet Marketing (3)**

This course discusses the differences between E-commerce and E-business in relation to the firm. It emphasizes the correlation between business, technology, and society. An advanced marketing course, Internet Marketing is an incremental function, expanding traditional marketing into the dynamic online environment. Student projects integrate learning activities with business organizations. *Prerequisite: BUSI 360*

## **B.A. in Economics**

## **39 units**

### **Introduction**

Economists study how society creates and distributes value among its members. At APU, students may choose broadly from among the economics courses offered. Alternatively, students may select an area of concentration. Business economics studies the supply and demand decisions of individuals and firms, the market structure and competitive conditions of particular industries, the effects of policy changes on business and social decisions, and the employment and wage conditions in the society. The focus is on the economic environment of business rather than on business operations. International development economics examines the needs of the developing world and how economic and social conditions are changing in those countries, the structure of domestic and international economic systems, and the role of small and large-scale efforts to improve the living conditions of these people.

### **Career Opportunities**

Economics teaches students to think critically and analytically and prepares them to address complex problems in a wide variety of settings. Graduates may work as business or policy analysts, or in such diverse fields as law, journalism, education, nongovernmental and missions organizations, and international affairs. Students interested in graduate study in economics will benefit from taking additional mathematics courses.

### **Economics Core**

### **18 units**

The core requirements of the economic major provide students with grounding in the primary areas of the discipline and an understanding of the basics of economic behavior. All students with an economics major in the School of Business and Management must complete the following common economics core:

ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
ECON	350	Intermediate Macroeconomics	3
ECON	351	Intermediate Microeconomics	3
ECON	458	Economics and Religion	3
PSYC	299	Applied Statistics	3

### **Requirements**

The economics major comprises 39 units. Students must attain a minimum C- grade in all courses required for the major or minor. Students must achieve an average GPA of 2.5 in the courses counted for the economics major or minor. (This includes the Economics Core.)

### **Economics Core**

### **18 units**

### **Economics electives**

### **21 units**

*Select 21 units from the following:*

ECON	352	Financial Markets and Institutions	3
ECON	353	Health Economics	3
ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	357	Economics of the Developing World	3
ECON	359	Urban and Regional Economics	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3

### **Requirements for the International Development Concentration**

### **51 units**

The Bachelor of Arts in Economics with a concentration in International Development comprises 51 units. Students must attain a minimum C- grade in all courses required for the major. Students must achieve an average GPA of 2.5 in the courses counted for the economics major. (This includes the Economics Core.)

### **Economics Core**

### **18 units**

### **International Development**

### **24 units**

ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	357	Economics of the Developing World	3
ECON	359	Urban and Regional Economics	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3

### **Select three of the following:**

### **9 units**

BUSI	110	Business and Entrepreneurship	3
BUSI	370	International Business**	3
GLBL	301	Anthropology for Everyday Life**	3
GLBL/COMM	310	Intercultural Communication	3
HIST	210	World Geography	3
POLI	340	International Relations	3
THEO	480	Theologies of Liberation	3

\*\*Meets the Upper-division Writing Intensive requirement.

### Requirements for the Business Concentration

52 units

The Bachelor of Arts in Economics with a concentration in Business comprises 52 units. Students must attain a minimum C- grade in all courses required for the major or minor. Students must achieve an average GPA of 2.5 in the courses counted for the economics major or minor. (This includes the Economics Core.)

#### Economics Core

18 units

#### Business Economics

21 units

ECON	352	Financial Markets and Institutions	3
ECON	353	Health Economics	3
ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	359	Urban and Regional Economics	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3

#### Business Courses

13 units

BUSI	120	Principles of Accounting I	4
BUSI	210	Principles of Management	3
BUSI	330	Principles of Finance	3
BUSI	360	Principles of Marketing	3

### Requirements for the Economics Minor

21 units

ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
ECON	350	Intermediate Macroeconomics	3
ECON	351	Intermediate Microeconomics	3

Select three additional upper-division economics courses:

ECON	352	Financial Markets and Institutions	3
ECON	353	Health Economics	3
ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	357	Economics of the Developing World	3
ECON	359	Urban and Regional Development	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3
ECON	458	Economics and Religion	3

The economics minor allows no more than three courses in the student's major to count toward this minor.

### B.S. in Business: Economics 64–66 units

#### Introduction

The business economics major provides students analytical skills built on a strong general business foundation. This major focuses on business management responsibilities and the improvement in business decision making that comes from a deeper understanding of the economic environment of business including labor, environmental, and international issues. Students become grounded in economic theory and practical applications.

#### Career Opportunities

Business economics careers may be found throughout the field of business, including business and financial analysis and forecasting, banking, labor organizations, and international trade. Individuals in possession of strong analytical skills are in high demand.

#### Requirements

The Bachelor of Science in Business Economics comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

### Business Core Courses

43–45 units

#### Economics Courses

21 units

ECON	350	Intermediate Macroeconomics	3
ECON	351	Intermediate Microeconomics	3
ECON	452	Econometrics	3

Select four courses from the following:

ECON	352	Financial Markets and Institutions	3
ECON	353	Health Economics	3
ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	359	Urban and Regional Economics	3
ECON	372	International Trade and Finance	3
ECON	453	Microenterprise and Microfinance	3
ECON	458	Economics and Religion	3

### Course Descriptions

#### Economics

#### ECON 250 Principles of Macroeconomics (3)

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies.

#### ECON 251 Principles of Microeconomics (3)

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 110 with a grade of B or better*

#### ECON 350 Intermediate Macroeconomics (3)

This course develops more complex economic models applicable to the study of such topics as economic growth; the effects of monetary policy on business cycles, prices and interest rates; government spending and debt; and the macroeconomy with trade. *Prerequisite: ECON 250*

#### ECON 351 Intermediate Microeconomics (3)

This course expands the concepts and tools of economic analysis developed in the Principles of Microeconomics course. The course develops more in-depth models of interactions in society: consumer choice, firm decisions, perfect and imperfect competition. Issues of uncertainty and strategic interaction are addressed as well as extensions to multiple markets. *Prerequisite: ECON 251*

#### ECON 352 Financial Markets and Institutions (3)

This course studies financial markets, instruments, and institutions. Students examine the role of depository institutions, insurance companies, and others in the process of intermediation. The structure of financial markets, recent developments in financial instruments, interest rate determination, and the regulatory environment are discussed. *Prerequisites: ECON 250 or instructor's permission*

#### ECON 353 Health Economics (3)

This course examines the economics of the health care industry primarily within the United States. Students consider the production of health care, the role of markets in allocating care, insurance and the management of care and costs, and the role of government policy in accomplishing social objectives. *Prerequisite: ECON 251*

#### ECON 355 Environmental Economics (3)

This course applies economic perspectives and analytical tools to the study of environmental problems. It focuses on decisions that have environmental impacts and on the economic impact of environmental policies. The effect of business activities on the environment and the effects of policy on business are of specific concern. *Prerequisite: ECON 251*

### **ECON 356 Labor Economics (3)**

This course examines the allocation of labor in a society among its various possible uses. Students consider the role of markets in allocating this labor, issues of market power, and the role of government policy in accomplishing social objectives. Wage determination, job search, and labor productivity are also discussed. *Prerequisite: ECON 251*

### **ECON 357 Economics of the Developing World (3)**

This course introduces students to the economic and social issues confronting the majority of people in the world. Students survey the current conditions of people in the developing world and build ways of understanding the complex issues that they face. Using these tools, students examine economic and financial infrastructure, political conditions, levels and trends in poverty and income distribution, job creation and economic growth, health and education, and environmental conditions which all affect the state of "development" of a people. *Prerequisites: ECON 250 and ECON 251*

### **ECON 359 Urban and Regional Economics (3)**

This course combines the disciplines of economics and geography. Economic interactions among individuals, firms, and governmental units are analyzed geographically by focusing on central cities, suburbs, and outlying regions. Within this urban and regional context, this course places particular emphasis on market forces, land use, transportation, crime, housing, and local government. *Prerequisites: ECON 250 and ECON 251*

### **ECON 371 Comparative Economics (3)**

Students are offered an integrated treatment of policy, institutions, business, and international trade theory within the different types of economic systems. The values that societies hold are examined as reasons for why different systems are chosen in different countries. The course studies the economics of both open market economies and socialist economies, examining their domestic and international policies toward economic interactions. *Prerequisite: ECON 250*

### **ECON 372 International Trade and Finance (3)**

Students study the theory and practice of international trade and international finance. The course addresses questions of why countries trade, what they trade, and national and global trade policies. Also, foreign exchange markets, exchange rate determination, foreign direct investment, and international capital markets are studied. *Prerequisites: ECON 250 and ECON 251*

### **ECON 452 Econometrics (3)**

This course introduces students to econometric analysis to better understand the economic environment. Cross-sectional regression analysis and time series methods are covered. Serial correlation and heteroskedasticity are addressed. Panel data methods are introduced as well as such topics as instrumental variables and simultaneous equation estimation. *Prerequisite: PSYC 299 or MATH 360*

### **ECON 453 Microfinance and Microenterprise (3)**

Microfinance and microenterprise development are strategies for strengthening the economic opportunities of poorer households to enable families to build assets, provide income, and plan for a better future. This course examines these approaches in depth and evaluates the effectiveness of various projects at accomplishing their stated goals. *Prerequisites: ECON 250, ECON 251, and senior standing*

### **ECON 458 Economics and Religion (3)**

This course provides students an opportunity to examine the relationship between religion and economic life in terms of individuals' actions and the elements of the economic system itself. In particular, students examine the relationship between economic behavior and institutions and Islam, Confucianism, and Christianity. *Prerequisites: ECON 350 and ECON 351*

### **ECON 497 Readings (1-4)**

This program of study concentrates on assigned readings, discussion, and writing arranged between and designed by a student of upper-division standing and a full-time faculty member. *Prerequisite: upper-division standing*



# School of Nursing

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# School of Nursing

## Administration

Dean and Professor: Aja Tulleners Lesh, PhD, RN

Associate Dean of Academic Affairs and Professor:  
Renee Pozza, PhD, RN, CNS, FNP-BC

Associate Dean of Research and Professor:  
Sheryl Tyson, PhD, RN, PMHCNS-BC

Associate Dean of International and Community Programs and  
Professor: Cheryl Westlake Canary, PhD, RN, ACNS-BC

Chair, Undergraduate Department and Assistant Professor:  
Grace Moorefield, PhD, APRN-BC

Interim Chair, RN to BSN Department and Assistant Professor:  
Cathy Wilde McPhee, MSN, RN, FNP-C

Associate Chair, Undergraduate Department and Associate  
Professor: Karla Richmond, PhD, RNC, CNS

Associate Chair, Undergraduate Department and Assistant  
Professor: Laurie Lang, MSN/ED, RN

Director, Academic Support and Associate Professor:  
Anna Hefner, PhD, RN, CPNP

Director, Retention and Student Support Services Undergraduate  
Department and Instructor: Viann Duncan, MSN, PMHCNS

Director, Neighborhood Wellness Center and Instructor,  
Undergraduate Department: Julie Pusztai, MN, RNC

Director, High Desert Regional Site Undergraduate Department  
and Assistant Professor: Linda Crawford, DNP, APRN, NP

## Faculty

### Professors:

Vicky Bowden, DNSc, RN  
Connie Brehm, PhD, RN, FNP  
Elaine Goehner, PhD, RNC, CPHQ  
Patricia Hanes, PhD, MAEd, RN

### Assistant Professors:

Jan Chandler, MSN, RN, CNS, CPNP  
Melinda Dicken, MSN, RN, CNS  
Patricia Perry Esslin, PhD(c), MSN, RN-BC, CNS, OCN  
Sharon Favazza, MSN, RN  
Catherine Heinlein, EdD, BSN, RN, RD, CDE  
Katie Hill, MSN, RN, CCRN, CNS, ANP  
Elizabeth Lopez, PhD(c), RN, FNP-C, PHN  
Melissa Muddell, MSN/ED, RN  
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Karen Schaid, MA, BSN, RN  
Carmen Spalding, MSN, RN  
Geoff Schroder, MSN, RN

### Instructors:

Cheryl Boyd, MSN, RN, APRN-CNS  
Mary Anne Kilday, MSN, RN  
Cheryl Mercurio, MSN, RN, CNS  
Sarah Obermeyer, MSN, CNM, WHNP  
Diane Sadoughi, MSN, RN

### Faculty Emeritus:

Phyllis Esslinger, MS, RN  
Rose Liegler, PhD, RN  
Susan Smith, MN, RNC

## School of Nursing Mission Statement

To serve God through excellence in professional nursing education, scholarship, and practice.

## Baccalaureate Nursing Program (BSN)

The School of Nursing baccalaureate program is accredited by the Commission on Collegiate Nursing Education and the California State Board of Registered Nursing. The program enables the student to take the California Board of Registered Nursing examination for RN licensure. The graduate is eligible to apply for a California State Public Health Certificate. The School of Nursing also offers options for the registered nurse (RN) and the licensed vocational nurse (LVN) leading to a Bachelor of Science in Nursing.

### GENERAL EDUCATION NOTE:

Nursing majors are not required to take health education as part of their General Education requirements.

### Program Outcomes and Options

The graduate of Azusa Pacific University's baccalaureate nursing program integrates faith and ethics as a skilled and knowledgeable practitioner, accountable professional, health care educator, and advocate and coordinator of care. The graduate:

- 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.

The School of Nursing offers:

1. Bachelor of Science in Nursing (BSN): Traditional and Two-Plus-Two (High Desert)
2. Licensed Vocational Nurse to Registered Nurse (LVN to RN, 30-unit option)
3. Licensed Vocational Nurse to Bachelor of Science in Nursing (LVN to BSN)
4. Accelerated Registered Nurse to Bachelor of Science in Nursing (RN to BSN): Traditional and Online

NOTE: The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary. As of April 10, 2013, the California Board of Registered Nursing (BRN) approved the current curriculum as outlined in this 2013–14 catalog. Students enrolled in the Traditional or Two-Plus-Two programs prior to this approval will complete the undergraduate nursing course requirements and program progression as outlined at the beginning of their nursing coursework.

Students are encouraged to consult with their advisor if they have questions regarding the remaining coursework needed to meet graduation requirements.

**Undergraduate Bachelor of Science in Nursing (BSN) Programs At-A-Glance**

Traditional Bachelor of Science in Nursing (BSN)	Two-Plus-Two Bachelor of Science in Nursing (BSN)
<ul style="list-style-type: none"> <li>• Designed primarily for recent high school graduates who will be admitted as first-year university students.<sup>1</sup></li> <li>• Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students.</li> <li>• All coursework assigned to a specific semester is prerequisite for progression to the next semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed for transfer students interested in pursuing a baccalaureate degree in nursing.<sup>1</sup></li> <li>• Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students.</li> <li>• All coursework assigned to a specific semester is prerequisite for progression to the next semester.</li> </ul>

Accelerated RN to BSN Degree Completion Program	LVN to BSN and LVN to RN
<ul style="list-style-type: none"> <li>• Designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work.</li> <li>• Based on a field-based modular design, cohort module.</li> <li>• Each student cluster will have a primary advisor who will provide guidance, direction, and mentorship to enrolled students.</li> </ul>	<ul style="list-style-type: none"> <li>• Two programs are available to the licensed vocational nurse (LVN): the LVN to BSN and LVN to RN (30-unit option).</li> <li>• Both programs are available on a space-available basis for clinical and didactic coursework.</li> <li>• Licensed vocational nurses are evaluated on an individual basis.</li> </ul>

<sup>1</sup>Once accepted into an option, students must remain in that option for the duration of the program.

**Admission to the Traditional and Two-Plus-Two (High Desert) BSN Programs**

Admission to the university does not guarantee admission into the School of Nursing. Students interested in being considered for admission into a School of Nursing BSN program must indicate their desire on their application to the university.

Applicants will be reviewed by the School of Nursing Admissions Committee for possible admission into the university as well as one of the BSN programs: the Traditional Program or the Two-Plus-Two (High Desert) Program. The Traditional Program has been designed primarily for recent high school graduates, while the Two-Plus-Two (High Desert) Program meets the needs of the transfer student interested in pursuing a baccalaureate degree in nursing.

Determinations will be made and letters will be sent to the applicants indicating whether or not they have been accepted into the university as well as into one of the two BSN programs. Once accepted into a program, students must remain in that program for the duration of the nursing program.

Applicants who are not accepted into one of the School of Nursing BSN programs may still be admitted to the university. These applicants may consider coursework in preparation for application to the Entry-Level Master's in Nursing program (ELM) designed for students who have completed a baccalaureate degree in another major but are interested in pursuing a career in nursing.

