



CHRIST / SCHOLARSHIP / COMMUNITY / SERVICE

2019-20 Undergraduate Catalog

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UNIVERSITY



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Undergraduate Catalog

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. Publication and effective dates are August 1 through July 31 of the respective academic year represented in this catalog.

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

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

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

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling, regardless of any policies stated in a previous catalog received by the student upon his or her admission. There are, however, exceptions in certain cases regarding course requirements. See Graduation Requirements (p. 72).

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

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

Academic Calendar

Visit the Azusa Pacific website (<http://www.apu.edu/calendar/academic>) to view the current Undergraduate Academic Calendar.

About the Undergraduate Catalog

A Guide to Using the 2019-20 APU Undergraduate Catalog

The university's Undergraduate Catalog is a comprehensive source of information to help students throughout their college experience. This guide helps students navigate the catalog by offering a glossary defining, in common language, the various academic terms and acronyms used throughout the catalog.

University Structure

Classroom faculty at APU hold positions in academic departments, which are organized within either a college, a school, or both. View the University Structure (p. 14) list to see each academic department, college, and school to learn about the programs of study offered in each.

Degrees

A degree is an academic rank that the university confers on a student who satisfactorily completes a designated program of study. APU grants the following undergraduate degrees (also called baccalaureate degrees):

- Bachelor of Arts (B.A.)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (B.M.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)

Major

A major (p. 130) is a program of study that provides students with the knowledge, skills, and experience necessary to pursue a specific career or advanced study and leads to an undergraduate degree in that subject. Each major is offered in an academic department or program. Undergraduate applicants to APU can select a major at the time they apply for admission.

For more information and advice regarding academic programs, see the Academic Success Center (p. 87) catalog entry.

Minor

A minor (p. 130) is a supplemental program of study, in a field different from a student's major, that provides educational breadth.

Concentrations, Emphases, and Tracks

These are groups of courses within an undergraduate major designed to provide specialized knowledge.

Courses

Course descriptions explain the content and scope of each course, as well as the course prefix (an abbreviation that represents the subject or offering department), course number, prerequisites, unit value, and other pertinent information, and can be accessed by clicking on the hyperlinked course number, which produces a popup window with the full description. Alternatively, view a full list of course options under the school, college, or department level by selecting the "Courses" tab.

Electives

These are courses that students can choose from within the parameters set by their departments.

The General Education (GE) Program

The GE program (p. 131) comprises a common set of requirements and provides a common foundation of knowledge for all undergraduate programs. The specific requirements for a particular major degree program are listed under the academic department or program that offers the major.

Prerequisites

Prerequisites are one or more courses that *must* be completed—or other knowledge, skills, or standards that *must* be demonstrated—*before* a student is permitted to take certain courses. Prerequisites (if any) for a course are listed in the course's description in the catalog.

Some prerequisites have their own prerequisites, forming a string of courses that must be taken in sequence. The catalog course description shows only the last course in the prerequisite string of courses. For example, MATH 460 Topology has a prerequisite of MATH 450 Real Analysis. MATH 450 requires MATH 280 Discrete Mathematics and Proof, which requires MATH 165 Calculus I, which requires MATH 150 Precalculus *or* an appropriate

score on the APU math placement assessment or MATH 149 Fundamentals of Precalculus (which may be taken concurrently; see next paragraph). It is important that students are aware of these prerequisite strings to ensure timely completion of all requirements.

Statements in the catalog course descriptions may also contain the word “concurrently,” which means that two or more courses may be taken in the same term, or “corequisite,” which means that the course or courses *must* be taken in the same term (or some prior term) as that of the course being described.

If a student does not meet a prerequisite as outlined in a course’s description, but through alternative means can demonstrate to the department offering the course that he or she possesses the necessary knowledge or skills, the department may grant the student permission to enroll in the course with consent of the department chair.

Cross-Listed Courses

These are courses that are shared by two or more academic departments and have identical titles, descriptions, units, and modes of instruction. They are interchangeable for degree requirements. They cannot be repeated for degree credit under separate prefixes.

Topic Courses

Topic courses are shown in the catalog with generic titles and are repeatable with different topics. Specific topic titles appear in the Schedule of Classes and on students’ transcripts. Example: HIST 368 A Year in Time is repeatable with different topics; in this case, the topic varies each term with a focus on different years (e.g., 1492, 1776, 1865, 1968).

Course Numbering System

Courses are generally numbered according to the following structure:

- 010-099: Nondegree credit or precollege courses
- 100-299: Courses primarily for freshman and sophomore students
- 300-399: Courses primarily for advanced undergraduate students, usually with prerequisite coursework
- 400-499: Courses for advanced undergraduates. Certain 400-level courses can be used in graduate programs. See Graduate Courses Taken by Undergraduate Students (p. 72) for details.
- 500-599: Master’s-, doctoral-, and credential-level courses
- 600-699: Master’s-level courses
- 700-799: Doctoral-level courses

Credit Hour

A credit hour—the amount of work established by stated student learning outcomes and achievement—is approximately one hour (or 50-55 minutes) of classroom or direct faculty instruction, plus a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class work, each week for a 16-week term (or the equivalent amount of work for a term of a different length). Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

Semesters and Semester Units

Azusa Pacific is on the semester system, offering three undergraduate semesters per calendar year:

- Fall: September through December
- Spring: January through May
- Summer: May through August

24 units per year is considered full time, though a student must average 15 units per semester (30 per year) to complete the 120 total units required for graduation in a traditional four-year period.

Many institutions are organized in quarters with quarter units. To convert APU semester units to quarter units, multiply by 1.5. For example, 6 APU semester units $\times 1.5 = 9$ quarter units.

To convert quarter units to APU semester units, multiply by .667. For example, 9 quarter units $\times .667 = 6$ semester units.

View the most current Academic Calendar (<http://www.apu.edu/calendar/academic>) for more information. For answers to questions not answered here, contact the Academic Success Center (p. 87).

University Structure

Undergraduate colleges and schools are listed alphabetically, as are the departments within them.

College of Liberal Arts and Sciences (p. 145)

CLAS Programs

- American Language and Culture Institute (p. 146)
- Ethnic Studies Minor (p. 150)
- Humanities Minor (p. 152)
- Interdisciplinary Studies Major (p. 156)
- Vocational Development Minor (p. 157)

Department of Biology and Chemistry (p. 159)

- Major in Allied Health (B.A.) (p. 172)
- Major in Allied Health (B.A.): Business Emphasis (p. 177)
- Major in Allied Health (B.S.) (p. 172)
- Major in Allied Health (B.S.) with Integrated Credential (p. 175)
- Major in Biochemistry (p. 178)
- Major in Biology (p. 181) with emphases in:
 - Ecological Biology
 - Microbiology
 - Molecular Biology
 - Neurobiology
 - Organismal Biology
- Major in Chemistry (p. 186)
- Minor in Biology (p. 185)
- Minor in Chemistry (p. 188)

Department of Engineering and Computer Science (p. 188)

- Major in Computer Information Systems (p. 196)
- Major in Computer Science (p. 204)
- Major in Engineering (p. 206)
- Minor in Computer Information Systems (p. 208)
- Minor in Computer Science (p. 209)

Department of English and Modern Languages (p. 210)

- Major in English (p. 222)
 - a. Traditional or English Education concentration
- Major in Spanish (p. 226)
- Minor in English (p. 224)
- Minor in Spanish (p. 228)

Department of Global Studies, Sociology and TESOL (p. 229)

- Major in Sociology (p. 234)
- Minor in Sociology (p. 236)
- Minor in TESOL (p. 237)

Department of History and Political Science (p. 238)

- Major in History (p. 247)
- Major in International Relations (p. 251)
- Major in Political Science (p. 249)
- Major in Social Science (p. 252)

- Minor in Classics (p. 253)
- Minor in History (p. 254)
- Minor in International Relations (p. 255)
- Minor in Political Science (p. 256)
- Minor in Prelaw (p. 257)

Department of Mathematics, Physics, and Statistics (p. 258)

- Major in Applied Mathematics (p. 267)
- Major in Mathematics (B.A.) (p. 272)
- Major in Mathematics (B.A.) with Integrated Credential (p. 273)
- Major in Mathematics (B.S.) (p. 270)
- Major in Physics (p. 276)
- Minor in Mathematics (p. 277)
- Minor in Physics (p. 278)
- Minor in Statistics (p. 279)

College of the Arts (p. 281)

School of Music (p. 281)

Department of Commercial Music (p. 306)

- Major in Music in Commercial Music (B.M.) (p. 329) with emphases in:
 - Audio Recording
 - Composition and Arranging
 - Instrumental Performance
 - Music Business
 - Vocal Performance

Department of Music Studies (p. 348)

- Major in Music in Composition (B.M.) (p. 375)
- Major in Music Education (Pre-Teacher Certification) (B.M.) (p. 384)
- Major in Music: Music Theory (B.A.) (p. 372)
- Major in Music in Music and Worship (B.M.) (p. 378) with emphases in:
 - Biblical Studies
 - Christian Ministries
 - Composing/Songwriting
 - Global Worship and Culture
 - Music Production
 - Performance
 - Visual Art and Graphic Design
 - Youth Ministries
- Minor in Worship Leadership (p. 388)

Department of Music Performance (p. 337)

- Major in Music: Performance (B.A.) (p. 338)
- Major in Music in Performance (B.M.) (p. 341) with emphases in:
 - Brass, Wind, or Percussion
 - Guitar
 - Harp
 - Organ
 - Piano
 - Strings (Violin, Viola, Cello, Bass)
 - Vocal
- Minor in Music (p. 389)

School of Visual and Performing Arts (p. 389)

Department of Art (p. 390)

- Major in Art (B.A.) (p. 397)
- Major in Art (BFA) (p. 400)
- Minor in Art (p. 397)
- Minor in Art History (p. 396)

Department of Cinematic Arts (p. 402)

- Major in Animation and Visual Effects (B.A.) (p. 413)
- Major in Cinematic Arts (B.A.) (p. 416) with emphases in:
 - Entertainment Executive
 - Production and Post
 - Screen Studies
- Major in Cinematic Arts Production (BFA) (p. 419)
- Major in Games and Interactive Media (B.A.) (p. 420)
- Major in Screenwriting (B.A.) (p. 422)
- Minor in Games and Interactive Media (p. 421)
- Minor in Screen Studies (p. 422)
- Minor in Screenwriting (p. 423)

Department of Communication Studies (p. 424)

- Major in Communication Studies (p. 433)
- Major in Journalism (p. 435)
 - Media Studies
 - News and Storytelling
 - Sports Journalism
- Major in Public Relations (p. 437)
- Minor in Communication Studies (p. 439)
- Minor in Journalism (p. 439)
- Minor in Public Relations (p. 440)

Department of Design (p. 440)

- Major in Design Studies (p. 444)
- Minor in Design Studies (p. 447)

Department of Theater Arts (p. 448)

- Major in Acting for the Stage and Screen (BFA) (p. 453)
- Major in Theater Arts (B.A.) (p. 455)
- Minor in Theater Arts (p. 456)

Honors College (p. 474)

- Major in Honors Humanities (p. 478)
- Minor in Honors Humanities (p. 479)

School of Behavioral and Applied Sciences (p. 481)

Department of Criminal Justice (p. 481)

- Major in Criminal Justice (p. 485)

Department of Kinesiology (p. 488)

- Major in Kinesiology (p. 496) with emphases in:
 - Applied Exercise Science
 - Health Professions
 - Physical Education
- Minor in Adapted Physical Activity (p. 500)
- Minor in Athletic Coaching (p. 501)

Department of Leadership and Organizational Psychology (p. 501)

- Minor in Leadership (p. 503)

Department of Psychology (p. 504)

- Major in Psychology (B.A.) (p. 510)
- Major in Psychology (B.S.) (p. 513)
- Minor in Alcohol and Drug Counseling (p. 515)
- Minor in Psychology (p. 516)

Department of Social Work (p. 517)

- Major in Social Work (BSW) (p. 526)
- Certificate of Distinction in Undergraduate Social Work Research (p. 532)

School of Business and Management (p. 534)

- Major in Business: Accounting (B.S.) (p. 544)
- Major in Business: Economics (B.S.) (p. 548)
- Major in Business: Entrepreneurship (B.S.) (p. 550)
- Major in Business: Finance (B.S.) (p. 551)
- Major in Business: International Business (B.S.) (p. 553)
- Major in Business: Marketing (B.S.) (p. 554)
- Major in Business Management (B.A.) (p. 546)
- Major in Economics (B.A.) (p. 547)
- Minor in Accounting (p. 556)
- Minor in Business Management (p. 556)
- Minor in Economics (p. 556)
- Minor in Entrepreneurship (p. 557)
- Minor in Finance (p. 558)
- Minor in Marketing (p. 559)

School of Education (p. 560)

- Integrated Bachelor's/Credential Program (p. 567)
- Liberal Studies/Undergraduate Education K-8 Program (p. 570)
 - Major in Liberal Studies with concentrations in:
 - Art
 - English
 - Math
 - Music
 - Physical Education I
 - Physical Education II
 - Psychology (School Psychology)
 - Science I
 - Science II
 - Social Science

- Spanish
- Special Education
- Minor in Liberal Studies (p. 585)

School of Nursing (p. 587)

- Major in Nursing (BSN) (p. 596)
 - Traditional Program Option (p. 598)
 - BSN Transfer Program (p. 603)
 - LVN Programs (p. 606)
 - RN to BSN (p. 603)
- Minor in International Health Nursing for the Traditional Program (p. 601)
- Minor in Nutrition for the Traditional Program (p. 602)

School of Theology (p. 609)

Division of Religion and Philosophy (p. 609)

Department of Biblical and Religious Studies (p. 610)

- Major in Biblical Studies (p. 616)
 - Archaeology
 - Biblical Hermeneutics
- Minor in Ancient Languages (p. 618)
- Minor in Biblical Studies (p. 618)
- Minor in Religious Studies (p. 619)
- Certificate of Distinction in Biblical Studies (p. 620)

Department of Philosophy (p. 621)

- Major in Philosophy (p. 626)
- Minor in Philosophy (p. 630)
- Minor in Philosophical Apologetics (p. 631)
- Minor in Practical and Professional Ethics (p. 631)
- Certificate of Distinction in Philosophy (p. 632)

Department of Practical Theology (p. 633)

- Major in Christian Ministries (p. 639) with concentrations in:
 - Church and Pastoral Ministries Practices
 - Intercultural Christian Ministries
 - Ministry in Urban and Social Service Contexts
- Major in Youth and Family Ministries (p. 642) with concentrations in:
 - Church and Pastoral Ministries Practices
 - Intercultural Christian Ministries
 - Ministry in Urban and Social Services Contexts
- Minor in Christian Ministries (p. 644)
- Minor in Cultural Engagement (p. 645)
- Minor in Youth and Family Ministries (p. 645)

Department of Theology (p. 646)

- Major in Theology (p. 650) with concentrations in:
 - Church History
 - Systematic Theology
- Minor in Theology (p. 652)
- Certificate of Distinction in Theology (p. 652)

General University Information

About APU

- University History (<http://www.apu.edu/about/history>)
- The University's Christian Worldview (<http://www.apu.edu/about/believe>)
- A Faith and Learning Community (<http://www.apu.edu/about/faithandlearning>)
- Faith Statement (<http://www.apu.edu/about/faith>)
- Mission Statement (<http://www.apu.edu/about/mission>)
- Essence Statement (<http://www.apu.edu/about/essence>)
- The Four Cornerstones (<http://www.apu.edu/about/cornerstones>)
- The Motto (<http://www.apu.edu/about/motto>)
- Diversity Statement (<http://www.apu.edu/about/diversity>)
- Accreditation (<http://www.apu.edu/provost/accreditation>)
- Antidiscrimination Policy (p. 19)

Locations

- Main Campus (<http://www.apu.edu/azusa/about>)
- Regional Locations (<http://www.apu.edu/locations>)
- State Authorizations (<https://www.apu.edu/provost/accreditation/state-authorizations>)

Antidiscrimination Policy

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

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

Admissions

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- Admission Deadlines (p. 21)
- Policy Regarding False Information (p. 21)
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 - Credit for International Baccalaureate (IB) Program (p. 28)
- International Students (p. 30)

Undergraduate Admission to the University

Azusa Pacific University brings to its campus students who are committed to personal, intellectual, and spiritual growth. 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 seeking regular admission to APU are required to achieve a minimum grade-point average of 3.0 in high school or 2.2 in previous academic college work. Grade-point averages are determined by the university (for information on admission with provisional or developmental status, see Admission Status (p. 24)). 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, visit the APU website (<http://www.apu.edu/apply>) or request an application from the Office of Undergraduate Admissions.

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 the submission of additional materials that might strengthen the overall file or meet major requirements (e.g., fall grades, test-optional admission process, and/or additional SAT/ACT scores).

Admission Deadlines

FOR THE SPRING SEMESTER (first-year/freshman and transfer students)

Priority Application Deadline	October 15
Final Deadline for All Application Materials	December 1

FOR THE FALL SEMESTER

Early Action¹ (first-year/freshman applicants)

Application Deadline	November 15
Notification	Rolling Admission
Final Notification	April 1

Regular Decision (first-year/freshman applicants)

Application Deadline	February 15
Notification	No later than April 1
Final Deadline for All Application Materials	June 1

Regular Decision (transfer applicants)

Priority Application Deadline	February 15
Final Deadline	July 1

¹ Early Action is not available for transfer students.

Policy Regarding False Information

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

The full fraudulent records policy may be obtained from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).

Freshman Applicants

The following information is required prior to evaluation of admissibility:

Application, Statement of Agreement, and Personal Statement

The undergraduate application (https://www.apu.edu/live_data/files/221/ug_application.pdf), which includes the statement of agreement and the personal statement, should be completed, signed, and submitted.

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.

Preadmission 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 990, specifically with a 470 math section score. SAT I exams administered before March 2016 will be reviewed using College Board concordance tables to determine equivalent scores. The ACT minimum score is 19, specifically with 19 in Reading, English, and Math. Meeting minimum test score requirements **does not** guarantee admission to Azusa Pacific University. Should applicants feel that the SAT I or the ACT are not representative of their academic potential, see the Test Optional Admission Process section below.

Recommendations

Applicants are encouraged to supply contact information for a character recommendation. The recommender must be a person who has observed the applicant's character and/or spiritual development over a reasonable period of time. When possible, APU prefers pastors or youth pastors/leaders. Alternatively, a coach, employer, or adult family friend is also acceptable. Contact information for a recommender who is a relative, friend, peer, or someone who knows the applicant from a purely academic setting will not be accepted.

Test Optional Admission Process

Freshman applicants for whom a standardized test score is not the best reflection of their academic ability may choose to participate in the Test Optional Admission Process if they meet the following criteria:

- Attending a public or private high school
- Are not majoring in nursing, biology, chemistry, allied health, or biochemistry

Through the Test Optional Admission Process, a student may submit additional materials at the request of the university, in lieu of their standardized test scores, for the purpose of admission. Applicants will be evaluated on the entirety of the application, with special attention given to their high school transcripts and the additional test optional requirements. Participation in the Test Optional Admission Process does not guarantee admission to the university. Contact the Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions/contact>) for more information on this process.

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 that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and 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 years, 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. To be considered final, the high school transcript must show grades for each course taken as well as the high school graduation date. The transcript(s) 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.

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 (p. 21) with the following exceptions:

1. If 30 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 that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and that 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 15 core transferable semester units, or equivalent college credit, in the same semester may not be required to submit ACT or SAT I test scores. Transfer students with fewer than 30 transferable semester units before enrolling at APU will be at freshman standing until at least 30 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.

The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A summary of credits and transcript evaluation 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 in which a grade of C- or above has been earned can be considered for transfer of credit.

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth (CSU GE) certification as fulfilling the lower-division General Education program requirements, but all APU students are required to complete the requisite number of Biblical, Theological, and Philosophical Formation and upper-division General Education courses. In the cases of the IGETC and CSU GE, the certification must be complete and obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the APU General Education program (p. 131).

APU Associate Degree for Transfer (ADT)

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

Additional benefits include:

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

Applicants who have completed an ADT in a major deemed similar to their intended major at APU will receive priority admissions consideration. An earned ADT must be completed by January 31 for spring admits and September 30 for fall admits.

Associate Degree for Transfer (ADT) Checklist

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

- The applicant must be APU eligible. To find out more about APU eligibility, see Admission Deadlines (p. 21).
- The degree must be deemed "similar" by APU.
- APU must receive verification that you have completed or will complete the ADT by January 31 for spring admits and September 30 for fall admits.
- APU must receive an official final transcript showing that an ADT has been conferred.
- To uphold the guarantee of completing your Bachelor's degree with 68 semester units, you must maintain continuous enrollment in the same academic major. You must successfully complete all the required coursework without the need to repeat courses or supplement instruction with additional courses for minors or areas of emphasis.

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

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

Homeschooled Students

Admission is based on the completed application (see Undergraduate Admission to the University (p. 20)), 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 (<https://www.apu.edu/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 planning to take up to 6 semester units. To be considered for part-time admission, a student must submit the following items:

- Undergraduate Admission Application (https://www.apu.edu/live_data/files/221/ug_application.pdf), including signed Statement of Agreement
- \$45 nonrefundable application fee

- Official transcripts from all schools attended, submitted to the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate>)

Note: If 30 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 per semester during following semesters without having to reapply.

Readmission and Reenrollment

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 *Withdrawal from the University* (p. 84)) for one or more semesters, that student must complete the Undergraduate Application for Reenrollment. All applications for reenrollment must be approved by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) and the dean of students before reenrollment will be considered, unless an approved leave of absence was previously granted.

Any student reenrolling in Azusa Pacific University after an absence of more than two semesters (excluding summer sessions) will be subject to new catalog requirements unless reenrolling to finish work specified by an Undergraduate Graduation Application (<http://www.apu.edu/onestop/academic/graduation>) previously filed (in these cases, the policies described under *Graduation Requirements and Commencement* (p. 72) in 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 into the Academic Success Launch Program and are provided one-on-one support from the Academic Success Center. Applicants admitted into this program meet with their assigned coach within the first month of enrollment and set up an individualized academic success plan, and benefit from personalized one-on-one coaching, workshops, and connections to on-campus resources. Additionally, these applicants must take GE 101 Academic Success Lab (1 unit), which is designed to equip students for success at APU. The number of students admitted to the Academic Success Launch Program each year is limited.

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 at any time up to December 1 for spring or June 1 for fall (July 1 for transfer applicants). 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 (<https://www.apu.edu/undergraduate-admissions>) maintains regular contact with all applicants regarding the status of their application file (see *Undergraduate Admission to the University* (p. 20) for more information on Early Action and Regular Decision).

Confirmation of Admission

To confirm they wish to attend APU, students must send a \$300 enrollment 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 office of the academic discipline to which the student wishes to apply, or from the Office of Undergraduate Admissions (<http://www.apu.edu/uga>).

Veterans' Education Benefits

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

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation>), a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the U.S. Department of Veterans Affairs. 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 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 locally, married students, and students who have special circumstances that present an obstacle to campus residency. Incoming freshman students and sophomore transfer students must submit a Request for Campus Housing Assignment form or a Request for Campus Housing Exemption form. The Request for Campus Housing Assignment form is mailed to incoming students after their enrollment deposit is paid. The Request for Campus Housing Exemption form can be obtained from your admissions counselor in the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate>). Junior and senior transfer students are also encouraged to submit a housing request form to live in campus housing.

In years when new student enrollment exceeds the number of campus housing spaces available at double occupancy, tripling may be required for some incoming students. While the university is the sole determiner of final housing assignments, specific living area and mutual roommate requests are met whenever possible, though specific requests are less likely to be realized once living areas begin to fill. Campus housing is limited to the Azusa campus. Learn more (<http://www.apu.edu/housing>) about campus housing at APU.

Proficiency Exams and Placement Assessments

The Learning Enrichment Center (<http://www.apu.edu/lec>) (LEC) coordinates required placement assessment in the areas of math, writing, and foreign language for incoming students (freshmen and transfers). Testing is available in the LEC by appointment only, and remotely for out-of-area students.

For more information, visit the catalog's Placement Assessment (<http://catalog.apu.edu/undergraduate/academic-resources-auxiliary/learning-enrichment-center/testing-proctoring-services/placement>) section.

Credit by Examination

Undergraduate students may receive credit for an APU course by taking an examination in place of the course. Some exams can be taken prior to admission to APU. View information below for each type of exam, equivalent courses, and other conditions that may apply to credit being awarded.

Four examinations are recognized by the university: Advanced Placement (AP) tests (p. 26), College Level Examination Program (CLEP) (p. 95), International Baccalaureate (IB) program (p. 28), and Departmental Credit Examinations (DCE).

Credit is granted to students who score a 3 or higher on an AP test, meet the cutoff level (individually determined by each APU department or school) in CLEP subject area tests, or earn a 5 or higher on the IB higher-level exams.

There is no maximum number of credits that can be accumulated from AP, CLEP, IB, and/or DCE exams. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university. Administrative fees may be applied.

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/university. An official college transcript must be sent from the college/university 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 according to specific guidelines.

Departmental Credit Examinations (DCE)

A Departmental Credit Examination is intended to permit a student to establish academic credit in a subject in which the student has gained experience or competence equivalent to an established university course. Departmental Credit Examinations are given only for courses listed in the current catalog and only for courses for which a Departmental Credit Examination can serve as a satisfactory measure of accomplishment.

Process of Approval for New DCEs

- A faculty member submits a Departmental Credit Examination application to the department chair and dean (applications should include examination proposal and rationale to demonstrate that the exam can serve as a satisfactory measure of accomplishment).
- Dean approves the application and sends it to the provost.
- Provost approves or denies the application.
- Approved applications are submitted to the Undergraduate Registrar to create the corresponding credit in the university academic system to be able to grant students units earned.