**Traditional Nursing Program**

Applicants interested in the Traditional Nursing program must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions indicating interest in becoming a nursing major and pursuing the Traditional Nursing program. Include in that application the following information:
  - a. Copies of all high school and college transcripts;
  - b. Letters of recommendation as required by the university and the School of Nursing;
  - c. A one-page statement of professional goals in nursing; and
  - d. A résumé reflecting volunteer plus work experience within the past three years. Please include leadership positions within volunteer organizations, community service and/or employment where applicable.
2. Complete applicable prerequisite courses with a grade of *B* (3.0) or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry);
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology);
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless the placement test is waived by an SAT 1 math score of 540+ or ACT math score of 23+. With either SAT 1 (540+) or ACT (23+) math score the student will be allowed to take college algebra. The college algebra course requirement is waived by a SAT 1 math score of 600+ or an ACT math score of score of 26+. However, this does not grant units for the course; and
  - d. Students with a verbal SAT 1 score below 480 must take a writing placement test in English during registration. SAT 1 verbal score does not waive the Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
3. Submit proof of achieving the minimum high school, college, or university cumulative grade-point average of *B* (3.00).
4. Once a student has received a letter of acceptance into the School of Nursing, proof of the following must be provided prior to the beginning of the first nursing course (UNRS 105):
  - a. Successful completion of anatomy with lab (4 units) and organic chemistry with lab (3 units), with no lower than a *B-* (2.7) grade-point average.  
 Note: A student is allowed only one opportunity to repeat a single science course to try to raise his/her grade prior to beginning nursing (UNRS) courses.  
 Students must maintain a *B-* (2.7) average in all subsequent science coursework or be placed on academic probation;
  - b. Credit or waive for college algebra;
  - c. A current full physical examination clearance done within the past 12 months. This report is to be submitted the APU Health Center;
  - d. Current two-step TB test, Hepatitis B, MMR titer, Varicella titer, and Tdap immunizations;
  - e. A current background check;
  - f. Ability to meet physical sensory technical standards required for safe and competent performance of the duties and skills needed for the nursing profession; and
  - g. Current CPR with AED certification in Basic Cardiac Life Support for Health Care Providers for adults and children from the American Heart Association.



### Two-Plus-Two (High Desert) Program

Transfer applicants interested in the Two-Plus-Two (High Desert) program must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions indicating interest in becoming a nursing major and pursuing the Two-Plus-Two (High Desert) Program. Include in that application the following information:
  - a. Copies of all college transcripts;
  - b. Letters of recommendation as required by the university and School of Nursing;
  - c. A one-page statement of professional goals in nursing; and
  - d. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience and/or employment where applicable.
2. Submit evidence of a minimum of 60 college or university semester units of transferable nursing prerequisite course requirements prior to the semester in which the student is requesting admission. See section "Requirements and Sequences for the Traditional and Two-Plus-Two (High Desert) Programs;"
3. Submit proof of achieving a minimum cumulative college or university grade-point average of B (3.00) or better;
4. Successfully complete Human Anatomy with lab (4 units), Organic Chemistry for health science with lab (3 units), Biochemistry (1 unit), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a B- (2.7) grade-point average;
5. Receive credit for college algebra; and
6. Once a student has received a letter of acceptance into the School of Nursing proof of the following must be provided:
  - a. Full physical examination clearance done within the past 12 months. This report is to be submitted the APU Health Center;
  - b. Current two-step TB test, Hepatitis B, MMR titer, Varicella titer, and Tdap immunizations;
  - c. A current background check;
  - d. Ability to meet physical sensory technical standards required for safe and competent performance of the duties and skills needed for the nursing profession; and
  - e. Current CPR with AED certification in Basic Cardiac Life Support for Health Care Providers for adults and children from the American Heart Association.

### Transfer Students with Nursing Credit

1. Transfer applicants who have completed college nursing courses in nationally accredited nursing or other health care programs are evaluated individually and may be given credit for courses that meet the requirements.
2. Up to 70 units of community college credit and additional units from a university (per registrar's approval) may be transferred. No community college nursing credit will be transferred. Applicants may petition to have nursing units transferred from a nationally accredited university, but must receive administrative approval for inclusion in total credits. Some nursing courses may also be challenged by the applicant if they have taken similar coursework from another accredited university.

3. Students with transferable nursing courses must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU except UNRS 220 Health Assessment, which may be taken concurrently.

4. Transfer students with nursing credit must meet the Two-Plus-Two program requirements for transfer applicants above, plus:

- a. Submit a letter of recommendation/academic standing from the dean/director of the previous school to the School of Nursing;
- b. Submit course syllabi and catalog descriptions for all courses for which nursing transfer credit is requested to the School of Nursing; and
- c. The School of Nursing will only consider accepting nursing courses transferred in from an accredited baccalaureate nursing program.

### International Students

International students are required to meet the same academic and admission requirements as other students in addition to the following:

1. International students must complete Freshman Writing Seminar, one of the four required sciences taken at an accredited U.S. university with a minimum grade of C (2.0), and achieve a cumulative grade-point average of B (3.0) in all college courses completed at Azusa Pacific University after two semesters of full-time enrollment.
2. The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 550. The School of Nursing specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score as these are critical to success in nursing. If the student has taken the IBT (Internet-Based TOEFL), the required scores is 85 percent or better.

If there are no TOEFL scores of written and spoken English, the student will be referred to Azusa Pacific University's American Language and Culture Institute (ALCI) for successful completion of evaluation and required testing. If deemed necessary, additional ESL courses may be required. (Information about taking the TOEFL examination can be obtained by contacting the Office of International Student Services.)

NOTE: Please check with the Office of Undergraduate Admissions regarding residency requirements prior to application.

### Requirements and Sequences for the Traditional and Two-Plus-Two (High Desert) Programs

Both the Traditional and the Two-Plus-Two (High Desert) programs are based on a cohort model. Students are accepted into either the Traditional or the Two-Plus-Two program and progress through the curriculum in sequence with an assigned group of students.

All coursework assigned to a specific semester is prerequisite for progression to the next semester. Students in the Traditional program begin their nursing coursework either in the fall or spring semesters and continue in sequence for two consecutive semesters per year.

Students in the Two-Plus-Two (High Desert) program complete the required 60 units of prerequisite coursework and then begin nursing specific coursework either in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

## NURSING

### Traditional Nursing Program

The coursework for students in the Traditional Nursing program is as follows:

#### Nursing Requirements

UNRS 105/P	Foundations of Professional Nursing and Aging/Practicum	6
UNRS 113	Pharmacology	2
UNRS 212/P	Nursing Care of Adults and Aging/Practicum	6
UNRS 220/L	Health Assessment/Lab	3
UNRS 260	Nutrition	2
UNRS/PSYC 299	Statistics and Data Management for Nursing and Health Care	3
UNRS 306	Theoretical Frameworks for Nursing**	3
UNRS 310/P	Mental Health Nursing/Practicum	4
UNRS 312/P	Nursing Management of Adults/Practicum	3
UNRS 313/P	Restorative Health Nursing/Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382/P	Community Health Nursing/Practicum	3
UNRS 402/P	Nursing Care of Maternity, Newborn, and Women's Health/Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404/P	Nursing Care of Children and Young Adults/ Practicum	4
UNRS 411/P	Advanced Nursing Care of Adults/Practicum	5
UNRS 412	Clinical Residency Nursing	2
UNRS 425	Nursing Research	3
UNRS 496	Senior Seminar: Ethics and Issues in Health Care*	4

Select one of the following:

UNRS 383/P	International Health Nursing/Practicum ^^^	3
UNRS 384/P	Urban Health Nursing/Practicum	3

\*Meets a General Education core requirement (or elective).

\*\*Meets the Upper-division Writing Intensive requirement.

^^^Must apply and be selected by the School of Nursing Global and Community Health Committee (GCHC).

#### Additional Nursing Requirements

BIOL 220/L	General Microbiology/Lab	4
BIOL 250/L	Human Anatomy/Lab^^	4
BIOL 251/L	Human Physiology/Lab	4
GLBL 301 or SOC 358		3

#### Additional General Education Requirements

##### Skills and University Requirements

LDRS 100	Beginnings	1
ENGL 110	Freshman Writing Seminar^^	3
COMM 111	Public Communication	3
PE 1XX/3XX	Fitness for Life/ Varsity Sports	1
XXX/XXX	Foreign Language (two semesters of the same language)	8
MATH 110	College Algebra (^) ^^	3

##### God's Word and the Christian Response

MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3

##### Additional Upper-division General Education

3XX/4XX	Bible	3
3XX/4XX	Doctrine Core	3
UNRS 496	Senior Seminar	4

#### Integrative Core Requirements

1XX/2XX	Aesthetics/Creative Arts Cores	3
PHIL 220	Philosophy Core	3
XXX	History/Political Science Component	3
PSYCH 110	General Psychology ^^	3
PSYCH 290	Human Growth and Development	3
3XX	Language and Literature Core	3
CHEM 111	Chemistry for Health Science*^^	2
CHEM 114	Health Science Lab^^	1
CHEM 112	Biochemistry ^^	1

\*Meets a General Education Core (or elective).

(^)/Waived by math SAT score of 600 or ACT Score 26

(AP does NOT waive math requirement).

^^Nursing prerequisite requirement

#### Recommended Nursing Electives for the Traditional Program

UNRS 120	Fundamentals of Human Nutrition	2
UNRS 280	Lifecycle Nutrition	3
UNRS 300	Complementary and Alternative Therapies	3
UNRS 320	Cultural Aspects of Food and Nutrition	3
UNRS 444	Clinical Specialization Residency	3
UNRS 445	Application of Pharmacological Principles in an Acute-care Setting	1-2

#### Minor in International Health Nursing

Students interested in expanding their global perspective on health and nursing care may apply to the School of Nursing for acceptance to participate in either a short-term transcultural health nursing experience, an international health nursing semester, or a 16-unit international health nursing minor. Students who are accepted will complete additional coursework. Global health nursing courses include:

UNRS 282-XX	Transcultural Health Nursing – Country Specific	3
UNRS 383-XX	International Health Nursing – Country Specific	3
HIST 335-XX	Cultural History – Country Specific	3
GLBL 355-XX	Principles of Community Engagement – Country Specific	3
MODL 101	Introduction to Zulu – South Africa^^^	0

^^^Mandarin highly recommended prior to the international Study Abroad China experience.

#### Minor in Nutrition for the Traditional Program

The minor in nutrition is available to any APU student interested in expanding their his or her skills in this specialized area of preventative health. Emphasis within this minor is on the four pillars of healthful lifestyle: physical activity, good diet, healthy choices, and preventative screening—all crucial for national health. The 15-unit minor consists of the following courses:

UNRS 120	Fundamentals of Human Nutrition	2
UNRS 260	Nutrition	2
UNRS 280	Lifecycle Nutrition	3
UNRS 300	Complementary and Alternative Therapies	3
UNRS 320	Cultural Aspects of Food and Nutrition	3
AES 360	Nutrition for Exercise and Sports	2

**Total 15**

### Two-Plus-Two Option

Students in the Two-Plus-Two (High Desert) program are required to complete a minimum of 60 units prior to beginning their core nursing coursework. Based on the cohort model, students are accepted into the program once they have completed the prerequisite coursework and progress through the curriculum in a predetermined sequence with an assigned group of students. All coursework assigned to a specific semester is prerequisite for progression to the next semester. Prerequisite and required nursing coursework for students in the Two-Plus-Two (High Desert) program is as follows:

#### Prerequisite Nursing Requirements for the Two-Plus-Two (High Desert) Program

BIOL 220/L	General Microbiology/ Lab	4
BIOL 250/L	Human Anatomy/ Lab^^	4
BIOL 251/L	Human Physiology/lab	4
UNRS/PSYC 299	Statistics and Data Management for Nursing and Health Care	3

God's Word General Education requirement varies based on number of units transferred.

Select one of the following:

SOC 358	Human Diversity	3
GLBL 301	Anthropology and Everyday Living	3
GLBL 310	Intercultural Communication	3

#### Prerequisite General Education Requirements Skills and University Requirements

LDRS 100	Beginnings	1
ENGL 110	Freshman Writing Seminar^^	3
COMM 111	Public Communication ^^	3
PE 1XXX	Fitness for Life/ Varsity Sports	1
XXX/XXX	Foreign Language (two semesters of the same language)	8
MATH 110	College Algebra (^) ^^	3

#### Integrative Core Requirements

1XX/2XX	Aesthetics/ Creative Arts Cores	3
XXX	Philosophy Core	3
XXX	History/Political Science Component	3
PSYC 110	General Psychology	3
PSYC 290	Human Growth and Development	3
3XXX	Language and Literature Core	3
CHEM 111	Organic Chemistry for Health Science */^^	2
CHEM 114	Health Science Lab^^	1
CHEM 112	Biochemistry^^	1

\*Meets a General Education Core (or elective).

(^)/Waived by math SAT score of 600 or ACT Score 26 (AP does NOT waive math requirement).

^^Nursing prerequisite

The coursework for students in the Two-Plus-Two Option is as follows:

#### Nursing Requirements for the Two-Plus-Two Option

UNRS 105	Foundations of Professional Nursing/Aging	6
UNRS 113	Pharmacology	2
UNRS 212/P	Nursing Care of Adults/Aging	6
UNRS 220/L	Health Assessment/Lab	3
UNRS 260	Nutrition	2
UNRS 306	Theoretical Frameworks for Nursing**	3
UNRS 310/P	Mental Health Nursing/Practicum	4
UNRS 312/P	Nursing Management of Adults/Practicum	3
UNRS 313/P	Restorative Health Nursing/Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382/P	Community Healthy Nursing/Practicum	3
UNRS 402/P	Nursing Care of Maternity, Newborn, and Women's Health/Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404/P	Nursing Care of Children and Young Adults/Practicum	4
UNRS 411/P	Advanced Nursing Care of Adults/Practicum	5
UNRS 412	Clinical Residency Nursing	2
UNRS 425	Nursing Research	3
UNRS 496	Senior Seminar: Ethics and Issues in Health Care*	4

Select one of the following:

UNRS 383	International Health Nursing	3
UNRS 384	Urban Health Nursing	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^^^Must apply and be selected by the School of Nursing Global and Community Health Committee (GCHC)

#### Recommended Nursing Electives for Two-Plus-Two Option:

UNRS 120	Fundamentals of Human Nutrition	2
UNRS 280	Lifecycle Nutrition	3
UNRS 300	Complementary and Alternative Therapies	3
UNRS 320	Cultural Aspects of Food and Nutrition	3
UNRS 444	Clinical Specialization Residency	2
UNRS 445	Application of Pharmacological Principles in an Acute-Care Setting	2

Note: Two-Plus-Two applicants must meet the general BSN admission requirements and the prerequisite course requirements as listed below prior to enrolling in UNRS 105.

## NURSING

### Minor in Nutrition for the Two-Plus-Two (High Desert) Program

The minor in nutrition is available to any APU student interested in expanding his or her skills in this specialized area of preventative health. Emphasis within this minor is on the four pillars of healthful lifestyle: physical activity, good diet, healthy choices, and preventative screening—all crucial for national health. The first course in the 16-unit minor sequence must be taken fall of the first semester in order to complete the series by the end of the sixth semester. Students may also opt to take nutrition courses but not pursue a minor. The nutrition courses offered in the following sequence:

UNRS	120	Fundamentals of Human Nutrition	2
UNRS	260	Nutrition	2
UNRS	280	Lifecycle Nutrition	3
UNRS	300	Complementary and Alternative Therapies	3
UNRS	320	Cultural Aspects of Food and Nutrition	3
AES	360	Nutrition for Exercise and Sports	2
<b>Total</b>			<b>15</b>

### Minor in International Health Nursing/Global Health Nursing Opportunities for the Two-Plus-Two (High Desert) Program

Students interested in expanding their global perspective on health and nursing care may apply to the School of Nursing for acceptance to participate in either a short-term transcultural health nursing experience, an international health nursing semester, or a 16-unit international health nursing minor. Students who are accepted will complete additional coursework.

Depending on the global health nursing experiences selected, students in the Two-Plus-Two (High Desert) program may need to extend their program one or additional semesters in order to participate. International Health Nursing courses include:

UNRS	282-XX	Transcultural Health Nursing – Country Specific	3
UNRS	383-XX	International Health Nursing – Country Specific	3
HIST	335-XX	Cultural History – Country Specific	3
GLBL	355-XX	Principles of Community Engagement – Country Specific	3
MODL	101	Introduction to Zulu – South Africa^^^	0

^^^Mandarin highly recommended prior to the international Study Abroad China experience.

### LVN Programs

Two programs are available to the licensed vocational nurse (LVN): the LVN to BSN and LVN to RN (30-unit option). Both programs are available on a space-available basis for clinical and didactic coursework.

Licensed vocational nurses are evaluated on individual bases. Credit is given for General Education courses that are transferable. The first-year nursing course UNRS 105 is waived for currently licensed LVNs.

LVN students must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU.

### LVN to BSN Option

See the admission policies for BSN applicants. Those same requirements apply to LVN applicants. A copy of the LVN license is required.

### LVN to RN 30-unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a 2.0 GPA or better in all courses, the student receives a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements.

### Additional Requirements for All Nursing Students

#### Background Check

In light of recent statements from the Joint Commission on Accreditation of Healthcare Organizations and contracted facilities, the School of Nursing now requires that all undergraduate and graduate students undergo a background check prior to their involvement at clinical sites. The cost for the background check is the responsibility of the student and due prior to enrollment in UNRS 105 or at the first clinical course if entering the program out of sequence. International students are required to pay the additional fee based upon the actual costs of background checks for their country.

#### Blood-borne Pathogen Training

Nursing students admitted to the nursing program must complete the blood-borne pathogen training prior to the first day of clinical practicum. Returning students must renew annually prior to the first day of clinical practicum.

#### Uniforms

Students in the baccalaureate program are required to follow the School of Nursing uniform and dress code at all times during clinical practicum. The nursing uniform with the School of Nursing logo and name tag are standard attire.

#### Fees and Other Costs

Nursing students are charged a laboratory fee for each course with a laboratory or practicum. Worker's compensation, Kaplan testing, and nursing liability insurance (which covers only the clinical practicum associated with the School of Nursing clinical courses) are included in the lab fee.

#### Transportation

Certain clinical experiences in the nursing program may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. Nursing students must provide their own transportation to and from clinical facilities or activities.

#### Curriculum

Copies of the course requirements and schedule for nursing majors are available from the School of Nursing. Several nursing courses are offered sequentially and have prerequisites; therefore, it is important for students to follow this schedule when registering for classes. Any questions regarding the schedule should be directed to the School of Nursing.

#### GPA Requirement

All nursing majors must maintain a cumulative GPA of 2.0 (73 percent) in classes required for the major.

**The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary.**

## Accelerated RN to BSN Degree Completion Program (also online)

### Introduction

This accelerated RN to BSN degree completion program is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cohort will have a primary advisor who will provide system guidance, direct special projects, and serve as mentor to individual learners.

Prospective students include those registered nurses (RNs) working in hospitals and other health care facilities. Eligible students are 23 years of age or older and have experience practicing as an RN. They may be currently working in the nursing profession or have prior experience in nursing.

The accelerated RN to BSN track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs and skills of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of class activities.

Learners join groups consisting of no more than 24 students who progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences which students contribute results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week or in an asynchronous online program. Courses are offered in a sequential format and vary in length. The same night of the week is used for onsite groups throughout their program.

Students may complete their Bachelor of Science in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weeks.

### Admission Requirements

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the 60-week accelerated RN to BSN program, a student must:

1. Be a currently licensed registered nurse (RN) who has graduate from an accredited associate degree or diploma nursing program.
2. Work experience is preferred. Alternative transition to practice track offered.
3. Have a minimum of 60 transferable semester units from an accredited college or university with a minimum GPA of 2.7.
4. Submit official transcripts from all schools attended.
5. Provide a writing sample that demonstrates written communication skills.
6. Students must submit reports of a physical examination including two-step TB test (or assessment of positive testing), **Hepatitis B**, **Measles**, **Mumps**, and **Rubella**, and **Varicella titers**, and a current Tdap booster at end of the first semester (during RNRS 221 Health Assessment). At that time, students must also submit proof of APU specific blood borne pathogen and HIPAA training and background check. Students are required to have professional liability insurance for clinical experiences.
7. Submit proof of current CPR with AED certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adult and children obtained through the American Heart Association.
8. Submit copy of nursing license.

Students will be asked to develop a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. The Professional Portfolio will also include examples of course content applied in the clinical setting.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

International applicants with an F or J visa are not qualified for this program. International applicants with any other types of visas, please consult with the International Center first at +1-626-812-3055 or [international@apu.edu](mailto:international@apu.edu).

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### Requirements for the Accelerated RN to BSN

#### Prerequisite Courses

Chemistry and Lab	4
Human Anatomy (BIOL 250 – includes lab)	4
Human Physiology (BIOL 251 – includes lab)	4
Microbiology (BIOL 220 – includes lab)	4

#### Support Courses and General Education Requirements 24 units

Freshman Writing Seminar (ENGL 110) or English Composition	3
Public Communication (COMM 111)	3
College Algebra (MATH 110) or its equivalent	3
General Psychology (PSYC 110)	3
Heritage and Institutions Core Requirements (history/civics/political science)	3
Language and Literature Core Requirement	3
Aesthetics and Creative Arts Core Requirement	3
Religion (general survey/introduction to biblical literature)	3

#### Accelerated RN to BSN Courses

	<b>40 units</b>	
RNRS 272	4	Theories and Concepts in Professional Nursing
RNRS 221	3	Health Assessment
RNRS 307	3	Theoretical Frameworks for Nursing
RNRS 327	4	Nursing Research and Statistics
RNRS 369	4	Pathophysiology
RNRS 412	3	Spiritual Formation and the Profession of Nursing
RNRS 448	6	Leadership in Health Care Settings
RNRS 449	6	Theory and Practice in Community Health Care Settings
RNRS 497	4	Ethics/Issues in Health Care
SOC 358	3	Human Diversity

### Course Descriptions

**Please Note: All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence.**

**Students must be accepted into the nursing program prior to enrolling in the following nursing courses: UNRS 105, 113, 212, 220, 270, 282, 306, 310, 312, 313, 367, 382, 383, 384, 400, 403, 404, 411, 412, 425, 436, 444, 445, and 496.**

#### UNRS 105 Foundations of Professional Nursing/Aging (6)

LECTURE, 3 HOURS/WEEK; CLINICAL PRACTICUM, 135 HOURS/SEMESTER  
This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain. *Corequisite: UNRS 105P*

#### UNRS 113 Pharmacology (2)

THEORY, 2 HOURS/WEEK  
This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

#### UNRS 120 Fundamentals of Human Nutrition (2)

LECTURE, 2 HOURS/WEEK  
Principles of human nutrition are the focus of this course, including nutrient functions, metabolism, and changing needs across the lifespan. Nutrient deficiency and toxicity signs and symptoms are covered. Implications of a poor diet on the development of chronic disease are explored. Various nutrient analysis methods are used.

#### UNRS 212 Nursing Care of Adults/Aging (6)

LECTURE, 3 HOURS/WEEK; PRACTICUM, 135 HOURS/SEMESTER  
This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community. *Prerequisite: UNRS 105; corequisite: UNRS 212P*

#### UNRS 220 Health Assessment (3)

LECTURE, 2 HOURS; LABORATORY, 3 HOURS/WEEK  
This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.

#### UNRS 260 Nutrition (2)

THEORY, 2 HOURS/WEEK  
Foundations of nutrition in the prevention of chronic disease are explored. Pathophysiology of various disease states and appropriate medical nutrition therapy are understood. Nursing's role in nutrition assessment is appreciated with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments. Evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease are addressed. Coverage of alternate feeding methods and issues surrounding drug-nutrient interactions are included. To expand their knowledge in these areas, students complete case studies. Opportunities to present prevention of disease through nutrition education in the community are offered. *Prerequisites: CHEM 111, CHEM 112, and CHEM 114, or instructor's approval if a non-nursing major*

#### UNRS 270 Theories and Concepts in Professional Nursing (2)

THEORY, 2 HOURS/WEEK  
This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs, RNs, and students with nursing transfer credits who are entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio. *Prerequisite: acceptance into the nursing program*

#### UNRS 280 Life Cycle Nutrition (3)

LECTURE, 3 HOURS/WEEK  
This course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood and late adulthood. Students understand the changing nutrient requirements through the lifecycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course. *Prerequisites: BIOL 101, CHEM 111, UNRS 120, and PSYC 290*

#### UNRS 282 Transcultural Health Care: Country Specific (3)

LECTURE, 2 HOURS/WEEK; PRACTICUM, 45 HOURS/SEMESTER  
Through seminar, journal writing, and a variety of clinical experiences, students are introduced to the theoretical basis of transcultural nursing practices and provided with an opportunity to formulate personal perspectives and individual cultural values that promote high quality professional nursing worldwide. *Prerequisites: UNRS 105, UNRS 113, and UNRS 220*

**UNRS 299 Statistics and Data Management for Nursing and Health Care (3)**

LECTURE, 3 HOURS/WEEK

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses. Among the topics covered are graphing, measures of central tendency and variability, normal curve, hypothesis testing, correlation and regression, and topics in probability.

**UNRS 300 Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition (3)**

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners. *Prerequisites:* BIO 101 or BIOL 151, CHEM 111 and instructor's approval if a non-nursing major.

**UNRS 306 Theoretical Frameworks for Nursing (3)**

THEORY, 3 HOURS/WEEK

The focus of this course is exploration and integration of theoretical models in stress, development, and health care adaptation as applied to nursing practice. Through writing and experiential activities, the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. It is recommended that the course be scheduled concurrently with UNRS 310/313. *Meets the General Education Upper-division Intensive Writing requirement.*

**UNRS 310 Mental Health Nursing (4)**

LECTURE, 2 HOURS/WEEK; PRACTICUM, 90 HOURS /SEMESTER

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy. *Corequisite:* UNRS 310P

**UNRS 312 Nursing Management of Adults (3)**

LECTURE, 1 HOUR/WEEK; CLINICAL PRACTICUM, 90 HOURS/SEMESTER

This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting. *Prerequisite:* UNRS 212; *corequisite:* UNRS 312P

**UNRS 313 Restorative Health Nursing (4)**

LECTURE, 2 HOURS/WEEK; CLINICAL PRACTICUM, 90 HOURS/SEMESTER

This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Corequisite:* UNRS 313P

**UNRS 320 Cultural Aspects of Food and Nutrition (3)**

LECTURE, 3 HOURS/WEEK

This course examines the foodways of people around the world. Health benefits and practices of various cultures are explored along with how industrialization of food influences nutrition content and pricing of foods. Effects of famine on life expectancy and how one's environment or living situation limits access to food are explored. A food lab is included in the course to allow students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course. *Prerequisites:* UNRS 120, (SOC 358, GLBL 301, or GLBL 310)

**UNRS 367 Pathophysiology (3)**

THEORY, 3 HOURS

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**UNRS 382 Community Health Nursing (3)**

LECTURE, 1 HOUR/WEEK; CLINICAL PRACTICUM, 90 HOURS/SEMESTER

This course focuses on the study of principles and practices involved in community health nursing. The role of the nurse in assessing, planning, implementing, and evaluating is emphasized. Collaboration with community-based organizations and services focused on health promotion, disease prevention, and maintenance during chronic illness, as well as client education, are essential components of this course. *Prerequisites:* UNRS 105 and UNRS 212; *corequisite:* UNRS 382P

**UNRS 383 International Health Nursing (3)**

LECTURE, 2 HOURS/WEEK; CLINICAL PRACTICUM, 45 HOURS/SEMESTER

This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of health care issues. In addition, it provides opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary crossing community. *Corequisite:* UNRS 383P

**UNRS 384 Urban Health Nursing (3)**

LECTURE, 2 HOURS/WEEK; CLINICAL PRACTICUM, 45 HOURS/SEMESTER

This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of health care issues. In addition, it provides opportunities to develop intercultural competence and foster a commitment to service, scholarship, and boundary crossing community in vulnerable urban populations. *Corequisite:* UNRS 384P

**UNRS 400 Advanced Practice: Professional Studies and Communication Skills (3)**

This course is designed as a preparatory course for students undertaking, or planning to seek, graduate education in the pursuit of an advanced practice role. The course presents an overview of issues and trends in United States health care delivery systems and models as they relate to the evolution of advanced practice nursing and explores the potential for employment. Further, the course provides an exploration of the expectations of students in nursing graduate study with special emphases on oral and written professional communication skills. *Meets the General Education Upper-division Intensive Writing requirement.* *Prerequisite:* instructor's permission

**UNRS 402 Nursing Care of Maternity, Newborn, and Women's Health (4)**

LECTURE, 2 HOURS/WEEK; CLINICAL PRACTICUM, 90 HOURS/SEMESTER

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and family. Students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced. *Corequisite:* UNRS 402P

## NURSING

### **UNRS 403 Leadership and Management in Professional Practice (2)**

LECTURE, 2 HOURS/WEEK

This two-unit course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

*Corequisite: UNRS 403P*

### **UNRS 404 Nursing Care of Children and Young Adults (4)**

LECTURE, 2 HOURS/WEEK; CLINICAL PRACTICUM, 90 HOURS/SEMESTER

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family. *Corequisite: UNRS 404P*

### **UNRS 411 Advanced Nursing Care of Adult and Aging (5)**

LECTURE, 2 HOURS/WEEK; PRACTICUM, 135 HOURS/SEMESTER

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adults and geriatric clients experiencing the stress of acute illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical care setting. Legal and ethical issues related to critical care nursing are included. *Prerequisites: UNRS 105, UNRS 212, UNRS 312, and UNRS 313; corequisite: UNRS 411P*

### **UNRS 412 Clinical Residency Nursing (2)**

CLINICAL PRACTICUM, 90 HOURS/SEMESTER

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN examination.

### **UNRS 425 Nursing Research (3)**

LECTURE, 3 HOURS

This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance. *Prerequisite: UNRS 299 or PSYC 299*

### **UNRS 436 Fundamentals of Case Management (3)**

THEORY, 2 UNITS; PRACTICUM, 1 UNIT

This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practice. It is an elective course. *Corequisite: UNRS 436P*

### **UNRS 444 Clinical Specialization Residency (2)**

CLINICAL PRACTICUM, 45–90 HOURS/SEMESTER

The elective clinical residency is an internship clinical experience designed as a collaborative partnership between the School of Nursing and selected community inpatient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from student nurse to a beginning professional nurse in a specialized acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. *Prerequisite: UNRS 402, UNRS 404, UNRS 310 or UNRS 382*

### **UNRS 445 Application of Pharmacological Principles in an Acute-Care Setting (2)**

LECTURE, 2 HOURS/WEEK

This is an elective course in pharmacology intended to enhance the student's ability to apply knowledge acquired in the basic pharmacology course by utilizing critical thinking skills at a more advanced level. Emphasis is placed on the application and utilization of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories utilized to manage common patient disorders across the lifespan in clinical nursing practice.

### **UNRS 496 Senior Seminar: Ethics and Issues in Health Care (4)**

The focus of this course is on the integration of Christian faith, ethical issues, and professional concerns which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, quality of health, access to health care, education of the health care professionals and consumerism with ethical concern are investigated. This course also contains a comprehensive paper written on a bioethical issue which meets the senior writing requirement. Each week there is a discussion period around ethical concerns which correlates to the material presented in class. This class meets the General Education requirement of a Senior Seminar. *Prerequisites: UNRS 306 (Upper-division Writing Intensive course), UNRS 310, UNRS 313, UNRS 314, UNRS 367*

*In addition to the prerequisites listed above, a student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

### **UNRS 497 Readings (1–4)**

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



**UNRS 498 Directed Research (1–4)**

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

**UNRS 499 Thesis/Project (1–4)**

This is a senior-level “capstone” type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: Upper-division Writing Intensive course completed or instructor’s permission, and junior or senior standing*

**Accelerated RN to BSN Degree Completion Program**

**RNRS 221 Health Assessment (3)**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

**RNRS 272 Theories and Concepts in Professional Nursing (4)**

This course provides an introduction to theories, concepts, and roles that help define the profession of nursing. Utilization of the nursing process to provide safe patient care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence-based practice (EBP) is introduced through instruction in library/data base searches.

**RNRS 298 Communication and Teamwork in Patient and Family-centered Care**

This course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree program. The student completes 36 hours in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized. Prerequisites: Admission requirements for admission into the RN-BSN program apply with the exception of having one year of experience working as an RN.

**RNRS 299 Transition to Professional Practice**

This is a bridge course designed to be taken by inexperienced licensed RNs who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision-making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence-based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post-conference discussion board.

**RNRS 307 Theoretical Frameworks for Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. *Meets the General Education Upper-division Intensive Writing requirement. Prerequisite: enrollment in the accelerated degree program*

**RNRS 326 Nursing Research and Statistics (3)**

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have hands-on experience in the use of the computer and statistical programs for data analysis.

**RNRS 327 Nursing Research and Statistics (4)**

This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how it contributes to evidence-based nursing practice. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Student groups evaluate selected nursing studies and complete a group evidence-based project.

**RNRS 369 Pathophysiology (4)**

This course presents an introduction to human pathophysiology with common pathophysiological disorders. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Genetics and genomic science are emphasized.

**RNRS 412 Spiritual Formation and the Profession of Nursing (3)**

This course guides students as they examine and articulate the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

**RNRS 448 Leadership in Health Care Settings (6)**

Didactic, 4 hours, Practicum, 2 hours

This course presents concepts of organizational and systems, leadership, and management. Today’s health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality and safety of the health care system. The relationship between the health care system’s effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. 90 hours of practicum and experiential portfolio development are required to establish competency in this course.

## NURSING

### **RNRS 449 Theory and Practice in Community Health Settings (6)**

DIDACTIC, 4 HOURS, PRACTICUM, 2 HOURS

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

### **RNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, that confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class. *An independent study fee is assessed for each enrollment in this class.*

For a description of courses offered by other departments, please consult those specific sections of the catalog.



# School of Theology

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# Division of Religion and Philosophy

Dean, School of Theology, and Professor: T. Scott Daniels, Ph.D.

Associate Dean, Division of Religion and Philosophy, and Professor: Kenneth L. Waters, Ph.D.

## Division Overview

The programs available in the undergraduate division's three departments offer courses of study that encourage the search for truth about God, human existence in relationship to God, and the world as God's creation. Students are guided in this search through an analysis of the Christian Scriptures, historical and contemporary statements of Christian belief, human experience of God and the world, and rational reflections on the nature of reality by great thinkers—both past and present. The goal of this study is to prepare men and women for service to God, as either lay or professional ministers in His Kingdom. Academic study is therefore balanced with a concern for individual involvement in practical ministry.

The departments offer five major courses of study (biblical studies, Christian ministries, philosophy, theology, and youth ministry); and 10 minors (biblical studies, Christian ministries, youth ministry, ancient languages, Greek, philosophy, religion, religion and culture, sports ministry, and theology); two special programs (Certificate of Distinction in Biblical Studies and the Certificate of Distinction in Theology). This division also provides the curriculum and instruction for degree completion of the Bachelor of Science in Christian Leadership (APS program).