Process of Administration of DCEs

- The faculty advisor and department chair sign the Departmental Credit Examination application.
- The examination is prepared and scheduled by an approved faculty member within the department who communicates the time and place for the student to take the exam.
- An approved faculty member grades the exam and awards a credit (CR) or no credit (NR) grade.
- The faculty member sends the Departmental Credit Examination application, the student's graded examination paper, and any appropriate evaluations of oral performance or projects to the Undergraduate Enrollment Services Center to award the grade and archive the exam and any corresponding materials.
- The Undergraduate Enrollment Services Center posts the credit to the student's academic record and applies exam fees (\$125 per exam).

Information For Students Wanting to Qualify to Take a DCE

- Students may pick up a DCE application from the respective department or the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).
- Students must obtain appropriate signatures from the faculty advisor and department chair.
- The examining instructor and the head of the examining department must determine the eligibility of the applicant and sign the application.
- If the application is approved, the examining instructor contacts the student to set up a time and place to take the exam.

Limitations

- No other enrollment or credit for that course is present on the student's record.
- Credit may not be received for a lower-level or prerequisite course when credit has already been received in a higher-level course within the same field.

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.

Recent changes to the General Education program (p. 131) may affect your Advanced Placement testing. Check with your admissions counselor for more information.

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	Humanities: Fine Arts
Biology ¹	3	4	BIOL 101 Natural Sciences
	4, 5	8	BIOL 101 Natural Science and Non-General Education Elective
Calculus AB	3, 4, 5	3	MATH 165
Calculus BC	3	6	MATH 165 and MATH 166
	4, 5	7	MATH 165, MATH 166, and MATH 167
Chemistry	3	4	CHEM 151 Natural Science
	4, 5	8	CHEM 151 and CHEM 152 Natural Science
Chinese Language and Culture	3, 4, 5	3	Non-General Education Elective
Computer Science A	3, 4	4	CS 120
	5	8	CS 120 and CS 125
English Language and Composition	3, 4	3	WRIT 110
	5	6	WRIT 110 and Non-General Education Elective
	If score is a 5 in both English Language and English Literature, the student receives 9 units: WRIT 110, ENGL 111, and 3 units Non-General Education Elective.		
English Literature and Composition	3, 4	3	ENGL 111 Humanities: Language and Literature
	5	6	WRIT 110 and ENGL 111 Humanities: Language and Literature
	If score is a 5 in both English Language and English Literature, the student receives 9 units: WRIT 110, ENGL 111, and 3 units Non-General Education Elective.		
Environmental Science	4, 5	4	Natural Science
European History	3, 4, 5	3	Humanities: History (3 units of lower-division history)
French Language	3	4	FREN 101
	4, 5	8	FREN 101 and FREN 102 Fulfills Foreign Language Proficiency
German Language	3	4	GERM 101
	4, 5	8	GERM 101 and GERM 102 Fulfills Foreign Language Proficiency
Government/Politics/Comparative	3, 4, 5	3	Non-General Education Elective
Government/Politics/U.S.	3, 4, 5	3	POLI 150 Civic Engagement
Human Geography	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
Latin: Vergil	3	4	Non-General Education Elective
	4, 5	8	Fulfills Foreign Language Proficiency
Macroeconomics	3, 4, 5	3	ECON 250
Microeconomics	3, 4, 5	3	ECON 251
Music Theory	3, 4, 5	4	Humanities: Fine Arts
Physics 1	3, 4, 5	4	PHYC 151 Natural Science
Physics 2	3, 4, 5	4	PHYC 152

Physics C: Electricity and Magnetism	4, 5	5	PHYC 162
Physics C: Mechanics	4, 5	5	PHYC 161 Natural Science
Psychology	3, 4, 5	3	PSYC 110 Social Science; PSYC 110 for Psychology majors
Spanish Language	3	4	SPAN 101
	4, 5	8	SPAN 101 and SPAN 102 Fulfills Foreign Language Proficiency
Spanish Literature	3, 4, 5	3	Non-General Education Elective
Statistics	3, 4, 5	3	MATH 130, Quantitative Literacy
U.S. History	3, 4	3	HIST 152 Humanities: History
	5	6	HIST 151 and HIST 152 Humanities: History
World History	3, 4	3	HIST 121 Humanities: History
	5	6	HIST 120 and HIST 121 Humanities: History

¹ Allied health, biochemistry, and biology majors should refer to the Department of Biology and Chemistry (p. 159) policies for more 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.

Credit for International Baccalaureate (IB) Program

Exam Title	¹ Level	Score	Units	Credit Awarded
Biology	HL	5, 6, 7	4	BIOL 101 Natural Science
Business Management	HL	5, 6, 7	3	Non-General Education elective
Chemistry	HL	5, 6, 7	4	CHEM 101 Natural Science
Classical Languages		—	—	No Credit Awarded
Computer Science	HL	5, 6, 7	6	Non-General Education elective
Dance	HL	5, 6, 7	3	General Education credit for Fine Arts
Design Technology	HL	5, 6, 7	6	Non-General Education elective
Economics	HL	5, 6, 7	3	ECON 250
Environmental Systems and Societies	SL	5, 6, 7	3	General Education credit for Natural Science
Film	HL	5, 6, 7	3	CINE 160, General Education credit for Fine Arts
Further Mathematics	SL	5, 6, 7	6	General Education credit for Quantitative Literacy, Non- General Education elective
Geography	HL	5, 6, 7	3	HIST 210
History	HL	5, 6, 7	3	General Education credit for History
Information Technology in a Global Society	HL	5, 6, 7	3	Non-General Education elective
Language A: Language and Literature	HL	5, 6, 7	3	ENGL 111, General Education credit for Literature
Language A: Literature	HL	5, 6, 7	3	ENGL 111, General Education credit for Literature

Language ab initio	SL	5, 6, 7	8	CHIN 101 and CHIN 102, FREN 101 and FREN 102, GERM 101 and GERM 102, JAPA 101 and JAPA 102, MODL 101 and MODL 102, or SPAN 101 and SPAN 102 depending on language studied, and General Education credit for Foreign Language proficiency
Language B	SL	5, 6, 7	8	CHIN 101 and CHIN 102, FREN 101 and FREN 102, GERM 101 and GERM 102, JAPA 101 and JAPA 102, MODL 101 and MODL 102, or SPAN 101 and SPAN 102 depending on language studied, and General Education credit for Foreign Language proficiency
Language B	HL	5, 6, 7	6	FREN 201 and FREN 202, GERM 201 and GERM 202, MODL 250 and MODL 251, or SPAN 201 and SPAN 202 depending on language studied, and General Education credit for Foreign Language proficiency
Literature and Performance	SL	5, 6, 7	3	General Education credit for Fine Arts
Mathematical Studies	SL	5, 6, 7	3	General Education credit for Quantitative Literacy
Mathematics	SL	5, 6, 7	3	MATH 110, General Education credit for Quantitative Literacy
Mathematics	HL	5, 6, 7	5	MATH 165, General Education credit for Quantitative Literacy
Music	HL	5, 6, 7	3	MUS 120, General Education credit for Fine Arts
Philosophy	HL	6, 7	3	PHIL 100, General Education credit for Philosophy
Physics	SL	5, 6, 7	4	PHYC 115 and General Education credit for Natural Science
Physics	HL	5, 6, 7	8	PHYC 151, PHYC 152, and General Education credit for Natural Science
Psychology	HL	5, 6, 7	3	PSYC 110, General Education credit for Social Science
Social and Cultural Anthropology	HL	5, 6, 7	3	General Education credit for Social Science
Sports, Exercise, and Health Science	SL	5, 6, 7	3	Non-General Education elective
Theater Arts	HL	5, 6, 7	3	THTR 115, General Education credit for Fine Arts
Visual Arts	HL	5, 6, 7	3	ART 150, General Education credit for Fine Arts

World Religions	SL	6, 7	3	RELG 200, General Education credit for Intercultural Competence
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¹ Legend: SL = Standard Level; HL = Higher Level

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

International Students

- American Language and Culture Institute (ALCI) (p. 146)
- International Students and Scholars (ISS) (p. 30)
- International Undergraduate Admission (p. 31)

International Students and Scholars (ISS)

International Students and Scholars (ISS) (<http://www.apu.edu/international/scholars>) assists international students and scholars at APU from the time they arrive on campus for their mandatory orientation and throughout their stay at Azusa Pacific. An international student or scholar at APU is defined as any individual holding a nonimmigrant visa status (most common are F-1 or J-1 student status). Any non-U.S. resident/citizen holding a nonimmigrant visa status is required to apply to APU through the Office of Undergraduate and International Admissions.

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 Student Orientation (<https://www.apu.edu/international/scholars/orientation>), as stated in each student's admissions letter, prior to the start of their program of study.

Throughout the academic year, numerous events and opportunities exist for international students and scholars to interact with the U.S. culture, as well as represent their culture to the APU campus. International students are encouraged to enjoy the many student life opportunities on campus specifically for them and for the campus at large. For questions regarding the services available to international students and scholars, contact the ISS office, located in the International Center on East Campus.

Requirements for F-1 or J-1 International Students and Scholars

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 or 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 and scholars. APU has three designated school officials (DSOs) to assist international students and scholars in maintaining their legal status, and they can be reached during office hours in the International Center. While ISS provides many services to assist students in maintaining their legal status, it is ultimately the responsibility of students to maintain legal status.

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) (p. 31) are required for full-time status. The majority of master's-level students are considered full-time with 9 units a term (or two 8-week sessions); doctoral students with 6 units per term. For exceptions to this policy, students must consult with ISS. The exceptions are also noted in the catalog.
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 (20+ hours a week) during vacation periods. J-1 students must receive written verification and permission from ISS prior to working on campus. Any off-campus employment other than Curricular Practical Training (CPT) must be officially authorized by the U.S. government for F-1 students. 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 APU ISS office within 10 days of moving.
4. **Obey all laws of the United States:** For details of other specific immigration laws that may affect F-1 or J-1 status, contact ISS.
5. **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. Any other significant changes must also be noted on the I-20 (e.g., change in financial scholarships/ sponsorship or change of completion of studies).

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 apply.

Admission Requirements

First-year Undergraduate Students

1. Completed application for admission, Statement of Agreement with Institutional Policy, and Personal Statement
2. \$45 application fee
3. Official high school transcripts
4. SAT or ACT scores (optional for international students)
5. English proficiency documentation (See English Proficiency Requirements (p. 31)¹ below)
6. Personal reference (optional, but recommended)
7. A bank statement or other official forms of documentation of financial support must accompany the financial statement and affidavit of financial support²
8. Copy of passport
9. Some programs (see School of Nursing (<https://www.apu.edu/nursing/programs/undergraduate>) and College of the Arts (<https://www.apu.edu/arts>)) may require additional items for application

Transfer Undergraduate Students

1. Completed application for admission, Statement of Agreement with Institutional Policy, and Personal Statement
2. \$45 application fee
3. Official college transcripts (transfers with less than 28 units earned at the time of application will need to submit an official high school transcript)
4. English proficiency documentation (See English Proficiency Requirements (p. 31)¹ below)
5. Personal reference
6. A bank statement or other official forms of documentation of financial support must accompany the financial statement and affidavit of financial support²
7. Copy of passport

¹ The acceptable minimum score is subject to change as the university deems necessary. Some programs may have higher requirements.

² At least one semester'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.

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, and with a minimum of 28 transferable non-ESL units, a 2.5 GPA is acceptable. For the School of Business and Management (p. 534), a 2.7 GPA is required.

Some programs require a higher GPA for admission. Check with the appropriate department for more information.

Admission Deadlines

Semester	Early Action	Outside U.S.	Inside U.S.
Fall (September)	Freshman only: November 15	May 1	June 1
Spring (January)	N/A	September 15	October 15

English Proficiency Requirements

A 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

	Total (Top Score: 9)
Conditional ¹	5.5
Undergraduate	6.0

TOEFL iBT

	Listening (Top Score: 30)	Reading (Top Score: 30)	Writing (Top Score: 30)	Speaking (Top Score: 30)
Conditional ¹	16	16	18	15
Undergraduate	20	20	22	18

¹ Please note that even with a high enough total score, you may be required to take ALCI courses or TESL 100 depending on subset scores or any other indicators in your applications. (TESL 100 is a university-level course that provides additional support to meet the English proficiency requirement, and this course is counted toward the graduation requirement. In addition, you can take more academic units along with TESL 100.)

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

B. APU English placement test. Students can also demonstrate English proficiency by taking a placement test through the American Language and Culture Institute (p. 146). This placement test is administered on campus at APU. 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) (p. 146) 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 minimum proficiency for the undergraduate program, and Level 5 for the graduate program, to continue academic programs after ALCI studies.