Each major course of study builds on the General Education requirement in God's Word and the Christian Response (18 units). Transfer students take the number of units required by the registrar. Courses are selected from the list of core courses for General Education in consultation with a department advisor. All majors in the undergraduate division must maintain a minimum 2.5 cumulative grade-point average from all courses for the major.

The philosophy major adds 27–28 units of specialized upper-division study in philosophy and the four majors in religion (biblical studies, Christian ministries, youth ministry, and theology) add core courses in religion and philosophy and a specialization of upper-division courses in each major. In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. However, a student may petition to have 3 correspondence units count toward his/her major or minor upon department approval. The course(s) must match existing courses, and the student may be asked to pass an exam. Double majors require 24 units which are distinctive to one major; 18 units must be upper division. Each minor course of study requires 12 units of upper-division work in the area of the minor. Courses applied toward another major or minor may not be counted toward a minor.

## General Education: God's Word and the Christian Response

### Required Courses for All Majors in the Division of Religion and Philosophy 21–22 units

MIN	108	Christian Life, Faith, and Ministry	3
UBBL	100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
UBBL	3XX	Any UBBL General Education Bible course	3
<i>Select one of the following:^^^</i>			
THEO	303	Theology and the Christian Life^^ (THEO 303 is required of all CMIN and YMIN majors)	3
THEO	352	Church History to 1517	3
THEO	354	Church History Since 1517	3
THEO	363	Contemporary Christian Thought	3

^For the doctrine requirement, the School of Theology recommends either THEO 303, 352, 354, or 363. HUM 325 also fulfills the General Education doctrine requirement.

^^THEO 303 is required of all CMIN and YMIN majors.

*Select one of the following:*

PHIL	220	Introduction to Philosophy	3
HUM	224	Humanities Seminar IV: Great Ideas (3 units on Azusa Campus; 4 units at High Sierra Semester)	3, 4

Senior Seminar: See table below for specific major/concentration. 3

Major	Sr. Seminar Requirement
Biblical Studies	UBBL 496
Theology	THEO 496
Philosophy	PHIL 496 or THEO 496
Christian Ministries/Youth Ministry <i>Church Ministry concentration</i>	MIN 496 THEO 496 UBBL 496
Christian Ministries/Youth Ministry <i>Intercultural Christian Ministry concentration</i>	MIN 496 THEO 496 UBBL 496
Christian Ministries/Youth Ministry <i>Ministry in Social Service Contexts concentration</i>	MIN 496 SOCW 496 THEO 496 UBBL 496
Christian Ministries/Youth Ministry <i>Pastoral Studies concentration</i>	MIN 496 THEO 496 UBBL 496
Christian Ministries/Youth Ministry <i>Sports Ministry concentration</i>	PE 496

Students transferring into the university may waive some of the General Education God's Word and the Christian Response requirements for the major as follows: sophomore standing, 3 units; junior standing, 9 units; and senior standing, 12 units. The specific courses waived are selected in consultation with a department faculty advisor.

## Humanities Classes

### HUM 224/324 Humanities Seminar IV: Great Ideas (3, 4)

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in Heritage and Institutions (Philosophy).*

### HUM 325 Humanities Seminar V: Christian Classics (3, 4)

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a 3-unit course. At the High Sierra site, it is worth 4 units and is to be taken with one or more other Humanities Seminar(s). This course may be repeated once for credit as the topic varies. *Meets the General Education core requirement in God's Word and Christian Response (Doctrine).*

## Special Programs

### Religion Minor

**12 units**

The religion minor consists of 12 upper-division units (four courses) with a minimum of 3 units each in theology (THEO), biblical studies (UBBL), and Christian ministries (MINC) or youth ministry (MINY). GLBL 301, GLBL 310, or PHIL 370 may also be used to meet the Christian ministries course requirement. (Only one global studies course can be used for the religion minor.) Traditional prerequisites must be met for each course. Courses cannot be double counted for a major and a minor.

Students must achieve a 2.5 cumulative GPA for all courses required for this minor.

### Religion and Culture Minor

**12 units**

Religion plays an essential role in human society and history. Those wishing to study religion in general are urged to consider the minor in religion and culture. This interdisciplinary minor focuses the resources of several departments on the task of understanding religion in general. This program prepares students for graduate work in religious studies. The minor consists of 12 upper-division units from among these courses:

HIST	330	History of Religion in America	3
HIST	352	Renaissance and Reformation	3
PHIL	370	Comparative Religions	3
PHIL	410	Philosophy of Religion	3
PSYC	440	Psychology of Religion	3
SOC	360	Sociology of Religion	3

## Accelerated B.S. in Christian Leadership Degree Completion Program

### Introduction

The degree completion program with a major in Christian leadership is for the adult individual involved in church or parachurch ministry either as a pastor or a lay person. In this accelerated, three-term program, the 39-semester-unit curriculum is concentrated into 61 weekly four-hour class sessions.

A dual effort between the School of Theology and the School of Business and Management, this customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experiential learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

### Admission Requirements

To be admitted to the 61-class-session Christian leadership degree completion program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all school attended (two copies).
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

When the above requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

For specific degree requirements and course descriptions, please see the School of Adult and Professional Studies section of this catalog.

International applicants with an F or J visa are not qualified for programs offered through APS. International applicants with any other types of visas, please consult with the International Center first at +1-626-812-3055 or international@apu.edu.

# Department of Biblical Studies

## Faculty

Chair and Professor: Kathryn Higuera Smith, Ph.D.

Professors: Bruce Baloian, Ph.D.; B. J. Oropeza, Ph.D.;  
Junia Pokrifka, Ph.D. Keith Reeves, Ph.D.; Kenneth L. Waters, Ph.D.;  
William Yarchin, Ph.D.

Associate Professors: Robert Duke, Ph.D.; Bryan Lugioyo;  
Robert Mullins, Ph.D.; Alice Yafeh-Deigh, Ph.D.

Assistant Professors: Matthew R. Hauge, Ph.D.;  
Frederico Roth, Th.M.; Justin M. Smith

## Mission Statement

The Department of Biblical Studies at Azusa Pacific University equips undergraduate students by offering degree programs in biblical studies, supporting the General Education program with courses in biblical studies, and preparing men and women for ministry and/or graduate programs. Emphasis is placed on 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.

## Biblical Studies Major Introduction

### 54–56 units

The biblical studies major combines a broad background in philosophy and Christian theology and ministries with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and prepared for future graduate study in the Bible and Christian theology.

## Career Opportunities

The biblical studies major provides students with tools for continued education either at a seminary or a university. Graduates have also assumed positions in churches and Christian organizations where knowledge and understanding of the Scriptures are essential.

## Requirements

A minimum 2.5 cumulative GPA is required in all courses for the major.

MIN	108	Christian Life, Faith, and Ministry*	3
MIN	206	Introduction to Practical Theology	3
UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3
UBBL	3xx	Approved Additional GE* Biblical Studies course	3
UBBL	3xx	Biblical Studies Elective	3
UBBL	4xx	Any 400-level UBBL Course	3
Four upper-division Ancient Languages/Biblical Studies courses 12			
THEO	303	Theology and the Christian Life*	3
THEO	363	Contemporary Christian Thought*	3
UBBL	496	Senior Seminar*	3

Select one of the following:

PHIL	220	Introduction to Philosophy*	3
HUM	224	Humanities Seminar IV: Great Ideas*/^ (3 units on APU campus; 4 on High Sierra Campus.)	3, 4

Select one of the following:

UBBL	430	Johannine Literature**	3
UBBL	450	Ancient Near Eastern History**	3
UBBL	476	Women in the Biblical Tradition**	3

Select one of the following:

THEO	352	Church History: Apostolic Era to 1517*	3
THEO	354	Church History from 1517 to Present*	3
HUM	325	Humanities Seminar V: Christian Classics* (3 units on APU campus; 4 units on High Sierra Campus.)	3, 4

Select one of the following:

PHIL	315	History of Ancient Philosophy	3
PHIL	316	History of Medieval Philosophy	3
PHIL	320	History of Early Modern Philosophy	3
PHIL	325	History of 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy	3
HUM	324	Humanities Seminar IV: Great Ideas*/^ (3 units on APU campus; 4 on High Sierra Campus.)	3, 4

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^Students may not take both HUM 224 and HUM 324.

**NOTE: Major courses cannot be double-counted for the major and the minor. Only one correspondence course may be counted toward the major or minor and only with permission from the department.**

## Biblical Studies Minor

### 12 units

The minor consists of 12 upper-division units in biblical studies. Students may also include upper-division Greek or Hebrew.

## Certificate of Distinction in Biblical Studies

### 24–25 units

Students who maintain a GPA of at least 3.5 in their major can earn a Certificate of Distinction in Biblical Studies by completing 24 units of upper-division work in biblical studies and biblical languages.

Upper-division Ancient Languages	3–4
Upper-division biblical studies elective	3

Select six courses from the list below:

UBBL	420	The Dead Sea Scrolls and the Biblical World	3
UBBL	450	Ancient Near Eastern History**	3
UBBL	451	Greco-Roman World	3
UBBL	460	Theology of the Old Testament*	3
UBBL	461	Theology of the New Testament*	3
UBBL	462	Global Biblical Interpretation	3
UBBL	470	The Religious Development of Israel	3
UBBL	471	History of Biblical Interpretation	3
UBBL	476	Women in the Biblical Tradition**	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

## Ancient Languages Minor

### 12 units

The ancient languages minor consists of any combination of 12 upper-division units in Greek, Hebrew, Classical Greek, or Latin. Students may earn a minor in ancient languages with a concentration in either Greek or Hebrew provided all 12 units are in the respective language.

## Course Descriptions

### Biblical Studies

#### **UBBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3)**

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the General Education core requirement in God's Word and the Christian Response.*

#### **UBBL 230 Luke/Acts (3)**

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and the Acts of the Apostles. Special attention is given to the meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisite: UBBL 100 or department approval*

#### **UBBL 310 I and II Samuel (3)**

Students study the books of I and II Samuel, giving special attention to the text with regard to its politics, culture, religions, geographical setting, and literary genre. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of UBBL 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 311 Hebrew Prophets I (3)**

This course offers a critical and exegetical study of the pre-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message, both for their time and the present age. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 312 Hebrew Prophets II (3)**

This course offers a critical and exegetical study of the exilic and postexilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to their ministry and message, both for their time and the present age. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 320 Hebrew Poetical and Wisdom Literature (3)**

Students undertake an advanced study of Hebrew poetry and wisdom literature. Attention is given to the development of the literature as well as an investigation of each book's composition. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 330 Life and Teachings of Jesus (3)**

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the synoptic gospels as well as the social, political, and religious conditions of the time. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 340 Romans and Galatians (3)**

This course provides an analytical, exegetical, and expository study of the biblical texts of Romans and Galatians. Special attention is given to the nature of Paul's ministry, the theological, social, and practical issues he addressed, and how these texts are relevant for faithful Christian living. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: Completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 341 Thessalonian and Corinthian Epistles (3)**

Paul's letters to the churches at Thessalonica and Corinth are studied, with attention given to the nature of Paul's ministry and the doctrinal and practical issues he addressed. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 343 The General Epistles (3)**

This course covers Hebrews, James, I and II Peter, and Jude as they relate to the theological and ethical content of Christianity. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 350 Geographical and Historical Setting of the Bible (3)**

This comprehensive course of study emphasizes the geography, history, and archaeology of important sites in biblical times, as well as introducing the postbiblical history of the land of Israel and the complex social issues facing the modern nation of Israel and its Mediterranean neighbors. This course may include a tour of the Bible lands. *Meets the General Education core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 351 Near Eastern Archaeology (3)**

The history and material culture of the Levant are surveyed from prehistoric times through the Iron Age, with particular emphasis on the contributions of ancient Israel to the development of culture. Attention is also given to the nature, goals, and methods of scholarly inquiry and interpretation. *Prerequisites: Completion of UBBL 100- and 200-level General Education Bible requirements or department approval*

#### **UBBL 420 The Dead Sea Scrolls and the Biblical World (3)**

This course investigates the discovery of the Dead Sea Scrolls in the late 1940s and the subsequent events surrounding their acquisition and scholarly evaluation. The archaeological excavation of the Qumran site, the implication of the findings for the understanding of the community that populated it, and the texts associated with it are explored as well. The importance of the scrolls for the text, critical study of the Old Testament, and the history of Judaism at the time of Jesus are considered, and various interpretations of the identity of the Qumran sectarians are evaluated. *Prerequisite: completion of a 300-level UBBL course or department approval*

#### **UBBL 430 Johannine Literature (3)**

Johannine theology, as found in the Gospel and Epistles of John, is the basis of this course. Special attention is given to John's concept of God, the logos, the Spirit, life, light, love, and knowledge. John's treatment of the Gnostic problem is studied. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisite: completion of a 300-level New Testament course or department approval*

#### **UBBL 442 Prison and Pastoral Epistles (3)**

This course is a study of Pauline theology as revealed in these two groups of letters. Special attention is given to Pauline christology and ecclesiology and their practical relevance for the contemporary Church. *Prerequisite: completion of a 300-level New Testament course or department approval*

#### **UBBL 450 Ancient Near Eastern History (3)**

Ancient Near Eastern world's history and culture are studied. This course includes events from the rise of the Sumerians to the division of Alexander's empire. Special attention is directed to the Sumerians, Hittites, Egyptians, Assyrians, Phoenicians, and Hebrews and their contributions to present day culture. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisite: completion of a 300-level Old Testament course or department approval*

#### **UBBL 451 Greco-Roman World (3)**

The social, political, religious, philosophical, ideological, and literary environment of the Greco-Roman world is studied as the cultural context of Second Temple Judaism, early Christianity, and their literature. *Prerequisite: UBBL 230 and UBBL 3XXI*



**UBBL 460 Theology of the Old Testament (3)**

The basic theology of the Old Testament, including the subjects of God, revelation, humanity, redemption, and the Messiah, is covered in this course. *Prerequisites:* UBBL 100 and a 300-level Old Testament course, or department approval

**UBBL 461 Theology of the New Testament (3)**

This course is a study of the theology of the New Testament in its own historical setting, categories, and thought forms and on its own terms. The course describes what the New Testament's major authors (the authors of Matthew, Mark, Luke, John, and the Pauline Letters) wrote about God, Jesus Christ, the Holy Spirit, the Church, the reign of God, etc. Special attention is given to methodology, the student's literary-critical investigation of theological themes, and their practical relevance for faith integration. *Prerequisite:* completion of a 300-level New Testament course or department approval

**UBBL 462 Global Biblical Interpretation (3)**

This course examines how Christians in the non-Western world have received the Bible and have made it meaningful to their own cultural concerns. Students examine alternate approaches to the science and art of biblical interpretation, approaching non-Western interpretation of the Bible from theoretical, sociological, literary-critical, theological, and practical perspectives. *Prerequisites:* UBBL 100, UBBL 230, and one 300-level UBBL course or department approval

**UBBL 470 The Religious Development of Israel (3)**

Students undertake a critical analysis of the development of Israel's religious consciousness. Attention is given to the sociocultural background of Israel. *Prerequisite:* any 3XX or 4XX Old Testament course or department approval

**UBBL 471 History of Biblical Interpretation (3)**

This is an upper-division humanities course that introduces the student to the rich history of the interpretation of biblical writings. The focus rests on the ways in which the various faith communities, Jewish as well as Christian, received the writings, rendered them comprehensible and relevant to contemporary concerns, and passed them on to subsequent generations. The chronological range covered by this course begins during the biblical period itself and extends to the present day. *Prerequisite:* completion of a 300-level Old Testament or New Testament course or department approval

**UBBL 472 Biblical Apocalyptic (3)**

Students learn about the rise and development of the apocalyptic literature found in the collections of the Old Testament, Pseudepigrapha, Apocrypha, and New Testament. Special attention is given to Daniel, Matthew 24–25, 1 and 2 Thessalonians, and Revelations and how those texts are relevant for faithful Christian living. *Prerequisites:* completion of a 300-level New Testament course or department approval

**UBBL 476 Women in the Biblical Tradition (3)**

This course introduces the student to how women are depicted in biblical tradition. It includes careful reading of narratives about women in the Bible, both Old and New Testaments, as well as the reception of and expansion on those narratives in early Church tradition. Furthermore, the student explores the way contemporary readers/hearers encounter these texts in light of their own cultural location and faith perspectives. *Meets the General Education Upper-division Writing Intensive requirement. Prerequisites:* completion of a 300-level General Education UBBL course

**UBBL 496 Senior Seminar: Biblical Theology and Ethics (3)**

This senior seminar examines an important theological and ethical issue facing Christians today. This course explains selected methods and content from the fields of biblical theology and biblical ethics and prepares students to articulate various ways in which the Christian faith can be lived out in the contemporary world. The seminar format includes an oral presentation and a thesis. *Meets the General Education Senior Seminar requirement. Prerequisites:* completion of a 300-level UBBL General Education course and one General Education Doctrine course

*In addition to the prerequisites listed above, a student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**UBBL 497 Readings (1–4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by, a student of upper-division standing and an approved professor. This course may be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