Financial Information

- Financial Aid (p. 33)
- Undergraduate Student Financial Services (p. 57)
- Payment Information (p. 57)
- Refund Policy and Withdrawal Information (p. 59)
- Student Employment (p. 60)
- Tuition and Fees (p. 60)

Financial Aid

- Apply for Financial Aid (p. 33)
- Financial Aid Policies (p. 34)
- Types of Financial Aid (p. 39)

Apply for Financial Aid

Step 1

Complete the FAFSA. (<https://fafsa.ed.gov>)

- Priority Deadline: March 2
- APU's School Code: 001117

Step 2

Submit the Cal Grant GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form>) (California residents).

- Deadline: March 2
- Note: This is not required if the student received a Cal Grant the previous school year.

Step 3

Submit To Do List items requested through the My Financial Aid tab (under the UG Enrollment Services Center tab) at home.apu.edu.

- When: Recommended by June 30

Step 4

Look for other scholarships and grants if needed.

- APU Academic Scholarships (<http://www.apu.edu/undergraduate-enrollment-services/finances/aid/academic>)
- APU Participatory Scholarships (<http://www.apu.edu/undergraduate-enrollment-services/finances/aid/participatory>)
- Other Resources (<http://www.apu.edu/undergraduate-enrollment-services/finances/aid/resources>)

Step 5

Apply for loans.

- When: After the student receives the financial aid award letter.

Step 6

Ask questions.

- When: Anytime
- New Students: admissions@apu.edu
- Returning Students: uesc@apu.edu

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 (p. 34)
2. Financial Aid Packaging (p. 34)
3. Financial Aid Policy for Study Away Programs (p. 35)
4. Keeping in Touch (p. 35)
5. Minimum Enrollment (p. 35)
6. Nondiscrimination (p. 36)
7. Release of Records (p. 36)
8. Satisfactory Academic Progress (SAP) (p. 36)
9. Stacking Financial Aid (p. 37)
10. Verification (p. 38)
11. Verifying Enrollment for Financial Aid Eligibility (p. 39)

Deadlines

Priority Deadline for Submitting Required Financial Aid Documents

- Due date: June 30, 2019
- Item(s) due: Items from financial aid to-do list (excluding loan documents and the acceptance of loans at home.apu.edu)
- Missed deadline: Financial aid may be canceled after June 30, 2019

Final Deadline for Submitting Required Financial Aid Documents

- Due date:
 - Attending fall semester only: January 3, 2020
 - Attending spring semester: June 30, 2020
 - Attending fall and spring semesters: June 30, 2020
 - The official date of Leave of Absence or University Withdrawal
- Item(s) due: All required financial aid documents (including loan documents and the acceptance of loans at home.apu.edu)
- Missed deadline: Not eligible for financial aid that semester. Includes federal, state, and most institutional aid.

Final Deadline for Federal Direct Loans

- All Federal Direct Loans must be accepted at home.apu.edu by the following deadlines:
 - Attending fall semester only: December 13 by 2 p.m.
 - Attending spring semester: May 1 by 2 p.m.
 - Attending fall and spring semesters: May 1 by 2 p.m.
 - The official date of Leave of Absence or University Withdrawal
- Master Promissory Note and Entrance Counseling for Federal Direct Loans:
 - For students who complete the term: must be completed no later than 180 days after the last day of the term a student is enrolled in
 - For students on leave of absence or who withdraw from the university: must be completed by the official date of Leave of Absence or University Withdrawal
- Missed deadline: Not eligible for Federal Direct Loans. Includes Subsidized, Unsubsidized, and/or Parent PLUS Loans.

Financial Aid Packaging

Azusa Pacific University offers financial aid in the form of grants, scholarships, loans, and employment. In order to serve a large number of students needing financial assistance, the university coordinates various elements of each student's financial aid program. This "packaging" (<http://www.apu.edu/admissions/undergraduate/calculator>) 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 Study Away Programs

Group 1 Programs: APU Semester Programs (China Nursing, Ecuador, Global Learning Term, Los Angeles Term, Norway Nursing, Sacramento, South Africa, and Zephyr Point Tahoe Semester)

- Charges: Standard Full-time Tuition, Program Fee, UG Services Fee, and Health Fee(s) (varies for domestic/international)
- Financial Aid: Standard; same as on campus (with exception of athletic, music, and other aid that requires on-campus participation). May receive aid for up to two semesters off campus, with a minimum of one semester between each.

Group 1 CCCU/BestSemester: Oxford Scholar's Semester

- Charges: Standard Full-time Tuition, Program Fee, UG Services Fee, and Health Fee(s) (varies for domestic/international)
- Financial Aid: Standard; same as on campus (with exception of athletic, music, and other aid that requires on-campus participation). May receive aid for up to two semesters off campus, with a minimum of one semester between each.
- Faculty/Staff Award: Only one recipient per off-campus program
- Tuition Exchange: Only one recipient per off-campus program

Group 2 Programs: CCCU/BestSemester

- Charges: Actual cost of study away program, APU study away \$500 processing fee, insurance fees, UG Services Fee, etc.
- Financial Aid: Only eligible for federal and state aid. May receive aid for up to two semesters off campus, with a minimum of one semester between each.

GO Terms

Usually, no financial aid is available for undergraduate GO Term programs. Students participating in GO Term programs may be charged study away processing fees, program fees, international health insurance, tuition, etc. Typically, program and insurance fees must be paid in the semester before your program (summer programs only). Tuition and all supporting fees must be paid according to the timeline provided by Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). Reference your program materials for exact dates and more information. In the event that a GO Term program occurs within a term break (e.g., midsemester break), tuition may be combined with the semester block tuition rate for up to 18 units (additional program and insurance fees would still apply).

Programs Not Sponsored/Approved by APU

Not eligible for financial aid. Leave of Absence (<http://www.apu.edu/onestop/finances/policies/#refundpolicyandwithdrawalinformation>) required. **For more information, contact the Center for Global Learning and Engagement** (<https://www.apu.edu/global-engagement>).

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 on the students.

Students must notify the Undergraduate Enrollment Services Center regarding changes in financial situation, marriage, loss of a job, change in class load, or change of address. To contact the Undergraduate Enrollment Services Center, a student may call, email, or stop by in person. Students must notify the associate dean of students to withdraw from the university.

Minimum Enrollment

Scholarships, grants, and federal loans are based on a student's enrollment (athletic scholarships are pursuant to NCAA legislation).

For scholarships and grants:

- 12+ units: 100 percent of scholarships and grants
- 9-11 units: 75 percent of scholarships and grants
- 6-8 units: 50 percent of scholarships and grants
- 1-5 units: Not eligible for scholarships and grants*

*Exception: Final semester to graduate—25 percent of institutional scholarships and grants

For federal loans*:

- 6+ units: 100 percent of federal loans
- 1-5 units: Not eligible for federal loans

*Exception: Federal loans will be prorated if a student exclusively attends fall, spring, or summer only for their final semester.

Nondiscrimination

The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures.

Release of Records

It is understood that by applying for financial aid, the student grants the Undergraduate Enrollment Services Center 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.

Minimum Requirements

- GPA: Cumulative GPA of at least 2.0
- Units Passed (Pace): Passing grade in at least 67 percent of units enrolled (includes *Fs*, *Ws*, Incompletes, and repeated courses)
- Total Units Limit (Maximum Time Frame): Can enroll in up to 180 units. Not eligible when enrolling in the 181st unit (includes *Fs*, *Ws*, Incompletes, and repeated courses). Exceptions may apply to students enrolled in additional degrees.
- Evaluated: End of each term (fall, spring, summer)

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 whether a student meets the minimum requirements listed above.

Additional Degree

Students may receive Title IV, state, and most institutional aid for each degree. If the student completes the degree requirements for both degrees during the same term, the student can receive aid from Title IV, state, and most institutional aid until completion. If, on the other hand, the student completes the first degree/major program before completing the other degree/major program, that student is no longer eligible for Title IV grant (Federal Pell Grant, FSEOG, or TEACH Grant) and state aid funds to complete the second degree/major program. That student, however, may still receive Federal Work Study and Federal Direct Loan funds to complete the requirements of the second degree/major program. Students can enroll in up to 225 units. Not eligible when enrolling in the 226th unit (includes *Fs*, *Ws*, Incompletes, and repeated courses). See Guidelines for Additional Degrees (<http://catalog.apu.edu/undergraduate/academic-programs/degree-programs/#guidelinesforadditionaldegrees>).

Financial Aid SAP Status

Students who fail to maintain SAP will be placed on Financial Aid Warning and may be given up to one term (semester) of financial aid eligibility to correct their SAP deficiencies. If the student does not make up his/her deficiencies in that one term and/or does not maintain SAP for two consecutive terms, he/she 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, he/she will be placed on Financial Aid Probation.

Appeals

Students may appeal for reinstatement of financial aid if they, a spouse, a dependent child, or a parent have experienced illness that prevented class attendance for an extended period of time; they 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.

An SAP Appeal form is available online and at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) and is required in order to be considered for reinstatement of your financial aid. 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 Success Center (p. 87) staff. The appeal will be reviewed by a SAP Appeals Committee.

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* (note that some departments and/or schools require a higher minimum GPA in order for coursework to meet their program requirements). Withdrawals and incomplete grades are not passing grades. Challenge exams and audited courses are not considered.

Regaining Eligibility

Students regain financial aid eligibility when they meet all three measures of progress for SAP. It is possible for a student to be placed on a warning status multiple times in his or her undergraduate academic career.

Remedial Coursework

A student may take one academic year's worth of remedial courses and receive 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 (pace) rate and maximum time frame. Students who passed a class and choose 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 toward all three progress measures for SAP (GPA, pace, and total units limit).

Stacking Financial Aid

The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-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 policies may restrict the total amount or type of award a student may receive.

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

1. Federal (Pell Grant, FSEOG Grant, etc.)
2. State (Cal Grant B/Dream Act Access, Cal Grant B/Dream Act, Cal Grant A/Dream Act, Chafee Grant, etc.)
3. Outside aid (depending on what the scholarship/award is explicitly designated to help cover)
4. Institutional aid, in the following order:
 - a. Tuition Exchange Award
 - b. Academic Merit Scholarship (President's, Deans', Trustees', etc.)
 - c. Athletics
 - d. MOU scholarship
 - e. APU Grant; APU Grant–Dream Act
 - f. Faculty/Staff Award (new students: Faculty/Staff comes before APU Grant)
 - g. Departmental/participatory (new students: departmental/participatory comes before APU Grant)
5. Federal Direct Subsidized Student Loan
6. Federal Work Study
7. Federal Direct Unsubsidized Student Loan
8. Federal Direct PLUS Loan (Parent)
9. Federal Direct Unsubsidized Student Loan (add-on)
10. Alternative Loan
11. State Vocational Rehabilitation Grant
12. ROTC
13. Veterans benefits (GI Bill, Yellow Ribbon, and Vocational Rehabilitation and Employment)

The following guidelines can help explain why a student's financial aid may be reduced:

Step 1: Cost of Attendance (COA)

Financial aid cannot stack above Cost of Attendance (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).
- Scholarships and grants specifically required to pay tuition can stack with the Cal Grant up to tuition (Trustees', Tuition Exchange, etc.)

Step 3: Institutional Aid

APU scholarships and grants (including the Faculty/Staff Award and Tuition Exchange) cannot stack above tuition. Please note: Steps 1 and 2 may reduce the amount below the cost of tuition.

Exceptions:

- Bishop Dixon Scholars (see Step 6 below)
- Honors College Scholarship
- Marvin and Leota Batt Scholarship
- RA Scholarship
- Scholarshiped athletes cannot stack above Grant-in-Aid Amount.
 - Not eligible for an APU Grant (athletes receiving the Athletics Support Grant may still be eligible to receive an APU Grant)

Step 4: APU Grant

The APU Grant will be reevaluated when new information is received. Circumstances that may decrease a student's APU Grant:

- Changes made to the FAFSA
- Academic Merit Scholarship added or revised
- APU departmental/participatory scholarship added or revised
- Faculty/Staff Award added or revised
- Federal or state grants added or revised (Pell Grant, FSEOG Grant, Cal Grant, etc.)
- Other new information

Not eligible for APU Grant:

- Athletic scholarship recipient
- ROTC recipient
- College of the Arts music scholarship recipient
- College of the Arts theater scholarship recipient
- A student who does not submit a FAFSA or complete verification
- Faculty/staff (employee and/or spouse)

Step 5: ROTC

Army ROTC

- Scholarship from ROTC covers tuition and mandatory fees.
- Also receive an ROTC Room and Board Scholarship from APU: \$9,000/year (\$4,500/semester).
- Not eligible for any additional APU scholarships or grants.
- Not eligible for Cal Grant (full tuition is paid by ROTC)

Air Force ROTC

- Scholarship from ROTC = \$18,000/year (\$9,000/semester).
- Also receive an ROTC Room and Board Scholarship from APU: \$9,000/year (\$4,500/semester).
- Not eligible for any additional APU scholarships or grants.
- May be eligible for Cal Grant (student must have enough tuition charges, after ROTC, to add full Cal Grant).