**UBBL 498 Directed Research (1–4)**

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

## Ancient Languages

**ALNG 456 Ancient Languages (1–4)**

This course is offered according to the needs of the student. It provides opportunity to learn basic grammar and vocabulary in Arabic, Akkadian, Aramaic, Coptic, Latin, Ugaritic, or other ancient languages relevant to the study of biblical history and literature. May be repeated for advanced language study or learning an additional language. *Prerequisite(s):* completion of elementary Greek II and/or elementary Hebrew II, or instructor's permission

**GRKB 200 Elementary Greek I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Classes meet four hours weekly. Meets the General Education requirement for University Skills and Requirements; two semesters of the same language are required.*

**GRKB 201 Elementary Greek II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Classes meet four hours weekly. Meets the General Education requirement for University Skills and Requirements; two semesters of the same language are required. Prerequisite:* GRKB 200 or instructor's permission

**GRKB 300 Intermediate Greek (3)**

This course consists of continued study of the forms, syntax, and vocabulary of New Testament Greek with an introduction to exegesis of the Greek New Testament. *Prerequisites:* GRKB 200 and GRKB 201, or the equivalent

**GRKB 301 Advanced Greek (3)**

Students undertake reading and exegesis of various passages in the New Testament. *Prerequisite:* GRKB 300 or the equivalent

## BIBLICAL STUDIES

### **GRKB 454 Greek Readings (1–4)**

This course requires directed reading in the Greek New Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Greek. *Prerequisite: GRKB 301 or completion of two years of biblical Greek at another institution or instructor's permission*

### **HEBB 200 Elementary Hebrew I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

The basic grammar and syntax of Hebrew are taught. The course aims to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. Classes meet four hours weekly. *Meets the General Education requirement for University Skills and Requirements; two semesters of the same language are required.*

### **HEBB 201 Elementary Hebrew II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

The basic grammar and syntax of Hebrew are taught. Using selected readings from the Hebrew Bible, the course provides a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. Classes meet four hours weekly. *Meets the General Education requirement for University Skills and Requirements; two semesters of the same language are required. Prerequisite: HEBB 200 or instructor's permission*

### **HEBB 300 Intermediate Hebrew I (3)**

This course consists of continued study of the morphology, syntax, and vocabulary of biblical Hebrew with opportunities for reading and exegesis of various genres of the Hebrew Bible. This course counts toward a minor in Ancient Languages. *Prerequisites: HEBB 200 and HEBB 201, or the equivalent from another institution*

### **HEBB 301 Intermediate Hebrew II (3)**

This course consists of reading and exegesis of the Hebrew Bible with a particular emphasis on Hebrew in relation to other Semitic languages. Readings of nonbiblical Hebrew and Aramaic material expose students to the development of Hebrew throughout history. This course counts toward a minor in Ancient Languages. *Prerequisites: HEBB 200, HEBB 201, and HEBB 300, or the equivalent from another institution*

### **HEBB 455 Hebrew Readings (3)**

This course consists of directed reading in the Hebrew Bible and is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Hebrew. This course counts toward a minor in Ancient Languages. *Prerequisites: HEBB 301 or completion of two years of biblical Hebrew at another institution or instructor's permission*

## Classical Languages

### **GRKC 200 Elementary Classical Greek I (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

Elementary Classical Greek is for students with little or no background in classical Greek. The elements of classical Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Meets the General Education requirement for University Skills and Requirements; two semesters of the same language are required.*

### **GRKC 201 Elementary Classical Greek II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

This is the second semester of a two-semester introductory course in classical Greek language as well as classical Greek culture. The course is for students with little or no background in classical Greek. The elements of classical Greek, with emphasis upon the mastery of the basic forms, syntax, and vocabulary are covered in this two-part beginning course. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisite: GRKC 200 or department permission*

### **LTN 200 Elementary Latin I (4)**

LECTURE 3 HOURS; DISCUSSION, 1 HOUR

Elementary Latin is for students with little or no background in classical Latin. The elements of classical Latin, with emphasis on the mastery of the basic forms, syntax, and vocabulary are covered in this two-part beginning course. *Meets the General Education requirement for University Skills and Requirements; two semesters of the same language are required.*

### **LTN 201 Elementary Latin II (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR

As the sequel of Elementary Latin I, Elementary Latin II is accessible to students who have taken Elementary Latin I. The elements of classical Latin, with emphasis upon the mastery of the basic verb systems (the five declensions and four conjugations), forms, syntax, vocabulary, and techniques in reading and translating simple Latin prose are covered in this two-part beginning course. *Meets the General Education requirement for Skills and University Requirements; two semesters of the same language are required. Prerequisite: LTN 201 or department permission*

For a description of courses offered by other departments, please consult those specific sections of the catalog.

# Department of Theology and Philosophy

## Faculty

Chair and Professor: Teri Merrick, Ph.D.

Professors: Heather Ann Clements, Ph.D.; Craig Keen, Ph.D.; Dennis Okholm, Ph.D.; Steve Wilkens, Ph.D.

Director of Theology Program and Associate Professor: Jacquelyn Winston, Ph.D.

Associate Professors: Rico Vitz, Ph.D.; David Williams, Ph.D.; David Woodruff, Ph.D.

Assistant Professor: Paul C. Boles, Ph.D.; Adam Green, Ph.D.; Joshua Rasmussen, Ph.D.

## Mission Statement

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.

## Theology Major

**51–52 units**

### Mission

The theology program exists to equip and encourage undergraduate students to become effective and faithful theologians, well-prepared for further theological education and 51–52 units for service to the Church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources as they learn to apply Christian theology to contemporary issues.

### Theology Program Goals

- Through the General Education courses, the theology program seeks to prepare all undergraduate students to demonstrate an understanding of the essential components of theological reflection and an ability to give thoughtful consideration to current and historical issues in the light of the Church's Scriptures and traditions. Graduates should be able to articulate a Christian worldview of truth and life and apply biblically-based ethical reasoning skills to problems.
- The theology program will cultivate collegial scholarship for faithful engagement with students, the Church, and the academy.
- The theology program will continue to develop and refine mechanisms that will bring theology majors into fruitful firsthand engagement with contemporary theological work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
- The theology program will continue to develop and refine methods of teaching and mentoring that will further students' theological contribution to the Church and to society. Graduates should practice a respect for the worth of all persons with appreciation of individual and cultural differences, demonstrating truth-telling and grace in their relationships, and should be able to articulate the importance of extending genuine community to all peoples locally, regionally, nationally, and globally.

- The theology program will encourage and cultivate students' growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciation, understanding, and valuing the Church. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.

## Introduction

The theology that guides the programs of this department is a reasoned response to God's self-disclosure in Jesus Christ. This theology is a careful articulation of the mystery, grace, and hope of that story, which takes place among the people of Jesus—the Church. The theology major serves students who wish to give themselves to this particular way of truth and life. It aids in preparing the student for graduate work in related disciplines and for Christian service in the Church and the world.

## Career Opportunities

The theology major is offered as an avenue of sustained and thoughtful devotion to the God of the Gospel. At the same time, it provides students with the discipline and practices that are requisite for graduate study or other service in the Church and the world. APU theology alumni have pursued graduate studies at Duke, Fuller, Oxford, Princeton, Vanderbilt, Yale, and other institutions in fields such as education, sociology, law, theology, church history, biblical studies, philosophy, and international relations. Alumni have also served as pastors, chaplains, teachers, social workers, community organizers, nonprofit program administrators, relief workers, and in parachurch ministries.

## Requirements

A minimum 2.5 cumulative GPA is required in all major courses.

The theology major may be earned by completing all of the following courses. Students who wish to earn a church history concentration in theology may do so by substituting three upper-division theology courses below<sup>^</sup> with three church history seminar courses as needed.

### God's Word and the Christian Response

General Education Requirements			18 units
MIN	108	Christian Life, Faith, and Ministry	3
UBBL	100	Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
UBBL	3XX	Additional General Education Approved Bible Class	3
THEO	352	Church History to 1517	3
THEO	496	Senior Seminar: Theology and Social Issues	3

### Major Course Requirements

Major Course Requirements			33–34 units
MIN	206	Introduction to Practical Theology	3
THEO	354	Church History: 1517 to Present*	3
THEO	363	Contemporary Christian Thought*	3
THEO	4XX	400-level Theology Course <sup>^</sup>	3
THEO	4XX	400-level Theology Course <sup>^</sup>	3
THEO	4XX	400-level Theology Course <sup>^</sup>	3
THEO	410	Systematic Theology I	3
THEO	411	Systematic Theology II	3
UBBL	3/4XX	Biblical Studies Elective	3

Select one of the following:

PHIL	220	Introduction to Philosophy*	3
HUM	224	Humanities Seminar* (3 units on Azusa campus, 4 units at High Sierra Semester.)	3, 4

## THEOLOGY AND PHILOSOPHY

Select one of the following:

PHIL	315	History of Ancient Philosophy	3
PHIL	316	History of Medieval Philosophy	3
PHIL	320	History of Early Modern Philosophy	3
PHIL	325	History of 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy	3

\*Meets a General Education core requirement.

### **^Church History Concentration 9 units**

The Church history concentration in theology develops analytical, reflective, and expressive skills in the study of theology in a historical context. Students are trained in the use of interdisciplinary methods from history, sociology, psychology, philosophy, cultural anthropology, and theology to perform a thoughtful examination of the history of the Christian Church in light of the Church's Scriptures and traditions. Students who complete the Church history concentration will be well equipped for graduate study in ministry, Church history, historical theology, or systematic theology as well as the history of religion. Students seeking a Church history concentration in theology complete all of the requirements of a theology major as listed above, but substitute the three unspecified upper-division theology courses^ for three Church history seminar courses as listed below:

For the Church history concentration, select three courses from the following:

THEO	423	Seminar in Church History	3
THEO	424	The Formation of Early Christianity	3
THEO	425	American Christianity	3
THEO	427	The History of Pentecostalism	3
THEO	428	Global Christianity	3
THEO	454	Christian Traditions	3

### **Theology Minor 12 units**

The theology minor consists of 12 upper-division THEO units. Any 3XX or 4XX THEO class offered by the department qualifies. Theology minors must earn a minimum cumulative GPA of 2.5 in the courses being applied toward the minor.

### **Certificate of Distinction in Theology 24 units**

The Certificate of Distinction in Theology acknowledges the achievement of students who exhibit a mastery of coursework in theology in preparation for graduate study by maintaining a GPA of 3.5 or better in 24 units of upper-division work in theology, church history, and the history of philosophy.

To receive the Certificate of Distinction in Theology, students must complete 24 units from the list below with a grade-point average of 3.5 or better.

**Required Senior Seminar: 3 units**  
THEO 496 Senior Seminar: Theology and Social Issues\*

**Additional Units: 12 units**  
Complete 12 additional units of 400-level coursework in theology, church history, or 300-level history of philosophy.

**Required Emphasis: 9 units**  
Complete 9 units (not yet used above) from one of three emphases:

*Church History Emphasis:*

Choose three 400-level church history seminar courses.

*Systematic Theology Emphasis:*

Choose three courses from THEO 420, 423-428, 440, 454, 480, 495, or 497.

*History of Philosophy Emphasis:*

Choose three courses from PHIL 315, 316, 320, or 325.

\*Meets a General Education core requirement.

## **Philosophy Major 51–53 units**

### **Mission**

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. The program also equips its majors to become effective and faithful philosophers, well-prepared for further philosophical education and 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, and training them in advanced philosophical topics and analytical, reflective, and expressive skills.

### **Program Goals**

1. The philosophy program will continue to make “discipleship of the mind” a distinctive focus of attention by bringing philosophy majors into fruitful firsthand engagement with contemporary philosophical work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
2. The philosophy program aims to prepare majors to continue on to graduate school. Graduates should be able to demonstrate an example of leadership in their selected areas of service.
3. The philosophy program will further students’ philosophical contribution to the Church and society. Graduates should be able to apply critical thinking to the analysis and solutions of societal problems in a manner consistent with a Christian worldview.
4. The philosophy program will equip students to demonstrate increased ability to understand, construct, and reflect critically on philosophical arguments, calling upon the best of the philosophical tradition and their own analytical and expressive skills towards application of such reflection to current social or moral issues.
5. The philosophy program will equip students to demonstrate increased confidence in the compatibility of sincere Christian faith and robust philosophical reflection, growing into a greater awareness of the intellectual depth, strength, and coherence that is possible for construction of a comprehensive Christian worldview.

### **Introduction**

Philosophy and religion are closely allied in the history of civilization. The philosophy major offers the student historical perspectives on philosophical concepts, principles for careful thought, and study of specific topics. The student is prepared for graduate study in philosophy or a number of related fields, and for careful reflection on the needs of current societies.

### **Career Opportunities**

Traditionally, graduates have pursued further study in fields such as philosophy, religion, law, education, and business. When combined with coursework and experience in areas such as business, political science, or education, graduates with the philosophy major may assume positions of leadership in corporations, government, and education.

## Requirements

A minimum 2.5 cumulative GPA is required in all major courses.

### God's Word and the Christian Response General Education Requirements

18 units

MIN	108	Christian Life, Faith, and Ministry	3
UBBL	100	Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
UBBL	3XX	Any UBBL General Education Bible course	3
<i>Select one of the following:</i> <sup>^</sup>			
THEO	303	Theology and the Christian Life	3
THEO	352	Church History to 1517	3
THEO	354	Church History since 1517	3
THEO	363	Contemporary Christian Thought	3
<i>Select one of the following:</i>			
PHIL	496	Senior Seminar	3
THEO	496	Senior Seminar	3

<sup>^</sup>For the doctrine requirement, the School of Theology recommends either THEO 303, 352, 354, or 363. HUM 325 also fulfills the General Education doctrine requirement.

### Philosophy Major

33–35 units

PHIL	220	Introduction to Philosophy * <sup>^</sup>	3
PHIL	310	Formal Logic	3
PHIL	315	History of Ancient Philosophy <sup>^</sup>	3
PHIL	320	History of Early Modern Philosophy <sup>^</sup>	3
PHIL	330	Ethics	3
PHIL	340	Concepts of Human Nature */**	3
PHIL	496	Senior Seminar <sup>^^</sup>	3
<i>Select one of the following:</i>			
PHIL	440	Epistemology	3
PHIL	445	Metaphysics	3
<i>Select 9 units of electives from the following:</i>			
PHIL	316	History of Medieval Philosophy	3
PHIL	325	History of 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy	3
PHIL	370	Comparative Religions	3
PHIL	410	Philosophy of Religion	3
PHIL	430	Philosophy of Science	3
PHIL	495	Seminar in Philosophy (selected topics) <sup>^^^</sup>	3
PHIL	498	Directed Research	1–4
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3

\*Meets a General Education Core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

<sup>^</sup>HUM 224 may be taken in exchange for PHIL 220. HUM 224 is 3 units on the Azusa campus, 4 units on the High Sierra campus. HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.

<sup>^^</sup>If taken in a non-PHIL discipline, these units may be petitioned to count within the 9 units of electives.

<sup>^^^</sup>May be repeated for a total of 6 units within the 9 units of electives.

### Philosophy Minor

12 units

The philosophy minor consists of 12 upper-division units of approved philosophy courses. See course list for philosophy major above. A cumulative 2.5 GPA is required in all classes applied to the minor.

## Course Descriptions

### Theology

#### THEO 303 Theology and the Christian Life (3)

The course provides an introduction to the doctrines of the Christian Church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine).* Prerequisites: 3 units of biblical studies, MIN 108; PHIL 220, HUM 224, or HUM 324; or department permission. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.

#### THEO 352 Church History: Apostolic Era to 1517 (3)

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine).* Prerequisites: 3 UBBL units and MIN 108, or department permission. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.

#### THEO 354 Church History from 1517 to Present (3)

This course provides a study of the major developments in the history of Christianity from the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine).* Prerequisites: 3 UBBL units and MIN 108, or department permission. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.