Step 6: Bishop Dixon Scholarship Recipients

After federal, state, and APU grant aid is applied, the Bishop Dixon Scholarship will cover remaining tuition, mandatory fees, and room and board (though it may not cover optional charges, such as the Student Health Center, parking citations, etc.). Recipients will also receive \$2,000/year (\$1,000/semester) to help with books and supplies.

Verification

Each year, the federal government or Azusa Pacific University 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 documentation appears incomplete or inaccurate.

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

Verifying Enrollment for Financial Aid Eligibility

In order to be eligible for Title IV aid, each course a student enrolls in must:

1. Be a course enrolled in at Azusa Pacific University.
2. Satisfy a degree requirement for the major(s) the student is actively pursuing during that term (fall, spring, summer). Degree requirements include courses that satisfy graduation, general education, major, minor, or other required coursework, including prerequisites.
3. Meet the repeat requirements as defined by the Department of Education:
 - a. If a student received a passing grade (grade higher than *F*) in a course, they are allowed to repeat that course only once to remain eligible for Title IV aid. Students who pass the course initially but fail the second time may not receive Title IV aid for taking the course a third time.
 - b. If a student received a *W* or *F* grade in a course, they are permitted to repeat the course, but other APU academic policies may limit the number of times a student can repeat a course.

Courses that do not meet the above requirements will not be included in the determination of a student's enrollment status for purposes of paying Title IV aid. Institutional aid will be based on eligible coursework.

Types of Financial Aid

Award amounts listed are for students first enrolling at Azusa Pacific University in 2019-20. Refer to previous catalogs (<http://www.apu.edu/provost/catalog>) for scholarship/grant awarding information for enrollment that began prior to 2019-20.

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

1. Federal (p. 39) (provided by the U.S. government)
2. State (p. 54) (provided by the state of California)
3. Institutional (p. 42) (provided by APU)
4. Outside scholarships (p. 52) (provided by organizations, businesses, etc.)
5. Alternative/private loans (p. 52)

Budget Limitations

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 (p. 37) policy for more information on possible restrictions.

Federal Aid

Federal aid is categorized as:

1. Grants (free money)
2. Federal Work Study (paycheck from a job)
3. Loans (which have to be paid back)
4. Military Benefits (based on qualifying military service)

To apply for federal aid in the form of grants, federal work study, or loans, students must complete the FAFSA (<https://fafsa.ed.gov>).

To be eligible for and to 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 more information on federal aid programs, the amounts, and their qualifications and restrictions, refer to the Department of Education website (<https://studentaid.ed.gov>).

Grants

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 (<https://fafsa.ed.gov>).

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 \$657-\$6,195 ¹ for the 2019-20 school year

¹ Amount depends upon EFC and enrollment (award amount is prorated if enrolled less than full time).

Disbursement

Once the student's financial aid file is 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 and maintain Satisfactory Academic Progress (SAP). (p. 36)

Federal Supplemental Educational Opportunity Grant (FSEOG)

The extremely limited funds for the FSEOG are awarded to the neediest students as determined by the FAFSA (<https://fafsa.ed.gov>) based on exceptional need until the funds run out.

Qualifications

1. Extreme financial need requirement (as determined by the FAFSA). For 2019-20, the EFC cannot exceed 0.
2. Student has not previously received a bachelor's degree.
3. Eligible for a Pell Grant.
4. Returning Students: Complete new FAFSA application by March 2 (e.g., 2019-20 FAFSA by March 2, 2019, and the 2020-21 FAFSA by March 2, 2020).

Yearly Amount

1. Up to \$1,500 (\$750/semester). The 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 financial aid file is complete, the FSEOG 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 complete the FAFSA as soon after the first FAFSA filing date as possible (October 1, 2018, for the 2019-20 FAFSA). 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 (p. 36).

Federal Work Study (FWS)

Federal Work Study 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 (<https://fafsa.ed.gov>) 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.
3. The student must also maintain Satisfactory Academic Progress (p. 36).

Loans

Federal Direct PLUS Loan for Parents

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

Yearly Amounts

If the parent is approved, they can borrow any amount up to the student's cost of attendance, minus any other aid the student is receiving.

Appeals and Endorsers

If denied a PLUS Loan, parents may:

1. Appeal the decision by contacting Direct Loans.
2. Apply for the PLUS loan with an endorser (co-signer).
3. The student can then take out an additional Federal Direct Unsubsidized Loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

How to Apply

Students

1. Complete the 2019-20 FAFSA (<https://fafsa.ed.gov>).

Parents of a Dependent Student

1. Complete the Direct PLUS Loan Application (<https://studentloans.gov/myDirectLoan/launchPLUS.action?plusType=parentPlus>).
2. New borrowers must also complete a Direct PLUS Loan Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn>).

Disbursement

Once the student's financial aid file is 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. If the parent borrower was originally denied the PLUS Loan based on adverse credit and was then later approved (or obtained an endorser), the parent must complete PLUS Credit Counseling online (<https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=plus>). The Parent PLUS Loan will not disburse to the student's APU account until the credit counseling is completed.

To Retain Eligibility

The student must be enrolled at least half time (6 units per semester). The student must also maintain Satisfactory Academic Progress (p. 36).

Repayment

Repayment of the Federal Direct Parent 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. Learn more. (<https://studentloans.gov/myDirectLoan/repaymentEstimator.action>)

Federal Direct Loan for Students

The Federal Direct Loan is a low-interest loan 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 (0-29 units): \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores (30-59 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 2019-20 FAFSA (<https://fafsa.ed.gov>).
2. Accept loan(s) through the Undergraduate Enrollment Services Center tab at home.apu.edu.

New Borrowers Must Also:

1. Complete Direct Loan entrance counseling online (<https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=entrance>).
2. Complete a Direct Loan Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn>).

Disbursement

Once the student's financial aid file is 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 (p. 36).

Repayment

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

Military Benefits**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, contact the VA (<https://www.va.gov>). You may also contact the Office of Military and Veteran Education Benefits (<https://www.apu.edu/militaryeducation/benefits>) at (626) 815-3837 or mveb@apu.edu.

Institutional Aid

Award amounts listed are for students first enrolling at Azusa Pacific University in 2019-20. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began prior to 2019-20.

Institutional aid categories:

1. Academic Scholarships (p. 43)
2. Need-based Awards (p. 45)
3. Participatory/Other Awards (p. 46)

Budget Limitations

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.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. On occasion, 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 (p. 37) policy for more information on possible restrictions.

Minimum Enrollment

Award amounts are based on full-time attendance. See the Minimum Enrollment (p. 35) policy for more information.

Student Responsibility

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.

Underwriting Organizations

Foundations and corporations generously contribute funds that underwrite APU scholarships. These organizations include:

- America's Christian Credit Union
- American Endowment Foundation
- American Transport System
- Arrow Motors, Inc.
- Bargaehr Family Foundation
- Barnabas Foundation
- Benevity Social Ventures, Inc.
- Bolton & Company
- California Community Foundation
- Corona Aluminum Co.
- EMELCO Foundation
- Family Unity Foundation
- Fuller Foundation
- Gatherer Family Foundation
- George H. Mayr Foundation
- IHS Foundation
- Image Management
- James L. Stamps Foundation, Inc.
- John Stauffer Charitable Trust
- Kaiser Permanente
- Landcastle, Inc.
- Larry W. Smith Ranch
- McGrew-Philipp Family Foundation
- Merklin Family Foundation
- Ministry Advance Foundation
- National Christian Foundation
- Pillmore Family Foundation
- Presbyterian Intercommunity Hospital
- Southern California Edison
- Team Physical Therapy
- TELACU Industries
- The Ahmanson Foundation
- The Community Foundation serving Riverside and San Bernardino Counties
- The Hugh and Hazel Darling Foundation
- Visiting Angels of Glendora and Upland
- Whiting's Food Concessions, Inc.
- William Randolph Hearst Foundation
- Windgate Charitable Foundation

Academic Scholarships

Academic scholarships are based on a combination of GPA and test scores at the time of admittance. SAT or ACT writing section scores are not considered. Recipients will be granted the single-highest award for which they qualify and will receive official notification of their award shortly after acceptance to the university.

All academic scholarships are renewable for up to four years. Award amounts listed are for students enrolling for the first time at Azusa Pacific University in Fall 2019. Refer to previous academic catalogs (<http://www.apu.edu/provost/catalog>) for scholarship/grant awarding information for enrollment that began prior to Fall 2019. Award amounts are not increased in subsequent years.

Trustees' Scholarship

Deadlines

- Submit a complete APU undergraduate application by the Early Action deadline of November 15, and
- Submit a complete Trustees' Scholarship Application (<http://www.apu.edu/trusteesscholarship>) by December 1.

Yearly Amount

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

How to Apply

- Complete and submit the Trustees' Scholarship Application (<http://www.apu.edu/trusteesscholarship>) online.

To Retain Eligibility

- Must maintain at least a 3.0 cumulative GPA at APU (verified after every spring semester).

President's Scholarship

Yearly Amount

- \$19,000 (\$9,500 per semester)

Deans' Scholarship

Yearly Amount

- \$17,000 (\$8,500 per semester)

Director's Scholarship

Yearly Amount

- \$15,000 (\$7,500 per semester)

Founder's Award

Yearly Amount

- \$12,000 (\$6,000 per semester)

General Scholarship Information

Unless stated otherwise, the following applies to the awards listed above:

Qualifications

- Freshmen: Students entering APU directly from high school or having completed fewer than 12 units of college work at the point of admission.
- SAT or ACT writing section scores are not considered.
- Academic scholarships cannot be reearned if lost due to a low GPA, nor can a student qualify for a different academic scholarship while at APU.
- Other than the Trustees' Scholarship, each award is based on a sliding scale to accommodate various combinations of GPAs and test scores.
- Each case is evaluated individually.

Yearly Amount

- Award amount will be prorated if enrolled less than full time (9-11 units at 75%, 6-8 units at 50%).

Disbursement

- Once the student's financial aid file is complete, the scholarship is usually disbursed 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

- Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester).
- The student must also maintain Satisfactory Academic Progress (p. 36).

Need-based Awards

Award amounts listed are for students first enrolling at Azusa Pacific University in 2019-20. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began prior to 2019-20.

- APU Grant (p. 45)
- Bishop Dixon Scholarship (p. 45)

Budget Limitations

Be advised that funding from all of the sources listed is not guaranteed; budget limitations may reduce or eliminate, without notice, any of the awards described.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. 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 (p. 37) policy for more information on possible restrictions.

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 in affording the one-of-a-kind, transformational education experience offered at APU.

Qualifications

Based on financial need as determined by the FAFSA, the APU Grant considers the cost of attendance as well as 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. Students must also complete verification, if applicable. Award amounts will not increase in subsequent years.

Yearly Amount

The amount varies, depending on financial need and available resources. The amount offered will be prorated if the student attends less than full time (9-11 units at 75%, 6-8 units at 50%). 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 (p. 37) policy for more information on possible restrictions.

How to Apply

Complete the FAFSA (<https://fafsa.ed.gov>) as soon after the first FAFSA filing date as possible (October 1, 2018, for the 2019-20 FAFSA).

Disbursement

Once the student's financial aid file is complete, this award is usually disbursed 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

Students must complete the FAFSA (<https://fafsa.ed.gov>) annually by the applicable deadline. It is recommended to complete the FAFSA as soon after the first FAFSA filing date as possible (October 1, 2018, for the 2019-20 FAFSA).

The student must also maintain Satisfactory Academic Progress (p. 36).

Bishop Dixon Scholarship

Dependent on continued funding, a few students with considerable financial need who embody APU's Four Cornerstones (<http://www.apu.edu/about/cornerstones>) are selected to receive the Bishop Dixon Scholarship.

Qualifications

Based on significant financial need as determined by the FAFSA (<https://fafsa.ed.gov>), the recipients are chosen by the Bishop Dixon Scholarship committee. Recipients 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, Student 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 the Stacking Financial Aid (p. 37) policy for more information.

How to Apply

Complete the FAFSA (<https://fafsa.ed.gov>) as soon as possible, after the first FAFSA filing date (October 1, 2018, for the 2019-20 FAFSA; October 1, 2019, for the 2020-21 FAFSA). Eligible recipients will be notified by the Bishop Dixon Scholarship Committee.

Disbursement

Once the student's financial aid file is 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 (p. 36).

Participatory/Other Awards

Award amounts listed are for students first enrolling at Azusa Pacific University during the current academic year. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began during prior academic years.

- Athletic Scholarships (p. 46)
- Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship (p. 47)
- Forensics Scholarships (p. 48)
- Math and Physics Fellowship (p. 48)
- Multi-Ethnic Leadership Scholarship (p. 49)
- Music Scholarships (p. 49)
- Post-9/11 APU Yellow Ribbon Award (p. 50)
- Stauffer Fellowships (p. 51)
- Theater Scholarships (p. 51)

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 (p. 37) policy 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 staffs 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 (view the coaching staff email directory (<http://athletics.apu.edu/staff.aspx>)). Game footage is welcomed when available and requested by the

coaching staff. Athletes receiving an athletic scholarship are not eligible for an APU Grant. Athletes receiving the Athletics Support Grant may still be eligible to receive an APU Grant.

Disbursement

Once the student's financial aid file is complete, the award usually is disbursed 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 (p. 36).
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 nine students will be chosen as recipients each academic year.

Qualifications

1. The Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship is for students who currently attend Azusa High School, Gladstone High School, or Sierra High School and plan to enroll at APU, or for graduates of these schools who currently attend Citrus College.
2. Reside in the City of Azusa.
3. Demonstrate a commitment to the Four Cornerstones (<https://www.apu.edu/about/cornerstones>) of Azusa Pacific University: Christ, Scholarship, Community, and Service.
4. Have a minimum high school GPA of 3.0 or a minimum Citrus College GPA of 2.2.
5. Possess a passion for community service within the Azusa community.
6. Have proven leadership skills (e.g., volunteer work in the city of Azusa, or participated in cocurricular activities in high school, and/or athletics, youth group, ASB, parks and recreation, or youth group involvement).
7. Be admitted to Azusa Pacific University. It is strongly recommended that students complete the FAFSA (<https://fafsa.ed.gov>) and be admitted for the appropriate year by March 2.

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 (p. 37) policy for more information on possible restrictions.

How to Apply

1. Complete the FAFSA (<https://fafsa.ed.gov>) as soon as possible after the first FAFSA filing date.
2. For an application and more information, contact the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate>).

Disbursement

Once the student's financial aid file is 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

The student must:

1. Maintain Satisfactory Academic Progress (p. 36).
2. Maintain at least a 2.8 cumulative GPA at APU.
3. Enroll in at least 12 units each semester at APU.
4. Participate in at least 30 hours of community engagement within the city of Azusa each academic year.
5. Participate in the Azusa Scholars Program (<http://www.apu.edu/studentaction/serve/local/azusascholars>).

Forensics Scholarships

Forensics scholarships are available to top-performing students participating in APU's nationally recognized forensics program (<http://www.apu.edu/clas/communication/forensics>). For more information on the forensics program, contact the Department of Communication Studies at commstudies@apu.edu (commstudies@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 (p. 37) policy for more information on possible restrictions.

How to Apply

Contact the Department of Communication Studies at commstudies@apu.edu (commstudies@apu.edu).

Disbursement

Once the student's financial aid file is 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 (p. 36).
2. The student must meet the requirements established by the forensics program.

Math and Physics Fellowship

The Department of Mathematics, Physics, and Statistics (<http://www.apu.edu/clas/mathphysics>) awards two fellowships to incoming freshman undergraduate students pursuing a four-year degree in mathematics, applied mathematics, or physics. The fellowship gives exceptional students financial support and special opportunities to help optimize their APU experience. Fellows participate in a rigorous academic program coupled with a strong Christian worldview focus.

Yearly Amount

Up to \$3,000 per year (\$1,500 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 (p. 37) policy for more information on possible restrictions.

How to Apply

Download an application (<http://www.apu.edu/clas/mathphysics/opportunities/fellowships>) online.

Disbursement

Once the student's financial aid file is 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 fellowship may change if new information is received.

To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 36).
2. The student must meet the requirements outlined in the Math and Physics Fellowship (http://catalog.apu.edu/undergraduate/financial-information/types/institutional-aid/participatory-other-awards/math-and-physics-fellowship/Fellowship_Guidelines_2017-18.pdf) program guidelines.

Multi-Ethnic Leadership Scholarship

Every year, six first-time freshmen are chosen as recipients of the Multi-Ethnic Leadership (MEL) Scholarship (<http://www.apu.edu/scrd/scholarship/multiethnic>). 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

Scholarship recipients are awarded \$11,000 per year (\$5,500 per semester). The scholarship will be prorated if enrolled less than full-time (9-11 units at 75%, 6-8 units at 50%). 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 (p. 37) policy for more information on possible restrictions.

How to Apply

Contact the Student Center for Reconciliation and Diversity (<http://www.apu.edu/scrd>).

Disbursement

Once the student's financial aid file is 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 Student Center for Reconciliation and Diversity 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 (p. 36).
2. The student must meet the requirements established by the center.

Music Scholarships

College of the Arts Music Scholarships

College of the Arts music scholarships are available to incoming music majors who have auditioned with the School of Music. Scholarships are awarded based on talent, academic ability, and potential contribution as a music major in the School of Music.

Music scholarships are renewable at the offered amount until anticipated graduation date upon admission (eight semesters for incoming freshmen). Students who do not meet their anticipated graduation date must petition to renew their award past this deadline.

Eligibility Requirements

- Student must be a music major (music minors are ineligible).
- Maintain a cumulative GPA of 3.0.
- Participate in the program as directed. This can include participating in ensembles above and beyond those required by the catalog curriculum.
- Maintain full-time enrollment (12 units or more). Students below 12 units may have their scholarships prorated per university policy.

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 (p. 37) policy for more information on possible restrictions.

How to Apply

Learn more (<https://www.apu.edu/music/auditions-scholarships>) about School of Music scholarships and auditions.

Engagement Scholarships

Engagement scholarships are available to talented music minors and non-music majors for participation in a specific music ensemble. Scholarship amounts are determined by audition. Students may participate in multiple ensembles if desired and may receive multiple scholarships.

Engagement scholarships are not renewable from year to year.

Eligibility

- Music majors are not eligible.
- Maintain a cumulative GPA of 2.0.
- Participate in the ensemble(s) as directed. This can include participating in extracurricular performances or travel.

How to Apply

Learn more (<http://catalog.apu.edu/undergraduate/financial-information/types/institutional-aid/participatory-other-awards/music-scholarships/%20https://www.apu.edu/music/auditions-scholarships>) about School of Music scholarships and auditions.

Post-9/11 APU Yellow Ribbon Award

Set up as a matching program between the Department of Veterans Affairs (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, as well as by APU's VA certifying official. For more information on the GI Bill and the VA Yellow Ribbon program, visit the VA website (<http://www.gibill.va.gov>).

Yearly Amount

Up to \$14,000 of APU Yellow Ribbon for the 2018-19 school year. The VA Yellow Ribbon will also match up to \$14,000. 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 Veteran Education Benefits (<http://www.apu.edu/militaryeducation/benefits>) and complete the application steps needed.

Disbursement

Once the student's financial aid file is 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. The student must maintain Satisfactory Academic Progress (p. 36).
2. Should a student drop or withdraw from a class, the federal government will not pay the GI Bill toward that course. The student will be responsible for any outstanding balance created by dropping or withdrawing from a course.
3. The student will be responsible for any outstanding charges not covered by the GI Bill, VA Yellow Ribbon, or APU Yellow Ribbon awards.

GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at benefits.va.gov/gibill (<http://benefits.va.gov/gibill>).

Stauffer Fellowships

APU awards up to two fellowships to biochemistry or chemistry majors who have successfully completed at least one 300- or 400-level CHEM/BIOC course and have a minimum cumulative GPA of 3.00.

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 (p. 37) policy for more information on possible restrictions.

How to Apply

During each academic year, an application period will be announced by the Department of Biology and Chemistry (p. 159) and eligible students will be contacted by email. For additional questions, contact Kevin S. Huang, Ph.D., at (626) 815-6000, Ext. 6505, or email shuang@apu.edu.

Disbursement

Once the student's financial aid file is 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 (p. 36).
2. The student must meet the requirements established by the Department of Biology and Chemistry.

Theater Scholarships

Scholarships are available to students majoring in Theater Arts (<https://www.apu.edu/vpa/programs/theater-arts-major/financialaid>) or Acting for the Stage and Screen (<https://www.apu.edu/vpa/programs/acting-major-bfa/financialaid>). (<https://www.apu.edu/vpa/programs/acting-major-bfa/financialaid>)

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 (p. 37) policy for more information on possible restrictions.

How to Apply

For information on audition opportunities and scholarship requirements, visit the Theater Arts (<https://www.apu.edu/vpa/programs/theater-arts-major/admission>) and Acting for the Stage and Screen sites (<https://www.apu.edu/vpa/programs/acting-major-bfa/admission>).

Disbursement

Once the student's financial aid file is 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 Arts 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 (p. 36).
2. The student must meet the requirements established by the Department of Theater Arts.

Outside Aid and Alternative Loans

Outside Aid

Students are required to report all resources to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). These resources include, but are not limited to: grants, scholarships, fellowships, stipends, 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.

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 (p. 37) policy 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, visit the Ebell website (<http://ebella.org>).

TELACU Scholarship

The TELACU Scholarship (<http://www.apu.edu/scrd/scholarship/telacu>) 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

APU strongly recommends applying for all federal aid/loans first and foremost. Federal loans typically offer much better interest rates and repayment terms.

Students who wish to apply for alternative/private loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. Alternative/private loans require that all charges on the student's APU account must be paid in full before any refund will be given. Visit the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) website for more information about alternative/private loans.

It is the student's responsibility to be in 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/private loan not process in time, the student will be responsible for any owing balance that remains on his or her APU account.

How to Apply

Students may apply for an alternative/private loan by visiting ELMSelect (<http://www.elmselect.com/#>). The lenders and loan options presented in ELMselect are a comprehensive list of alternative/private loan providers that our students have borrowed from over the past three to five years. We do not recommend, suggest, or endorse any lender(s). The option is solely yours.

Disbursement

Once 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.

Air Force ROTC (Reserve Officer Training Corps) Scholarship

Yearly Amount

These competitive one- to four-year scholarships valued at up to 100 percent of tuition and fees 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

In addition to the federally funded Air Force ROTC Scholarships, APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) for details on the amount of the scholarship. 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 dining plan. Students are encouraged to carefully choose their housing and dining plan options in an effort to keep their costs under the maximum scholarship amount per semester.

For More Information

To learn more, see the Academic Programs (p. 130) section of this catalog, visit the University of Southern California Department of Aerospace Studies catalog page (http://catalogue.usc.edu/preview_entity.php?catoid=11&ent_oid=2459&hl=aerospace&returnto=search) or call (213) 740-2670, or visit the Air Force ROTC website (<https://www.afrotc.com>).

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 be disbursed 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. Students must meet all requirements set forth by the Air Force ROTC program.
2. Students must also maintain Satisfactory Academic Progress (p. 36).

Army ROTC (Reserve Officer Training Corps) Scholarship

Students may compete for four-year Army ROTC Scholarships in their junior and senior years 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, the Army awards recipients a scholarship covering full tuition and mandatory fees, as well as \$1,200 for books, and a tiered, tax-free stipend ranging up to \$500 per month.

On-campus Room and Board Scholarship

In addition to the federally funded Army ROTC Scholarships, APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) for details about the scholarship, which is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus (<https://www.apu.edu/housing>). To be eligible for the board portion, the recipient must sign up for a dining plan (<http://www.apu.edu/diningservices/diningplan>). Students are encouraged to carefully choose their housing and dining plan options in an effort to keep their costs under the maximum scholarship amount per semester.

How to Apply

Scholarship applications are available online (<https://www.goarmy.com/rotc/scholarships.html>). 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 more information, contact Claremont McKenna College:

Claremont McKenna College
Department of Military Science and Leadership
Bauer Center, Lower Level
500 E. Ninth St.
Claremont, CA 91711

(909) 621-8102

Visit Website (<https://www.goarmy.com/rotc/schools/claremont-mckenna-college.html>)

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 be disbursed 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. Students must meet all requirements set forth by the Army ROTC program.

TELACU Scholarship

The TELACU Scholarship (<http://www.apu.edu/scrd/scholarship/telacu>) is funded by the TELACU Education 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 Los Angeles County. Recipients must come from a low-income family, be a full-time undergraduate student, and be a United States citizen or permanent resident. A minimum 2.5 GPA is required.

Learn more about the scholarship and how to apply (<https://telacu.com/telacu-education-foundation/college-success-program/apply>).

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, Cal Grant Dream Act, 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 the following categories:

1. Cal Grant A (p. 54)
2. Cal Grant B (p. 56)
3. Cal Grant Dream Act (p. 57)
4. Chafee Grant for Foster Youth (p. 57)

The following information is a general guideline; learn more on the California Student Aid Commission website (<http://www.csac.ca.gov>). 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 (p. 37) policy for more information on possible restrictions.

Important Cal Grant Disclosure:

A Cal Grant award is limited to four academic years, except as provided in subdivision (c) of the California Education Code Section 69433.6. A student needs to take 15 units per semester, or 30 units per academic year, in order to graduate within four years.

Cal Grant A

First-Time Recipients

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 other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

Yearly Amount

- At APU, the estimated amount for first time recipients is \$9,084 (\$4,542/semester).
- The 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 (<https://fafsa.ed.gov>) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form>) for the appropriate school year by the March 2 deadline prior to fall enrollment.

Disbursement

- Once the student's financial aid file is 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 semester¹
2. Must maintain Satisfactory Academic Progress (p. 36)
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 (<https://fafsa.ed.gov>). "Need" is defined as the 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

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 semester¹
3. Must maintain Satisfactory Academic Progress (p. 36)
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 (<https://fafsa.ed.gov>). "Need" is defined as the 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 other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

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 (<https://fafsa.ed.gov>) for the appropriate school year prior to fall enrollment.