#### THEO 363 Contemporary Christian Thought (3)

Recent Christian thinking concerning the important issues facing the Church in the modern world are explored. Emphasis is placed on the 20<sup>th</sup> century and today's Western, post-Christian culture. *Meets the General Education core requirement in God's Word and the Christian Response (Doctrine).* Prerequisites: MIN 108; PHIL 220, HUM 224, or HUM 324; 3 units of UBBL; or department permission. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

#### THEO 410 Systematic Theology I (3)

This is the first in a two-course sequence introducing theological thinking in relation to the great teachings of the Church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church. Prerequisites: at least 3 units of upper-division THEO coursework, PHIL 220, and completion of 75 units, or department permission

#### THEO 411 Systematic Theology II (3)

The second in a two-course sequence introducing theological thinking in relation to the great teachings of the Church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church. Prerequisite: THEO 410

## THEOLOGY AND PHILOSOPHY

### **THEO 420 Christian Apologetics (3)**

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course surveys several of the major problems and criticisms of the Christian church: its history, life, and faith. It also reviews the intellectual and faithful responses that Christian scholars have provided to them. *Meets requirement for General Education Upper-division Writing Intensive course. Prerequisites: junior or senior standing, UBBL 100, UBBL 230, and PHIL 220 (or equivalent)*

### **THEO 423 Seminar in Church History (3)**

Students explore selected epochs, movements, or issues in the history of the Church. *Prerequisites: MIN 108, THEO 352 or THEO 354, or department permission (repeatable for credit)*

### **THEO 424 The Formation of Early Christianity (3)**

In this church history seminar, students explore the theological, social, historical, intellectual, cultural, political, and popular influences on the development of early Christianity through the establishment of the imperial Christian Church in the late fourth century A.D. *Meets requirement for General Education Upper-division Writing Intensive course. Prerequisites: MIN 108, THEO 352 or 354, or department permission*

### **THEO 425 American Christianity (3)**

In this church history seminar, students examine the social, historical, intellectual, cultural, political, and popular influences upon the development of American Christianity from colonial Puritanism of the 17<sup>th</sup> century through the revivals, Civil War, and Jesus movements of the 20<sup>th</sup> century. *Meets requirement for General Education Upper-division Writing Intensive course. Prerequisites: MIN 108, THEO 352 or THEO 354, or department permission*

### **THEO 427 The History of Pentecostalism (3)**

In this church history seminar, students explore the development of the Pentecostal movement from its beginnings to the present day, including its Wesleyan-Holiness inheritance, ecclesiological development, theological innovation, and global impact. *Prerequisites: MIN 108, THEO 352 or THEO 354, or department permission*

### **THEO 428 Global Christianity (3)**

In this church history seminar, students examine the historical, cultural, political, and religious influences upon the formation of global configurations of Christianity, including the impact of indigenous religions and worldviews and Western imperialism. *Prerequisites: MIN 108, THEO 352 or THEO 354, or department permission*

### **THEO 440 The Theology of John Wesley (3)**

Students explore aspects of the theology of John Wesley, including his thoughts regarding personal and social ethics. The course emphasizes Wesley's theology of holiness, especially as it is articulated in his understanding of God's sovereign love, the self-giving life of Christ, the work of the Holy Spirit, the Christian life as a radical love for God and other humans, responsibility toward the poor and disenfranchised, and other issues. *Prerequisites: 3 units of upper-division theology coursework*

### **THEO 442 Theologians and Theological Movements (3)**

This course examines major Christian theologians and theological movements of importance and interest to students of systematic theology. The course has a seminar format. *Prerequisite: THEO 363*

### **THEO 444 Doctrinal Theology (3)**

This course examines in depth one of the major loci in Christian theology. Consideration is given to its biblical and historical foundations and contemporary expression. This course has a seminar format. *Prerequisites: UBBL 230 and 3 units of Church history (THEO 352, 354 or HUM 325)*

### **THEO 445 Theological Ethics (3)**

This course is an inquiry into the relationship between God's work in the world and the task of human beings to live well in light of a Trinitarian understanding of faith. *Prerequisite: THEO 363*

### **THEO 454 Christian Traditions (3)**

Students are introduced to the three major branches of the Christian Church: Roman Catholicism, Eastern Orthodoxy, and Protestantism. The course investigates the history, theology, polity, and worship practices of each tradition. *Prerequisites: MIN 108 and THEO 352 or THEO 354*

### **THEO 480 Theology from the Margins (3)**

This course explores the rise of theological movements outside the Western mainstream, inviting students to consider ways theology has been practiced among the oppressed and marginalized. Representative theological perspectives include those of Latin Americans, African Americans, women, and persons with disabilities. The course may include an experiential learning component. *Prerequisite: THEO 363*

### **THEO 495 Topics in Systematic Theology (3)**

Current topics of importance and interest to students of systematic theology are studied. The course has a seminar format. It may be taken more than once as topics change. *Prerequisite: THEO 303 or THEO 363, or department permission*

### **THEO 496 Senior Seminar: Theology and Social Issues (3)**

This senior seminar is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. *Meets the General Education Senior Seminar requirement*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

### **THEO 497 Readings (1–4)**

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

### **THEO 498 Directed Research (1–4)**

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

There are other approved courses for theology majors. Please see the department office for the approved courses list.

## Philosophy

### PHIL 220 Introduction to Philosophy (3)

This course helps students understand the world better by studying significant interpretations of self, the world, and God—the major concerns of philosophy that have been offered by thinkers, past and present. *Meets the General Education core requirement in Heritage and Institutions (Philosophy)*

### PHIL 225 Critical Thinking and Informal Logic (3)

Students study the principles of logic with some attention to semantics and the philosophy of language. They are encouraged to use logic as an aid in evaluating arguments offered in books and periodicals and to test the validity and clarity of their own reasoning.

### PHIL 310 Formal Logic (3)

This course defines logic as the skill of assessing arguments. The course assists students to recognize arguments in both academic and nonacademic forms, increasing confidence in their ability to form a structure of techniques and values to be used as a basis for critiquing others' arguments and creating their own.

### PHIL 315 History of Ancient Philosophy (3)

Students explore the development of philosophy from its early beginnings in Greece to the early thought of Augustine. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field. *Prerequisite: PHIL 220 or HUM 224*

### PHIL 316 Medieval Philosophy (3)

This course helps students understand the importance of the medieval era and its contributions to the historical development of philosophy. Thinkers considered in this class include the late Augustine, Averroes, Avicenna, Maimonides, Anselm, Bonaventure, Aquinas, Duns Scotus, and Ockham. Topics considered include the relationship of theology to philosophy, the divine attributes, ontology, and ethics. *Prerequisite: PHIL 220 or HUM 224*

### PHIL 320 History of Early Modern Philosophy (3)

This course covers the development of philosophy from the Renaissance through the 18<sup>th</sup> century. *Prerequisite: PHIL 220 or HUM 224*

### PHIL 325 History of 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy (3)

This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21<sup>st</sup> century. *Prerequisite: PHIL 220 or HUM 224*

### PHIL 330 Ethics (3)

The basic principles of ethical conduct are examined as applied to personal and social problems. The chief theories of the "good life" are investigated, with special attention given to the principles underlying a consistent ethical outlook on life. *Prerequisite: PHIL 220 or HUM 224*

### PHIL 340 Concepts of Human Nature (3)

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, psychological, and sociological theories of the uniqueness of human activity. *Meets the General Education Upper-division Writing Intensive requirement and the core requirement in Identity and Relationships. Prerequisite: PHIL 220 or HUM 224*

### PHIL 370 Comparative Religions (3)

This course embraces a study of the great religious systems of the world, including the worship of the most primitive groups, as well as the religions of ancient Egypt, Greece, Mesopotamia, and Rome. It reviews the various religions of the present world, including Buddhism, Confucianism, Hinduism, Islam, Judaism, Shintoism, Taoism, and Christianity.

### PHIL 410 Philosophy of Religion (3)

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy. *Prerequisite: PHIL 220 or HUM 224*

### PHIL 430 Philosophy of Science (3)

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered. *Prerequisites: one lab science course and PHIL 220*

### PHIL 440 Epistemology (3)

This course exposes advancing philosophy students to the major problems in the theory of knowledge. While some historical background is covered, the principle focus is on the contours of the contemporary debates about such issues as skepticism, epistemic justification, foundationalism, coherentism, internalism, and externalism. Some application is made specifically to the epistemology of religious belief. *Prerequisite: PHIL 220 or department permission*

### PHIL 445 Metaphysics (3)

This course is an introduction to metaphysics that gives students a broad perspective of contemporary issues of interest concerning what exists and its nature. This involves classroom discussion of readings from the introductory text and primary source material. *Prerequisite: PHIL 220*

### PHIL 495 Seminar in Philosophy (3)

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future. *May be repeated for credit with department approval. Prerequisite: PHIL 220 or HUM 224*

### PHIL 496 Senior Seminar: Social Ethics (3)

This course considers ethical issues in the modern world from a Christian perspective. Included is an examination of options in ethical theory, biblical ethics, and professional responsibility. *Meets the General Education senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major, and Upper-division Writing Intensive course*

### PHIL 496 Senior Seminar: Professional Ethics (3)

This course offers the student philosophical and theological resources to assist in carrying out ethical reflection about the role of professions and the actions of professionals in society. *Meets the General Education Senior Seminar requirement*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

### PHIL 496 Senior Seminar: Worldviews (3)

This senior-level course prepares the student to understand and express a Christian perspective in the contemporary world. *Meets the General Education Senior Seminar requirement. Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response, completion of the majority of coursework in the major, and an Upper-division Writing Intensive course*

### PHIL 497 Readings (1–4)

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

### PHIL 498 Directed Research (1–4)

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

There are other approved courses for philosophy majors. Please see the department office for the approved course list.

# Department of Practical Theology

## Faculty

Chair and Professor: Richard Pritchard, D.Min.

Professor: Paul Shrier, Ph.D.

Director, Youth Ministry Program and Associate Professor: Cheryl Crawford, Ph.D.

Associate Professor: Matthew Elofson, Ph.D.

Assistant Professors: Michael Bruner, M.Div.; Kirsten Oh, Ph.D.

The Department of Practical Theology offers two majors: Christian ministries and youth ministry; and three minors: Christian ministries, youth ministry, and sports ministry.

## Practical Theology Covenant

When students declare one of the majors in the Department of Practical Theology, they commit to participate in a community narrative that begins with the signing of a Community Covenant based on the biblical model of faithfulness and mercy. The covenant includes a commitment to integrity, appropriate conduct, local church ministry, academic and university requirements, a submission of references, and participation in required department activities. The Covenant must be submitted to the Department of Practical Theology when the major is declared.

## God's Word and the Christian Response General Education Requirements for All Department of Practical Theology Majors

18–19 units

UBBL	100	Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
UBBL	3XX-4XX	Approved Additional General Education Biblical Studies Course	3
MIN	108	Christian Life, Faith, and Ministry	3
THEO	303	Theology and the Christian Life	3
<i>Select one of the following:</i>			
PHIL	220	Introduction to Philosophy	3
HUM	224/324	Humanities Seminar IV: Great Ideas (3 units on the Azusa campus; 4 units at the High Sierra Semester)	3/4

## Senior Seminar Requirement

Each individual concentration for the Christian ministries and youth ministry majors requires a specific senior seminar, which may be selected from, but is not limited to, the recommendations in the following list. See the information below for details.

## Church Ministry Concentration

Select one of the following General Education Senior Seminars:  
MINC 496, THEO 496, UBBL 496

## Intercultural Christian Ministry Concentration

Select one of the following General Education Senior Seminars:  
MINC 496, THEO 496, UBBL 496

## Ministry in Social Service Context Concentration

Select one of the following General Education Senior Seminars:  
MINC 496, SOCW 496, THEO 496, UBBL 496

## Pastoral Studies Concentration

Select one of the following General Education Senior Seminars:  
MINC 496, THEO 496, UBBL 496

## Sports Ministry Concentration

PE 496 Senior Seminar

## Christian Ministries Major

57 units

### Introduction and Career Opportunities

The Christian ministries major provides the student with a broad perspective in the field of religion and academic preparation involving both theory and professional training. Graduates are prepared for more specialized graduate study and given the conceptual and technical resources for effective service in Christian ministry. Courses are available in Christian education, missions, pastoral work, urban ministry, and practical theology.

Graduates with a Christian ministries major assume positions in local churches as pastors, directors of Christian education, and youth pastors; in Christian schools as teachers and administrators; and in parachurch organizations as leaders and staff members in the United States and other countries.

### Requirements

Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.

#### Undergraduate Division Core

12 units

MIN	206	Introduction to Practical Theology	3
UBBL	3XX-4XX	Upper Division Bible Class^	3

Select one of the following:

PHIL	315	History of Ancient Philosophy	3
PHIL	316	Medieval Philosophy	3
PHIL	320	History of Early Modern Philosophy	3
PHIL	325	History of 19th and 20th Century Philosophy	3

Select one of the following:

THEO	352	Church History: Apostolic Era to 1517*	3
THEO	354	Church History from 1517 to Present*	3

#### Practical Theology Department Core

21 units

MIN	200	Contemporary Christian Ministry	3
MIN	300	Culture and Ministry***	3
MIN	301	Adolescent Development and Family Ministry	3
MIN	356	Evangelism and Discipleship	3
MIN	401	Ministry Internship I^^	3
MIN	402	Ministry Internship II	3
MIN	417	The Art of Leadership^^	3

#### Christian Ministries Major Core

12 units

MINC	318	Theology and Practice of Ministry	3
MINC	456	Ministry Organization and Administration	3
MINC	466	Adult Development and Spiritual Formation	3

Select one of the following:

MINC	408	Principles of Preaching^^^	3
MINY	226	Studying and Teaching the Bible	3

## Concentrations

Beyond core requirements for the Christian ministries major, students must choose a concentration. Based on a student's primary interests, the choice of concentration enables the student to begin to prepare for post-baccalaureate work in related ministry fields and afford the student the opportunity to work in ministry settings which accentuate his/her strengths, abilities, and passions. One concentration must be chosen from the following: Church ministry, intercultural Christian ministry, ministry in social services contexts, pastoral studies or sports ministry. See the following for the concentration requirements. Each concentration requires a specific Senior Seminar. Please see the beginning of this section for details.



## SCHOOL OF THEOLOGY 2013–14

<b>Church Ministry</b>	<b>12 units</b>
MINC 326 Effective Teaching in Christian Education	3
<i>Select three of the following:</i>	9
GLBL 301, 310; GMIN 529; MINC 318, 326, 336, 346, 406, 408 <sup>^^^</sup> , 416, 420, 446, 456, 466, 487, 495; MINY 226, 400, 403, 495; PHIL 370	

<b>Intercultural Christian Ministry</b>	<b>12 units</b>
GLBL 301 Anthropology for Everyday Life <sup>**</sup>	3
MINC 110 Introduction to Intercultural Christian Ministries	3
MINC 405 Christian Mission in the 21 <sup>st</sup> Century	3
<i>Select one of the following:</i>	3
GLBL 310; GMIN 529; MIN 301; MINC 318, 326, 336, 346, 406, 408 <sup>^^^</sup> , 416, 420, 446, 456, 466, 487, 495; MINY 400, 403, 495; PHIL 370	

<b>Ministry in Social Service Context</b>	<b>12 units</b>
SOCW 250 Introduction to Social Work	3
SOCW 351 Child Welfare <sup>**</sup>	3
<i>Select two of the following:</i>	3
MINC/SOCW 420; MINC 495; MINY 495; SOCW 400, 410, 415	

<b>Pastoral Studies</b>	<b>12 units</b>
MINC 336 Family Development and Ministry	3
MINC 405 Christian Mission in the 21 <sup>st</sup> Century	3
MINC 446 Children's Educational Ministries	3
<i>Select one of the following:</i>	3
GLBL 301 <sup>**</sup> , 310; GMIN 529; MINC 326, 346, 406, 408 <sup>^^^</sup> , 416, 420, 487, 495; MINY 495; PHIL 370	

<b>Sports Ministry</b>	<b>12 units</b>
AT 160 Acute Care of Injury and Illness	2
MINY 305 Integration of Faith and Sports	3
MINY 320 Organization and Administration of a Sports Ministry	3
MINY 478 Senior Preparation in Sports Ministry	1
MINY 495 Topics in Youth Ministry	3

<b>Youth Outreach and Discipleship</b>	<b>12 units</b>
MINY 172 Youth Outreach and Discipleship I	1
MINY 174 Youth Outreach and Discipleship II	2
MINY/MINC 4XX Christian or Youth Ministry Elective	3
MINY/MINC 4XX Christian or Youth Ministry Elective	3
MINY/MINC 4XX Christian or Youth Ministry Elective	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^This class cannot be a General Education 3xx/4xx UBBL course, except for UBBL 343.

^^MIN 401 and MIN 417 require concurrent enrollment.