Disbursement

- Once the student's financial aid file is 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 semester¹
2. Must maintain Satisfactory Academic Progress (p. 36)
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 (<https://fafsa.ed.gov>). "Need" is defined as the 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

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 other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

Yearly Amount

- Students in their first year of college typically are only offered the Cal Grant B Access award of \$1,672 (\$836/semester).
- The 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 (<https://fafsa.ed.gov>) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form>) for the appropriate school year by the March 2 deadline prior to fall enrollment.

Disbursement

- Once the student's financial aid file is complete, the Cal Grant B and/or B Access 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 semester¹
2. Must maintain Satisfactory Academic Progress (p. 36)
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 (<https://fafsa.ed.gov>). "Need" is defined as the 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

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 semester¹
3. Must maintain Satisfactory Academic Progress (p. 36)
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 (<https://fafsa.ed.gov>). "Need" is defined as the 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 other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

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 renewal recipients (\$4,542/semester), in addition to the Cal Grant B Access award of \$1,672 (\$836/semester).
- 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 financial aid file is complete, the Cal Grant B and/or B Access 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

1. Must be enrolled at least half time (6 units) per semester¹
2. Must maintain Satisfactory Academic Progress (p. 36)
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 (<https://fafsa.ed.gov>). "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 Award is Processed at APU

The access award 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 may prevent students from registering for courses. Students enrolled in less than six units (1-5 units) are not eligible to receive the Cal Grant B Access award.

Cal Grant Dream Act

The California Dream Act is a combination of three California state assembly bills: Assembly Bill (AB) 540, AB 130, and AB 131. Collectively, these bills allow undocumented and nonresident documented students who meet certain provisions to be treated the same as resident students. Called the California Dream Act, this allows these students to apply for and receive Cal Grants.

How to Apply

1. Complete the California Dream Act Application (<https://dream.csac.ca.gov>) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form>) for the appropriate school year by the March 2 deadline prior to fall enrollment.

For information on qualifications, yearly amount, disbursement, and how to retain eligibility, see the Cal Grant A and Cal Grant B information listed above.

Learn more (<https://dream.csac.ca.gov>) about the California Dream Act.

Chafee Grant for Foster Youth

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, visit CSAC's Chafee Grant page (<https://www.chafee.csac.ca.gov/default.aspx>).

¹ Seniors with remaining Cal Grant eligibility in their final term of a degree program may be eligible for a portion of remaining Cal Grant funds for the final term needed to complete their degree program, even if they are enrolled less than half time.

Undergraduate 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, but having a clear understanding of the expense involved is an integral part of making a well-informed choice.

Undergraduate Student Financial Services (<http://www.apu.edu/onestop/finances>) assists students in answering questions related to financial aid and student accounts. Call (626) 815-2020 or email uesc@apu.edu with any questions.

Payment Information

- Financial Agreement (p. 58)
- Payment Plan (p. 58)

Financial Agreement

A student may not participate in commencement ceremonies, register for further sessions, or receive any diploma, certificate, or transcript until all financial obligations (including Perkins Loans) have been satisfied in accordance with APU financial policies. Any diploma, grade, certificate, or transcript 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.

Payment Plan

Paying Tuition and Fees

Students may have an owing balance after all financial aid, loans, and scholarships have been applied to their student account. Owing balances for each term are due by the date listed below. Owing balances and due dates may also be viewed by reviewing your statements on CASHNet (<http://www.apu.edu/cashnet>). Students may select a monthly payment plan to extend the time needed to pay any owing balance.

Owing Balance Due Dates*

Fall Semester: August 1
Spring Semester: December 1
Summer Sessions: May 1

*Any new charges incurred are due on the first of the month.

Payment Plans

To help families better afford APU's distinctive education, the university offers payment plans to all traditional undergraduate students currently enrolled in a traditional undergraduate degree program.

Returning Students

APU offers students a 4-month or 5-month payment plan at no additional cost. Students have an opportunity to choose which payment plan they would like to enroll in for the year. Deadlines for selecting a payment plan are communicated to students through their APU-assigned email address. Students are responsible for selecting a payment plan through CASHNet by the deadline. Students who do not select a payment plan by the deadline will automatically be placed in the 4-month payment plan. Students that wish to be removed from a payment plan may pay their owing balance in full at any time.

Payment Due Dates

4-Month Payment Plan

Fall Semester: August 1, September 1, October 1, November 1
Spring Semester: January 1, February 1, March 1, April 1

5-Month Payment Plan

Fall Semester: July 10, August 1, September 1, October 1, November 1
Spring Semester: December 10, January 1, February 1, March 1, April 1

2-Month Payment Plan

Summer Semester: May 1, June 1

New Students (First Semester)

APU offers students a 4-month payment plan option for students in their first semester at APU at no additional cost. Students will automatically be placed in this payment plan through CASHNet (<http://www.apu.edu/cashnet>). Students who wish to be removed from a payment plan may pay their owing balance in full at any time.

Payment Due Dates

4-Month Payment Plan

Fall Semester: August 1, September 1, October 1, November 1
Spring Semester: January 1, February 1, March 1, April 1

Amount Due

Semester charges minus semester financial aid, divided by five or four payments for fall and spring, and two payments for summer.

Note: If the semester balance is not paid in full by the last due date, students will not be permitted to register for the next semester.

APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After a student begins attendance in a term and then stops attending all of his or her classes during the term, depending on the circumstances, it may be classified as a "withdrawal," "leave of absence," or "dismissal" from the university. For the purposes of charges assessed and financial aid eligibility, leaves of absence and dismissals are handled the same as withdrawals from the university.

Refund Policy and Withdrawal Information

Students Making Class Changes

Students may add and/or drop classes until the last day to add or drop; these dates are listed on the Academic Calendar (<http://www.apu.edu/calendar/academic>). After the final drop deadline, there will be no refunds given for class withdrawals.

APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After a student begins attendance in a term and then stops attending all of his or her classes during the term, 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 the same as a withdrawal from the university.

Official Process: Withdrawal or Leave of Absence

Contact the Office of the Associate Dean of Students (<http://www.apu.edu/studentlife/about/staff>). Before ceasing attendance during the term, students are advised to consider how much they might be charged, how much financial aid they might receive, and how not completing courses might impact their ability to receive financial aid in future years (see the Satisfactory Academic Progress policy (p. 36)).

Withdrawing Prior to the 60-percent Point in the Semester

If a student drops a class on or before the drop deadline, no tuition will be charged for that class. After the drop deadline, 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 drop deadline, charges and financial aid will be calculated as follows:

Charges

Tuition: prorated per day

Fees: not refundable

Room: prorated weekly, based on the 16-week term

Board: prorated weekly, based on the 16-week term

Financial Aid

Financial aid: prorated per day (assuming the student has completed all requirements, the admission file and financial aid file are complete, and all loan application steps have been completed **prior** to the last date of attendance)

On extremely rare occasions, the university will decide to reduce or remove a student's tuition. When this happens, the university also reserves the right to reduce or remove the institutional aid that was awarded.

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

The student will be charged in full.

Financial Aid

The student will receive full financial aid (assuming the student has completed all requirements, the admission file and financial aid file are complete, and all loan application steps have been completed **prior** to the last date of attendance).

On extremely rare occasions, the university will decide to reduce or remove a student's tuition. When this happens, the university also reserves the right to reduce or remove the institutional aid that was awarded.

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

If a student withdraws from all courses in a traditional 16-week term 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 16-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, *F*Ns, *I*Ns, and *N*Cs as grades for the semester, the U.S. 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.

Student Employment

The Office of Student Employment (<http://www.apu.edu/studentemployment>) 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 (p. 39) program. 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.

Tuition and Fees

To view the current undergraduate cost of attendance, visit the Tuition and Fees (<http://www.apu.edu/undergraduate-admissions/cost/tuition>) section of the Office of Undergraduate Admissions website (<https://www.apu.edu/undergraduate-admissions>). This information is effective as of spring 2019 unless otherwise noted. Prices are subject to change without notice.

Academic Policies and Procedures

- Academic Integrity (<https://www.apu.edu/provost/integrity>)
- Academic Policy Exceptions (p. 61)
- Academic Probation and Dismissal (p. 62)
- Attendance Regulation (p. 63)
- Certificates of Distinction (p. 64)
- Classification of Students (p. 64)
- Concurrent Enrollment Policy (p. 65)
- Correspondence Course Credit (p. 65)
- Course Policies (p. 65)
- Credit Hour Policy (p. 66)
- Deans' List (p. 66)
- Declaration and Change of Majors and Minors (p. 67)
- Disability Grievance Policy for Students (p. 67)
- Final Examinations and Waiver Examinations (p. 70)
- Good Academic Standing (p. 70)
- Grade Appeal Policy (p. 70)
- Grading (p. 71)
- Graduate Courses Taken by Undergraduate Students (p. 72)
- Graduation Requirements and Commencement (p. 72)
- Incomplete Grades (p. 75)
- Notification of Rights Under FERPA (p. 75)
- Progress Toward Degree (p. 76)
- Reapplication After Academic Dismissal (p. 63)
- Registering for Classes (p. 76)
- Repeated Courses (p. 78)
- Statement of Academic Freedom (<http://www.apu.edu/about/academic-freedom>)
- Student Records Policy (p. 78)
- Study Load (p. 79)
- Subject Code and Course Numbering System (p. 79)
- Transfer Work (p. 82)
- Undergraduate Grievance Policy (p. 82)
- Waivers (p. 84)
- Withdrawal from Courses (p. 84)
- Withdrawal from the University (p. 84)

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 the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/policies>). Approval for petitions will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Return the completed form with all required items to the Undergraduate Enrollment Services Center. It is important for the appeal to include all necessary information; incomplete petitions will be denied. The student will be notified via email of the final decision.

Extenuating Circumstances

Extenuating circumstances—those beyond a student's control—could include, but are not limited to, those in the list below. Experiencing and documenting an extenuating circumstance is not an automatic cause for petition approval.

1. Documented death of an immediate family member, which includes spouse, mother, father, guardian, sister, brother, son, or daughter
2. Documented major medical issue experienced by the student, living companion, or immediate family member (designated above)
3. Documented domestic violence

4. Documented involuntary call to active military duty
5. Other documented extreme circumstances (case-by-case basis)

The following circumstances are not considered extenuating and beyond the student's control:

1. Not knowing the deadline, procedure, or policy
2. Work conflicts or family commitments
3. Heavy work schedule or voluntary overtime
4. Not needing or wanting a class
5. Not doing well in a class
6. Not knowing you were enrolled in a class
7. Having too heavy a course load
8. Wanting to improve your GPA
9. Traveling a far distance to the school
10. Incarceration resulting from a guilty verdict

Documentation

Your inability to provide supportive documentation may result in your appeal being denied. Submit date-specific supportive documentation, but do not submit original documents, as they will not be returned.

Documentation could include, but is not limited to:

1. Medical documentation, which could include a letter from a physician or counselor on letterhead indicating the dates you were under care.
2. Copy of a death certificate or obituary.
3. Accident reports, police records, and/or court records.
4. Statements from each individual instructor for every course change for which you are petitioning. Such statements should include confirmation of attendance, the start and/or end dates of your participation in the course, and any other information applicable to the situation for which you are petitioning. Statements are strongly recommended if you are requesting a course add, drop, or withdraw.
5. A graduation plan outlining how you plan to finish your degree requirements.
6. A statement from your academic advisor or campus authority involved in your situation.
7. Any other documentation that will support the reason your request should be considered.

Petitions submitted without this documentation will likely be denied.

Submitting Your Appeal

Your appeal must include the following:

1. A completed Academic General Petition form.
2. Attached form, if appropriate, based on the exception you are requesting. For instance, attach a Course Withdrawal form if you are requesting an exception to the deadline to withdraw from a course.
3. A typed personal statement (or use the front of the form).
4. Attached documentation of the extenuating circumstance(s) that led to your request.
5. It is important that your appeal include all necessary information. Unexplained or excessive delay between discovering the necessity of filing this petition and submitting it may be grounds for denial.

Academic Probation and Dismissal

All students are required to meet Satisfactory Academic Progress (SAP), which is determined by the Department of Education. These requirements are consistent with Azusa Pacific University's graduation requirements and demonstrate academic progress toward degree completion. The following requirements are evaluated at the end of each semester:

- GPA: Cumulative GPA of at least 2.0
- Units Passed (Pace): Passing grade in at least 67 percent of units enrolled (includes *Fs*, *Ws*, Incompletes, and repeated courses)

Academic Advising (<https://www.apu.edu/academic-success/advising>) in the Academic Success Center (p. 87) offers individualized academic planning for students who are not meeting the minimum SAP requirements. All students are evaluated at the end of each term and notified of their standing. A student's academic performance directly impacts financial aid eligibility (see also the financial aid SAP policy requirements (p. 36) in this

catalog). The academic success coaches in Academic Advising partner with the financial aid office to ensure that our efforts are in alignment and equitable for all students.