^^^Requires concurrent enrollment in UBBL 343

### Youth Ministry Major 57 units

The Department of Practical Theology undergraduate youth ministry major is designed for the training, equipping, and educating of students to effectively reach and minister to adolescents in a global context. This major is built on the premise that effective youth work requires the youth worker to be a student of *God's Word*, a student of *culture*, and a student of *adolescence*. This premise is reflected in a curriculum which includes a 33 unit core of youth ministry, in addition to the traditional liberal arts curriculum required for an accredited bachelor's degree. Upon completion of this Bachelor of Arts in Youth Ministry, students will be equipped to step into youth ministries in various contexts and prepare for graduate studies. *Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.*

### Requirements 12 units

<b>Undergraduate Division Core</b>	<b>12 units</b>
MIN 206 Introduction to Practical Theology	3
UBBL 3xx–4xx Upper-division Bible Class <sup>^</sup>	3
<i>Select one of the following:</i>	3
PHIL 315 History of Ancient Philosophy	
PHIL 316 Medieval Philosophy	
PHIL 320 History of Early Modern Philosophy	
PHIL 325 History of 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy	
<i>Select one of the following:</i>	3
THEO 352 Church History: Apostolic Era to 1517 <sup>*</sup>	
THEO 354 Church History from 1517 to Present <sup>*</sup>	

<b>Practical Theology Department Core</b>	<b>21 units</b>
MIN 200 Contemporary Christian Ministry	3
MIN 300 Culture and Ministry <sup>***</sup>	3
MIN 301 Adolescent Development and Family Ministry	3
MIN 356 Evangelism and Discipleship	3
MIN 401 Ministry Internship I <sup>^^</sup>	3
MIN 402 Ministry Internship II	3
MIN 417 The Art of Leadership <sup>^^</sup>	3

<b>Youth Ministry Major Core</b>	<b>12 units</b>
MINY 226 Studying and Teaching the Bible	3
MINY 400 Christian Values and Human Sexuality	3
MINY 403 Adolescent Issues and Intervention	3
<i>Select one of the following:</i>	3
MINC 495 Topics in Christian Ministry	
MINY 495 Topics in Youth Ministry	

### Concentrations

Beyond core requirements for the youth ministry major, students must choose a concentration. Based on a student's primary interests, the choice of concentration enables the student to begin to prepare for post-baccalaureate work in related ministry fields and afford the student the opportunity to work in ministry settings which accentuate his/her strengths, abilities, and passions. One concentration must be chosen from those listed: church ministry, intercultural Christian ministry, ministry in social services contexts, pastoral studies or sports ministry. See the following for the concentration requirements. *Each concentration requires a specific Senior Seminar. Please see the beginning of this section for details.*

<b>Church Ministry Concentration</b>	<b>12 units</b>
MINC 326 Effective Teaching in Christian Education	3
<i>Select three of the following:</i>	9
GLBL 301, 310; GMIN 529; MINC 318, 326, 336, 346, 406, 408 <sup>^^^</sup> , 416, 420, 446, 456, 466, 487, 495; MINY 226, 400, 403, 495; PHIL 370	

<b>Intercultural Christian Ministry Concentration</b>	<b>12 units</b>
GLBL 301 Anthropology for Everyday Life <sup>**/**</sup>	3
MINC 110 Introduction to Intercultural Christian Ministries	3
MINC 405 Christian Mission in the 21 <sup>st</sup> Century	3
<i>Select one of the following:</i>	3
GLBL 310; GMIN 529; MIN 301; MINC 318, 326, 336, 346, 406, 408 <sup>^^^</sup> , 416, 420, 446, 456, 466, 487, 495; MINY 400, 403, 495; PHIL 370	

## PRACTICAL THEOLOGY

### Ministry in Social Service Context Concentration 12 units

SOCW	250	Introduction to Social Work	3
SOCW	351	Child Welfare**	3
<i>Select two of the following:</i>			3
MINC 495; MINY 495; SOCW 400, 410, 415; MINC/SOCW 420			

### Pastoral Studies Concentration 12 units

MINC	336	Family Development and Ministry	3
MINC	405	Christian Mission in the 21 <sup>st</sup> Century	3
MINC	446	Children's Educational Ministries	3
<i>Select one of the following:</i>			3
GLBL 301**, 310; GMIN 529; MINC 326, 346, 406, 408^^, 416, 420, 487, 495; MINY 495; PHIL 370			

### Sports Ministry Concentration 12 units

AT	160	Acute Care of Injury and Illness	2
MINY	305	Integration of Faith and Sports	3
MINY	320	Organization and Administration of a Sports Ministry	3
MINY	478	Senior Preparation in Sports Ministry	1
MINY	495	Topics in Youth Ministry	3

### Youth Outreach and Discipleship Concentration 12 units

MINY	172	Youth Outreach and Discipleship I	1
MINY	174	Youth Outreach and Discipleship II	2
MINY/MINC	4XX	Christian or Youth Ministry Elective	3
MINY/MINC	4XX	Christian or Youth Ministry Elective	3
MINY/MINC	4XX	Christian or Youth Ministry Elective	3

\*Meets a General Education core requirement.

\*\*Meets the Upper-division Writing Intensive requirement.

^This class cannot be a General Education 3xx/4xx UBBL course, except for UBBL 343.

^^MIN 401 and MIN 417 require concurrent enrollment.

^^^Requires concurrent enrollment in UBBL 343

### Christian Ministries Minor 21 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

MIN	200	Contemporary Christian Ministry	3
MIN	206	Introduction to Practical Theology	3
MIN	356	Evangelism and Discipleship	3
MINC	318	Theology and Practice of Ministry	3
MINC	456	Ministry Organization and Administration	3
<i>Select two of the following:</i>			6
GLBL 301**, GMIN 529; MINC 326, 336, 346, 408, 416, 420, 446, 466, 487, 495; MINY 495; PHIL 370			

### Youth Ministry Minor 21 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

MIN	200	Contemporary Christian Ministry	3
MIN	206	Introduction to Practical Theology	3
MIN	301	Adolescent Development and Family Ministry	3
MINY	226	Studying and Teaching the Bible	3
MINY	400	Christian Values and Human Sexuality	3
<i>Select two of the following:</i>			6
MIN 300**, 356; MINC 495; MINY 403, 495			

\*\*Meets the Upper-division Writing Intensive requirement.

### Sports Ministry Minor 17 units

The sports ministry minor consists of 17 units which prepare the student to be a sports ministry leader, both in church-based or mission agency programs. Many American churches utilize sports or recreation to accomplish their mission. Students study the historical, theological, biblical, and philosophical aspects of leisure time activities, competition, and how sports and recreation can be utilized to serve others. Coursework challenges students both in the classroom and in field experiences so they emerge as leaders in the growing sports ministry arena. Successful completion of the minor requires a 2.5 cumulative GPA in all coursework required for the minor.

#### Requirements

AT	160	Acute Care of Injury and Illness	2
MINY	305	Integration of Faith and Sports	3
MINY	320	Organization and Administration of a Sports Ministry	3
MINY	451	Sports Ministry Field Experience I	3, 3
<i>Select one of the following:</i>			3
MIN 356; MINY 495			

### Youth Outreach and Discipleship Minor 21 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

MIN	200	Contemporary Christian Ministry	3
MIN	301	Adolescent Development and Family Ministry	3
MIN	356	Evangelism and Discipleship	3
MINY	172	Youth Outreach and Discipleship I	1
MINY	174	Youth Outreach and Discipleship II	2
MINY	226	Studying and Teaching the Bible	3
MINY	400	Christian Values and Sexuality	3
MINY	403	Adolescent Issues and Interventions	3

## Course Descriptions

### Ministry

#### MIN 108 Christian Life, Faith, and Ministry (3)

The theological, educational, and social bases for ministry and service are examined. An analysis of the Church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required. *Meets the General Education core requirement in God's Word and the Christian Response (Ministry)*

#### MIN 200 Contemporary Christian Ministry (3)

This course exposes students to various ministry contexts and vocations while beginning their formation of a philosophy and theology of ministry. Emphasis is placed upon the theological, philosophical, and practical viability of current ministry models while identifying unique emphases relevant to particular contexts. Students engage in an assessment of their own personal gifts, personality traits, and ministry calling in light of exposure to ministry options. *Concurrent registration or prerequisite: MIN 108 or department permission*

#### MIN 206 Introduction to Practical Theology (3)

Students are introduced to practical theology methods for integrating Christian faith with the attitudes and activities of contemporary society. This course examines contemporary practices in various aspects of life, teaching students how to develop uniquely Christian positions and actions using the practice-theory-practice methods of practical theology. Special emphasis is placed on training students to use this method in preaching, Bible studies, small groups, and other forums where they may teach Christians to integrate their faith and daily lives. *Prerequisite: MIN 108 or department permission*

**MIN 300 Culture and Ministry (3)**

This course helps students understand the interplay between cultural awareness and effective ministry. Since cultural forces are constantly shifting, emphasis is placed on ethnographic principles and practices as valuable tools needed by a minister in order to effectively engage people in various contexts. Meets the General Education upper-division writing intensive requirement. *Prerequisites: MIN 200 and MIN 206, or department permission*

**MIN 301 Adolescent Development and Family Ministry (3)**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the behavioral characteristics and the social development of adolescents, including identity, cognitive and moral, emotional, and spiritual development, and faith formation. *Prerequisites: PSYC 290, MIN 200, and junior standing; or department permission*

**MIN 356 Evangelism and Discipleship (3)**

This class develops a biblically informed approach to evangelism and discipleship as a central purpose of the Church. Students explore these purposes in light of Jesus' mission statement, "Go and make disciples of all nations," (Matt. 28:19). This course carefully examines the necessary building blocks to produce an evangelistic, disciple-making church/community with a significant focus on understanding the process of spiritual formation individually and corporately. *Prerequisite: MIN 206 or MINY 174*

**MIN 401 Christian Ministry Internship I (3)**

This course develops a student's ability to blend Christian theology and Christian practice by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith. Coursework covers biblical and theological foundations of Christian practice, the context in which the Christian faith is to be practiced, and the dynamic relationship between the two. Students are required to serve an average minimum of eight hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation. *Prerequisites: senior standing, MIN 206, THEO 303, and two General Education UBBL courses*

**MIN 402 Christian Ministry Internship II (3)**

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve an average minimum of eight hours per week in hands-on field experience. *Prerequisite: MIN 401*

**MIN 417 The Art of Leadership (3)**

This course helps the ministry and church leader define leadership using theological, historical, biblical, and contemporary research. The course addresses the process of identifying and cultivating leadership styles within one's self and the people whom one serves. Corequisite: MIN 401. *Prerequisite: Senior standing, MIN 206, THEO 303, two General Education UBBL courses; or department permission*

**MIN 496 Senior Seminar: Church and Society (3)**

Students use practical theology methods learned in class to create an integrated Christian response to a contemporary social issue. It considers the ethical, spiritual, and community causes and impacts of social issues and teaches students to develop informed Christian responses to them. This course is taught in a seminar format that includes a major paper and two presentations. *Meets the General Education Senior Seminar requirement*

*Prerequisites: A student intending to register for Senior Seminar must meet the following prerequisites.*

1. Completion of a minimum of 90 units
2. Completion of the Upper-division Writing Intensive requirement
3. Completion of God's Word and the Christian Response units, according to the following:
  - For students transferring in 0–27 units: 9 units of God's Word and the Christian Response
  - For students transferring in 28–59 units: 6 units of God's Word and the Christian Response
  - For students transferring in 60 or more units: 3 units of God's Word and the Christian Response

**Christian Ministries**

**MINC 105 Introduction to Global Vision (1)**

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. *Does not count toward the Christian ministries major*

**MINC 110 Introduction to Intercultural Christian Ministries (3)**

Students are exposed to intercultural Christian service opportunities while gaining an overview of the present progress of the Great Commission. Requires participation in spring or summer short-term mission experience through the Institute of Outreach Ministries or an APU sponsoring office with final grade 'In Progress' until deadline for service requirement reflection is reached. *This course serves as a prerequisite for the intercultural Christian ministries concentration. Students must complete all course requirements by the first day of the fall semester.*

**MINC 318 Theology and Practice of Ministry (3)**

The life and work of the Christian pastor is studied with attention to the broad range of duties, rituals, and responsibilities for which the contemporary Christian pastor is expected to have competency. Topics for study include administration of sacraments, church finance, staff administration, worship, church boards, pastoral visitation, and evangelism. *Prerequisite: MIN 206 or department permission*

**MINC 326 Effective Teaching in Christian Education (3)**

Students study the principles and procedures involved in effective classroom teaching: philosophies of teaching, methods, the teaching-learning process, motivation, guidance, integration, and evaluation. *Prerequisite: MIN 206 or department permission*

**MINC 336 Family Development and Ministry (3)**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the family in its cultural setting and the development needs of various family members at particular stages of life. *Prerequisites: MIN 206 and PSYC 290, or department permission*

**MINC 346 Ministry to the City (4)**

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context, with special attention to some of the most effective methods and tools for doing urban ministry. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the Gospel in meeting human need. Exposure to city life and church-based organizations working for the shalom of the city provide a dynamic context for the various learning activities in this course. *Prerequisite: MIN 206*

**MINC 360 Faith and Learning Colloquium (1)**

This course offers study abroad students an opportunity to explore ways of purposeful and thoughtful integration of faith and learning. Through critical reflections, it encourages students to reject the compartmentalization of faith and academia, embrace God's lordship over all, and develop deep-rooted beliefs that impact their academic and personal lives. *Prerequisites: MIN 108, MIN 206, or department permission*

## THEOLOGY

### **MINC 405 Christian Mission in the 21<sup>st</sup> Century (3)**

This course is an introduction to the biblical, historical, and theological foundations of missions in a contemporary world setting, both globally and locally. The call, context, and preparation for missionary service are examined. *Prerequisite:* MIN 206 or department permission; *prerequisite not required for non-youth ministry/Christian ministries majors*

### **MINC 406 History and Philosophy of Christian Education (3)**

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course. *Prerequisite:* MIN 206 or department permission

### **MINC 408 Principles of Preaching (3)**

This course offers a study of classical homiletics and a variety of sermonic methodologies. Sound hermeneutical principles in exegesis of Scripture and the worship setting of the sermon with emphasis on the delivery of effective expository sermons in the contemporary world are covered. *Prerequisite:* MIN 206; *corequisite:* UBBL 343; or department permission

### **MINC 416 Communicating the Gospel (3)**

This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission. *Prerequisite:* MIN 206 or department permission

### **MINC 420/SOCW 420 Suffering: Theological and Practical Perspectives on Disabilities (3)**

This course examines theological perspectives in understanding the role of suffering in the human experience. Focusing on persons with disabilities, students explore their personal values, gain understanding of bio-psycho-social-spiritual components of disability, access available resources, and develop strategies to help churches/agencies develop inclusive programs. *Prerequisites:* 3 units of UBBL and junior standing

### **MINC 446 Children's Educational Ministries (3)**

Childhood development, the needs of children in contemporary society, and biblical and theological perspectives on children are examined, with an emphasis on discerning the church's role in nurturing spiritual formation in the faith community. *Prerequisites:* MIN 206, PSYC 290, or department permission

### **MINC 456 Ministry Organization and Administration (3)**

This course examines the process of ordering the ministry of the church or parachurch community for the greatest effectiveness. This order is to be understood theologically as a means of creating the most ideal context possible for the Holy Spirit to minister to and through people. All aspects of strategic planning, church organization, and administration are addressed. *Prerequisite:* MIN 206 or department permission

### **MINC 466 Adult Development and Spiritual Formation (3)**

The course examines the process and contexts by which adults mature. Subject areas include biblical and theological foundations for adult development and education, and adult characteristics, needs, life cycles, and learning patterns. The course emphasizes community and individuals. *Prerequisite:* MIN 206 or department permission

### **MINC 486 Urban Ministry Practicum (6)**

The practicum is intended to provide students with a broad understanding of urban life and ministry. The practicum develops a student's ability to interface theory and practice, theology and ministry, by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith in an urban setting. During the practicum, the student is required to live, work, worship, and study in the city. *Prerequisite:* MIN 206

### **MINC 487 Exegeting the City (3)**

This course explores the development of a "hermeneutic" for understanding the built environment as a means to engage the city and enhance ministry opportunities. Discussion centers on physical, sensory indicators of community needs and resources. The goal is to more adequately contextualize Christian urban ministry. Topics include community mapping, needs assessment, resource identification, measurement of change, and strategic ministry development. Coursework is taught at a graduate level, but undergraduates are welcome. *Prerequisite:* MIN 206

### **MINC 495 Topics in Christian Ministry (3)**

This course engages the student in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change. *Prerequisite:* MIN 206

### **MINC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class. Prerequisite:* MIN 206

### **MINC 498 Directed Research (1-4)**

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

## Youth Ministry

### **MINY 172 Youth Outreach and Discipleship I (1)**

This course provides an introduction to YoungLife, as well as a theological and practical foundation for students interested in Young Life leadership. Students investigate the theology of the incarnation and evangelism, and begin to develop a personal theology of ministry. Site visits to local schools and YoungLife clubs, coupled with relevant readings will expand students' understanding of the complexities of current adolescent culture. *Prerequisite:* MIN 108 (may be taken concurrently)

### **MINY 174 Youth Outreach and Discipleship II (2)**

Building upon MINY 172, this course further equips YoungLife leaders by challenging students to engage various theological topics, promoting their own understanding and spiritual formation. Students develop the ability to articulate their own faith, as well as the theological foundations informing it. Following the YoungLife format, students construct and deliver several club talks. Practical issues such as time management, logistics, legal issues, and dealing with difficult adolescent/family issues are addressed. *Prerequisite:* MINY 172

### **MINY 226 Studying and Teaching the Bible (3)**

This course helps students develop skills in biblical exegesis and teaching biblical principles to youth. Emphasis is placed upon evaluating students' ability to teach the Bible in settings both inside and outside the classroom. *Prerequisites:* MIN 108, UBBL 100 or UBBL 230; or department permission

### **MINY 305 Integration of Faith and Sports (3)**

This course examines biblical, theological, philosophical and psychological foundations of sports ministry. The course includes a brief history and philosophy of sports ministry, including successful and unsuccessful models beginning with New Testament models for using sports in ministry to the present formation of the National Association of Church Sports and Recreational Ministries (NACRSM). Theology foundations include a theology of competition, victory, unity, character formation, and sportsmanship.

**MINY 320 Organization and Administration of a Sports Ministry (3)**

This course provides students with the practical and theoretical resources to be an effective leader of sports ministry programs in church and parachurch settings. Students are provided with academic experiences both inside and outside the classroom to be proficient in program development and implementation, budgeting, goal setting, ministry evaluation, and staffing. *Prerequisite: MIN 108*

**MINY 400 Christian Values and Human Sexuality (3)**

This course involves interdisciplinary examination of the physiological, sociocultural, psychological, and theological bases of human sexual behavior with attention devoted to students' development of a personal perspective toward sexuality that integrates Christian values and moral integrity. Students learn to assess and understand an adolescent's sexual development, problems, and issues that relate to sexological and moral development. *Prerequisites: MIN 108, MIN 200, MIN 301, or department permission*

**MINY 403 Adolescent Issues and Intervention (3)**

This course introduces the student to the basic skills and practice of counseling adolescents. The course serves as counseling "first-aid," meaning that students learn basic helping skills but do not qualify to be professional counselors. Students are exposed to counseling issues and problems that grow out of the development process, disorders that begin or are unique to adolescence, and intervention, prevention, and referral strategies. Students also examine a philosophy of counseling from a practical theology and biblical perspective. *Prerequisite: MIN 301*

**MINY 451 Sports Ministry Field Experience (3)**

This course integrates theories and praxis learned in course study with hands-on leadership experiences while under the supervision of an APU professor and ministry professionals. Students serve in a sports ministry setting (either church or mission agency) at least 72 hours during the semester while also participating in a small group to facilitate reflection, mentoring, and growth. *Repeatable once for credit. Prerequisites: MINY 305 or MINY 320; for Sports Ministry Concentration, this must be taken before senior year*

**MINY 478 Senior Preparation in Sports Ministry (1)**

This course connects seniors pursuing a sports ministry concentration with the world of the professional sports minister. *Prerequisite: MINY 451 or MINY 452*

**MINY 495 Topics in Youth Ministry (3)**

This course engages in a focused and intensive study of particular topics of direct relevance and urgency in the practice of youth ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

An undergraduate student may enroll in a School of Theology graduate course under certain conditions described in the Academic Policies section of this catalog. These graduate courses may also apply to an APU School of Theology graduate degree under specific conditions for advanced standing. Contact the department for further details.

For a description of courses offered by other departments, please consult those specific sections of the catalog.

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- Young Family Scholarship Endowment
- Zahniser Memorial Scholarship Endowment

# ACADEMIC CALENDAR

## Academic Calendar 2013–14

### Undergraduate Fall (15-week Semester)

#### Fall 2013

Wednesday.....	July 10.....	Undergraduate Fall Down Payment Due
Tuesday–Thursday.....	August 27–29.....	International Student Orientation
Friday–Friday.....	August 30–September 6.....	Undergraduate New Student Orientation
Tuesday.....	September 3.....	Undergraduate Final Registration and Payment Clearance
Wednesday.....	September 4.....	Classes Begin
Wednesday.....	September 4.....	Opening Chapel (Azusa campus offices closed, 9:30–11 a.m.)
Wednesday–Friday.....	September 4–6.....	Late Registration (\$200 late fee)
Friday.....	September 13.....	Last Day to Add/Drop or Register
Friday.....	September 13.....	Fall Semester Independent Study Proposals Due in One Stop   Undergraduate Enrollment Services Center
Monday.....	September 30.....	Last Day to Turn in Late Intent to Graduate Forms for December 2013 Commencement (\$200 late fee)
Wednesday.....	October 9.....	Study Day
Friday.....	October 11.....	Dinner Rally
Thursday–Saturday.....	October 10–12.....	Homecoming
Thursday–Saturday.....	October 10–12.....	Family Weekend
Monday–Friday.....	October 14–November 1.....	Academic Advising
Monday–Friday.....	October 28–November 8.....	Undergraduate Registration for Spring 2014
Friday.....	November 8.....	Last Day to Withdraw from Classes
Friday.....	November 15.....	Intent to Graduate Forms Due for May and July 2014 Commencements
Thursday–Sunday.....	November 28–December 1.....	Thanksgiving Vacation
Monday.....	December 2.....	Classes Resume
Monday–Friday.....	December 9–13.....	Final Examinations
Tuesday.....	December 10.....	Undergraduate Registration Student Down Payment Due for Spring Semester
Saturday.....	December 14.....	Winter Commencement
Friday.....	December 20.....	Grades Due for Fall Semester

## 2013–14 UNDERGRADUATE CATALOG

### Undergraduate Spring (16-week Semester)

#### Spring 2014

Wednesday–Thursday	January 8–9	Undergraduate International New Student Orientation
Friday–Sunday	January 10–11	Undergraduate New Student Orientation
Saturday	January 10	Undergraduate Final Registration & Payment Clearance
Monday	January 13	Spring Classes Begin
Monday–Friday	January 13–17	Late Registration (\$200 late fee)
Monday	January 20	Martin Luther King Jr. Holiday
Tuesday	January 21	Classes Resume
Friday	January 24	Last Day to Add/Drop or Register
Friday	January 24	Spring Semester Independent Study Proposals Due in One Stop   Undergraduate Enrollment Services Center
Friday	January 31	Last Day to Turn in Late Intent to Graduate Forms for May 2014 Commencement (\$200 late fee)
Friday	February 14	Presidents' Day Holiday
Monday	February 17	Classes Resume
Monday–Friday	March 3–28	Academic Advising
Tuesday	March 4	Common Day of Learning (evening classes only after 4 p.m.)
Monday–Friday	March 10–14	Mid-semester Break
Monday	March 17	Classes Resume
Monday	March 17	Undergraduate Registration for Summer 2014 begins
Friday	March 21	Last Day to Withdraw from Classes
Monday–Friday	March 24–April 4	Undergraduate Registration for Fall 2014
Friday	April 11	Intent to Graduate Forms Due for Winter 2014 Commencement
Wednesday	April 16	Easter Community Chapel (offices closed 9:15–10:45 a.m.)
Friday	April 18	Good Friday
Monday	April 21	Classes Resume (evening classes only after 4 p.m.)
Tuesday	April 22	All Classes Resume
Monday–Friday	April 28–May 2	Final Examinations
Wednesday	April 30	Last Day to Turn in Late Intent to Graduate Forms for July 2014 Commencement (\$200 late fee)
Friday	May 2	Senior Convocation
Saturday	May 3	Spring Commencement
Friday	May 9	Grades Due for Spring Semester

## ACADEMIC CALENDAR

### Undergraduate Summer I 2014 (5-week Session)

Monday–Friday .....	March 17–May 7 .....	Registration
Tuesday .....	May 6 .....	Summer I Classes Begin
Monday–Wednesday .....	May 5–7 .....	Late Registration (\$200 late fee)
Friday .....	May 9 .....	Last Day to Add or Drop Classes
Friday .....	May 24 .....	Last Day to Withdraw from Classes
Monday .....	May 26 .....	Memorial Day Holiday
Tuesday .....	May 27 .....	Classes Resume
Thursday .....	June 5 .....	Summer I Classes End
Friday .....	June 6 .....	Final Examinations
Friday .....	June 13 .....	Summer I Grades Due

### Undergraduate Summer II 2014 (5-week Session)

Monday–Wednesday .....	March 17–June 11 .....	Registration
Monday .....	June 9 .....	Summer II Classes Begin
Monday–Wednesday .....	June 9–11 .....	Late Registration (\$200 late fee)
Friday .....	June 13 .....	Last Day to Add or Drop Classes
Thursday .....	July 26 .....	Last Day to Withdraw from Classes
Friday .....	June 27 .....	Day of Prayer (no class/no offices open)
Friday .....	July 4 .....	Independence Day Holiday
Monday .....	July 7 .....	Classes Resume
Thursday .....	July 10 .....	Summer II Classes End
Friday .....	July 11 .....	Final Examinations
Friday .....	July 18 .....	Summer II Grades Due
Friday .....	July 25 .....	Summer Commencement

**Undergraduate Summer III 2014 (5-week Session)**

Monday–Wednesday .....March 17–July 16.....Registration  
 Monday .....July 14.....Summer III Classes Begin  
 Monday–Wednesday .....July 14–16 .....Late Registration (\$200 late fee)  
 Friday.....July 18.....Last Day to Add or Drop Classes  
 Friday.....August 1.....Last Day to Withdraw from Classes  
 Thursday.....August 14 .....Summer Intensive Classes End  
 Friday.....August 15.....Final Examinations  
 Friday.....August 22 .....Summer III Term Grades Due

**Undergraduate Summer Nursing 2014 (12-week Session)**

Monday–Wednesday .....March 17–May 7 .....Registration  
 Tuesday .....May 6.....Summer Nursing Classes Begin  
 Monday–Wednesday .....May 5–7 .....Late Registration (\$200 late fee)  
 Friday.....May 9.....Last Day to Add or Drop Classes  
 Monday .....May 26 .....Memorial Day Holiday  
 Tuesday .....May 27 .....Classes Resume  
 Friday.....June 6 .....Last Day to Withdraw from Classes  
 Friday.....June 27 .....Day of Prayer (no class/no offices open)  
 Friday.....July 4.....Independence Day Holiday  
 Monday .....July 7.....Classes Resume  
 Wednesday.....July 23 .....Summer Start Nursing Classes End  
 Thursday.....July 24.....Final Examinations  
 Friday.....July 25 .....Summer Commencement  
 Friday.....August 1.....Summer Nursing Grades Due

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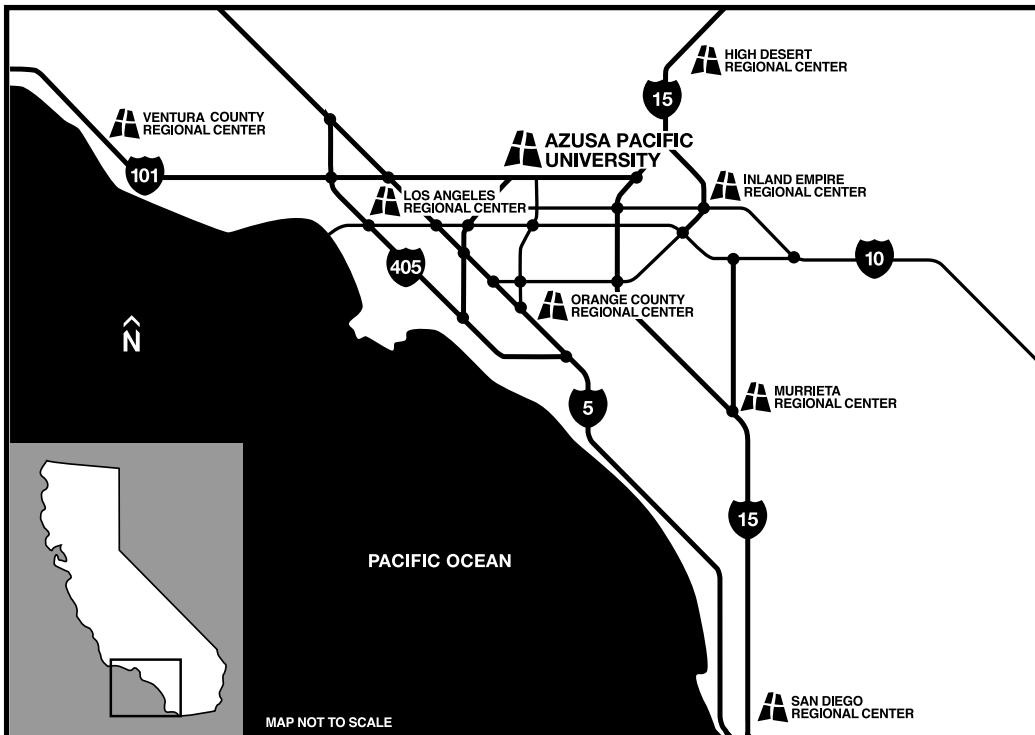
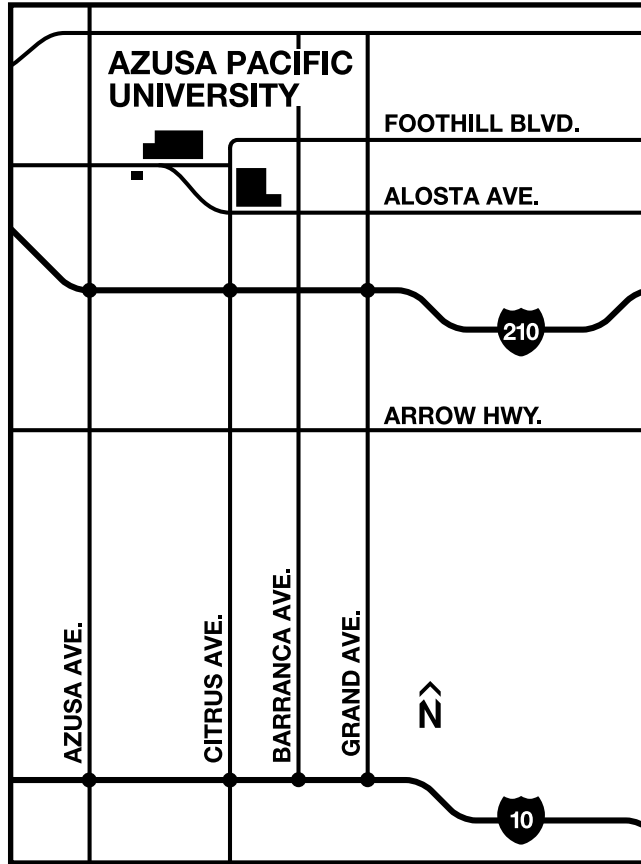
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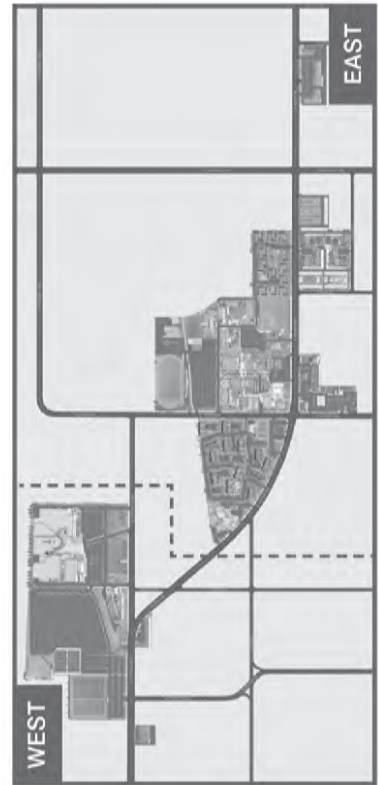
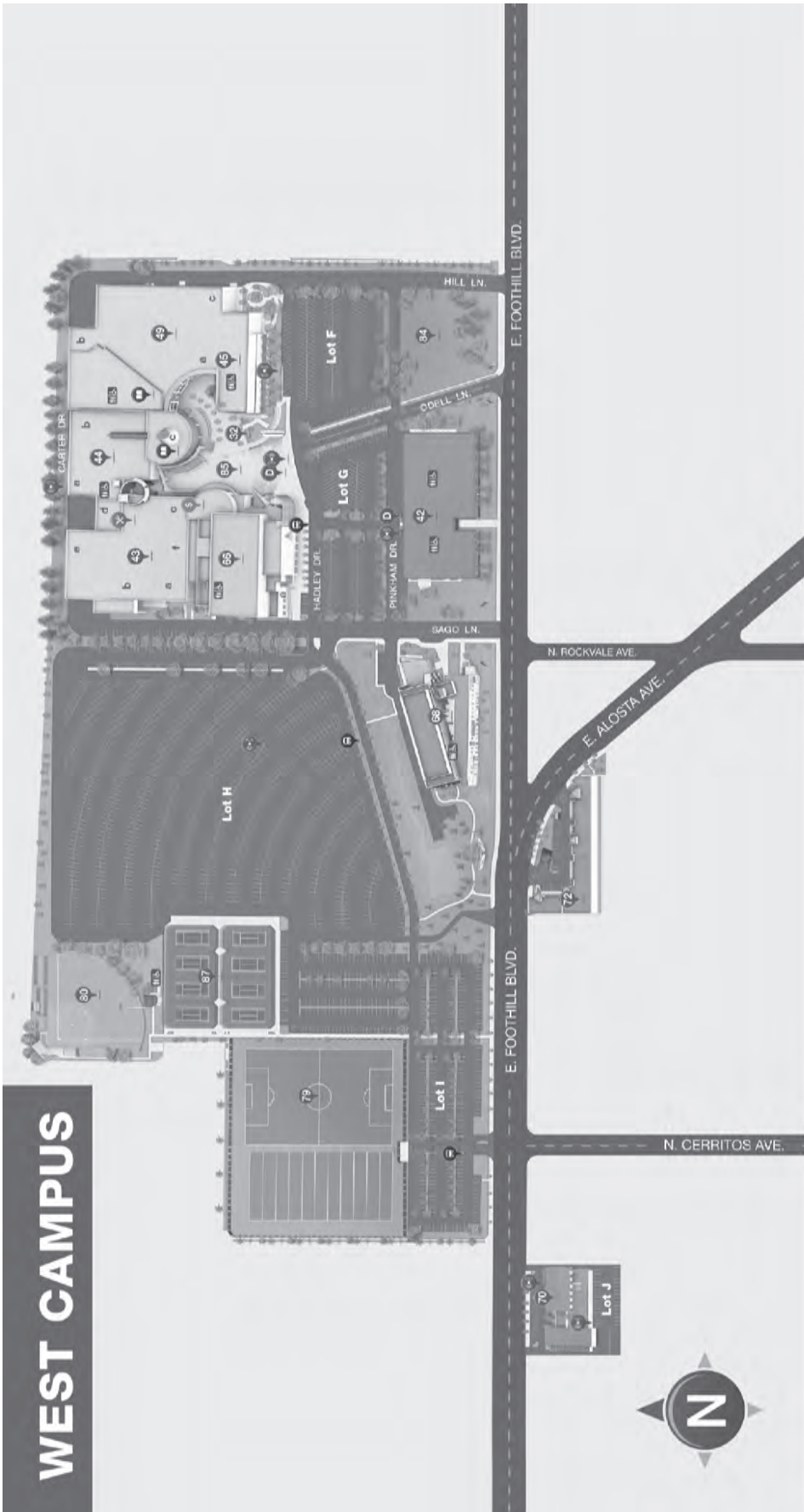
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