Dismissal occurs when a student does not meet the individualized academic plan requirements. One dismissal petition is allowed per student while attempting to complete a degree at Azusa Pacific. The petition process will be discussed when meeting with an academic success coach. The Petition Review Committee decides if completion of a degree can be accomplished. The petition committee's decision is separate from financial aid eligibility. If a petition is accepted by this committee, a student may still be ineligible for financial aid, therefore eligible to attend and responsible for full cost of attendance.

Reapplication After Academic Dismissal

A student who has been dismissed for academic reasons for the first time may petition to return to APU for the following semester through the Academic Success Center (p. 87). The petition must state:

1. Intentions to maintain acceptable academic standing
2. Strategies for probable success

If the petition is approved by the committee, the student's probationary status will be monitored regularly thereafter by the Academic Success Center to ensure that the student makes satisfactory progress in remedying grade deficiencies. Failure to maintain the requirements of an academic plan to reach Satisfactory Academic Progress (SAP) at this point will result in disqualification from further study. A second academic dismissal may not be appealed, and the student must proceed through the readmission and reenrollment processes (p. 24) for consideration of further study at APU after showing academic success at another institution for a minimum of two semesters, with full-time enrollment in academic courses in each semester.

A student who has been academically dismissed and does not petition to return for the following semester should apply to reenroll through the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate>) (or Office of International Enrollment Services (<http://www.apu.edu/international/enrollment>) for international students) for readmission to APU. Reenrollment 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 (one of those semesters may be full-time summer enrollment). The course load should comprise academic core courses.

Attendance Regulation

Regular class attendance is expected of all students. Classes are conducted in a manner that will encourage academic excellence and the growth of Christian character. The final authority for attendance and any effect that it might have upon grades rests with the individual faculty member, as identified in the course syllabus. This is due to the tremendous variations in course pedagogy and specific requirements in attendance to meet course outcomes. Missed class dates because of late addition of a class to one's course schedule may be considered unexcused absences. Some course activities may occur on weekends and early morning and/or evening. It is the duty of each faculty member to clearly define the grading and attendance policies for each course in the course syllabus.

In general, a student is allowed up to a total of two weeks of excused absences from a course (e.g., for a 3-unit course, this would be 6 class hours). This includes absences due to university-related activities or athletics, and medical and nonmedical reasons. Students should carefully monitor all of their absences (accumulated for any of the reasons stated below) to ensure they do not exceed a total of two weeks of absences and thus make them unable to meet course outcomes in a satisfactory manner.

Absences: University-Sponsored Activities and Athletics

Field trips and other enrichment activities are an integral part of the education process, and musical groups and athletics teams are often away for scheduled events that are considered excused absences. Exceptions for absences greater than the number in the stated attendance policy above may be authorized through the formal absence notification form. Athletics and/or the sponsoring department will notify the Office of the Vice Provost, and subsequently the course professor.

When it is necessary for a student to miss scheduled classes for university-sponsored student activities, the following process should be followed:

- The sponsoring department/program must electronically submit the appropriate form to the dean or athletic director at least two weeks prior to the event.
- The dean/athletic director must provide the Office of Chapel Programs with the approved student names and ID numbers for the event, then distribute the approved field trip notice without ID numbers to the originating faculty member for distribution to the participating students.
- Students use email to notify their instructors of their approved absence.
- Students whose absences are authorized by formal notification from the appropriate dean or athletic director must be allowed makeup privileges without penalty based on absence.

It is the responsibility of student-athletes to attend every class session held when they are not ill, involved with a personal emergency, or traveling with their team. Students must exercise responsibility in choosing 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 or credentialing or to effectively pass the course, APU students must abide by the required licensing hours set forth by that governing body. These hours are shown in each semester's course syllabus, and all students must comply with requirements according to that discipline's guidelines as delineated in various course syllabi. See the Add and Drop Periods policy (p. 77) if you wish to make any schedule changes.

Absences: Medical Reasons

Students with medical situations that require them to miss a number of class sessions should advise their professors, as well as the associate dean of students, of the situation and seek their guidance. Normally, absences need to extend beyond one week's worth of classes before the associate dean of students becomes involved, but the associate dean of students may need to become involved sooner if a crucial date (such as an exam day) will be missed. If the student is too ill, the associate dean of students will advise the faculty of the absences. Absences due to illness, confirmed by verification from a healthcare provider or from the APU Student Health Center, are considered excused absences. The faculty member has the discretion to require a verification (as stated above) of the student's health status to approve the excused absence.

Absences: Nonmedical Reasons

In certain extreme situations, a student may be forced to miss a number of class sessions for nonmedical reasons, such as family emergency, extreme personal trauma, etc. Students should advise their professors, as well as the associate dean of students, of the situation and seek their guidance. Normally, absences need to extend beyond one week's worth of classes before the associate dean of students becomes involved, but the associate dean of students may need to become involved sooner if a crucial date (such as an exam day) must be missed. If the student is not available, the associate dean of students will advise the faculty of the absences.

Mission/ministry/service/performance trips during the semester that require the student to miss class time are discouraged, and such absences will be considered excused only at the discretion of each course professor.

Jury duty: While APU does encourage students to participate in their civic duty as jurors, accepting such service can cause a student to miss excessive class sessions and important material. APU students are encouraged to request postponements until nonenrolled periods (summer, inter-term, etc.). If a postponement is not possible and a student is summoned and not excused, the student's absence(s) will be considered excused at the discretion of the professor. Any exceptions to this policy must be granted through the Office of the Vice Provost.

Certificates of Distinction

Occasionally, academic departments may wish to implement additional academic certificates for their majors (such as a Certificate of Distinction (or Academic Distinction) in ...). Due to the wide breadth of standards among the disciplines, these certificates may vary in title and expectations, but they all must adhere to the following general guidelines:

1. Include a minimum GPA standard.
2. Provide clearly defined additional or increased-level coursework. For example, students must complete a minimum number of 400-level courses, or courses in a specific concentration, etc.
3. Students must be a major of the department offering the certificate.
4. All criteria, once approved through faculty governance, must be included in the catalog.

Note: Certificates given solely for highest GPA do not need to be approved.

Classification of Students

A full-time student may be defined as one taking a minimum academic load of 12 units each semester. The university uses the following system for student classification:

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

The university also uses the following system to define academic load:

Less than Half Time	Enrolled in 0-5 Units
Half Time	Enrolled in 6-8 Units

Three-Quarter Time

Enrolled in 9-11 Units

Full Time

Enrolled in 12+ 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.

Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/transfer>) to ensure that the courses are transferable to APU, which has articulation agreements with many colleges in the area. Students can view lists of preapproved courses through Transferology (<https://www.transferology.com/school/apu>); all other courses must be approved through a Transfer Inquiry (https://formstack.apu.edu/forms/transfer_inquiry). Without prior approval from the Undergraduate Enrollment Services Center, transfer credits may be denied.

Correspondence Course Credit

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. Courses are typically self-paced. Correspondence education is not the same as distance education.

- 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 the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).
- 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.
- Correspondence courses must be offered by a regionally accredited college or university or be accredited by the Association for Biblical Higher Education. No more than 6 units may be transferred to meet General Education core requirements (p. 131) in Biblical, Theological, and Philosophical Formation.
- Senior transfer students may complete only 3 units by correspondence, none of which may apply to the General Education core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses should be completed one year prior to the student's graduation. For example, if a student plans to graduate May 8, the recommended date for finishing the correspondence course would be May 7 of the previous year. Students should work with their Academic Records Specialist in the Undergraduate Enrollment Services Center to address special circumstances.

Course Policies

Course 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 of the add period (see the Undergraduate Academic Calendar (<https://www.apu.edu/calendar/academic>) for the specific date), nor change from credit to audit after the sixth week of instruction. An audited class will not count toward a degree.

Independent Study

Independent study enables students to enrich their university experience by pursuing learning in a closely supervised program and undertaking individual investigation of subject areas not covered in regular course offerings. An undergraduate, upper-division student (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 XXX 497, XXX 498, or XXX 499 on the student's permanent academic record. To request an independent study course for any given semester, students should begin planning the study during advising and must submit a completed Course Replacement or Independent Study form (<http://www.apu.edu/undergraduate-enrollment-services/academic/independentstudy>) to the Undergraduate Enrollment Services Center (<http://www.apu.edu/undergraduate-enrollment-services>) by the last day of the add period (see the Undergraduate Academic Calendar (<https://www.apu.edu/calendar/academic>) for the specific date).

The application must include:

- A completed Course Replacement or Independent Study form (<http://www.apu.edu/undergraduate-enrollment-services/academic/independentstudy>).
- 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, but there may be occasions in which it may be utilized to fulfill a course requirement when a course is canceled or not offered during the semester. 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 a completed Course Replacement or Independent Study form (<http://www.apu.edu/undergraduate-enrollment-services/academic/independentstudy>) to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) by the last day of the add period (see the Undergraduate Academic Calendar (<https://www.apu.edu/calendar/academic>) for the specific date).

Course Counting

Many courses offered at APU are approved to count toward more than one category on the My Requirements page. Listed below are some principles about the way courses may count toward degree requirements. If you are confused about a rule or uncertain about how it applies to your situation, contact your advisor in your academic department, an academic success coach in the Academic Success Center, or an Academic Records Specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).

1. Courses may count toward no more than one requirement per program (General Education, majors, and minors) unless stated otherwise.
2. There is no limit to the number of courses that may count in multiple programs unless stated otherwise.
3. Courses that may be taken multiple times for credit may count toward the same requirement unless stated otherwise.
4. Concentration requirements are considered a part of the major/minor program and therefore cannot share courses across requirements unless stated otherwise.
5. Academic departments may limit the number of courses that can be shared between their programs and other programs.
6. Policies regarding unique courses and sharing limits for earning a double major or double degree apply.

Credit Hour Policy

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

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

Deans' List

Nominations to the Deans' List are made at the conclusion of the fall and spring semesters of each academic year. Students named to the Deans' List shall have satisfied the following conditions:

1. They shall be registered for one of the following degrees:
 - a. Bachelor of Arts (B.A.)
 - b. Bachelor of Fine Arts (BFA)
 - c. Bachelor of Music (B.M.)
 - d. Bachelor of Science (B.S.)
 - e. Bachelor of Science in Nursing (BSN)
 - f. Bachelor of Social Work (BSW)

2. They shall be enrolled full time (at least 12 units) in the qualifying semester.
3. They shall achieve a 3.5 or higher GPA for the qualifying semester.

Declaration and Change of Majors and Minors

Declaring a Major

Students must declare their academic major by the first day of their fifth semester of full-time academic work by completing a Major Update form (<http://www.apu.edu/undergraduate-enrollment-services/academic/forms>), which will be routed to the student's academic department for approval. Students who fail to do this will be prohibited from enrolling in classes or making any class schedule changes. Students may add a new major up to the time at which they apply for graduation. If you wish to add a major after applying for graduation, consult your Academic Records Specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/graduation>) to verify that the major can be completed by the graduation time you selected.

Changing a Major

Students requesting a change of major must complete the Major Update form (<http://www.apu.edu/undergraduate-enrollment-services/academic/forms>). If required, the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/changemajor>) will route the form to the new department/program to obtain approval. It is recommended that students meet with representatives of the new department. *Note: Some academic majors require an application; check with the department to determine the application process and any associated deadlines.*

Declaring or Changing a Minor

Students requesting a declaration or change of minor must complete a Minor Update form (<http://www.apu.edu/undergraduate-enrollment-services/academic/forms>) and obtain approval from the department/program. Some academic minors require an application process. Students may add new minors up to the time at which they apply for graduation. If you wish to add a minor after applying for graduation, consult your Academic Records Specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/changemajor>) to verify that the minor can be simultaneously completed with the major degree program.

Disability Grievance Policy for Students

1. Policy Against Disability-Related Discrimination

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

2. Administration of this Grievance Procedure; Compliance Officers

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

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

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

3. Informal Resolution

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

- a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by ASC Accessibility and Disability Resources (procedures for requesting an accommodation from ASC Accessibility and Disability Resources are available in the Graduate Catalog and the Undergraduate Catalog and on the Accessibility and Disability Resources webpage (<https://www.apu.edu/lec>)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.
- b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate and Professional Student Grievance and Appeal Procedures (<http://catalog.apu.edu/graduateprofessional/academic-policies-procedures/grievance-appeal-procedures/academic-student-life-appeal-procedures>) (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 82) (for undergraduate students). In addition, the student is encouraged to raise the issue with ASC Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (<http://www.apu.edu/humanresources>) by calling (626) 815-4526.

4. Formal Grievance Process

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

- a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.
- b. A complaint must be in writing and include the following:
 - i. The student's name, address, email address, phone number, and claimed disability;
 - ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;
 - iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
 - iv. A description of what efforts have been made to resolve the issue informally;
 - v. A statement of the desired outcome; and
 - vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.
- c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the student's vice provost (e.g., if an undergraduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost; if a graduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost).
- d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
- e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
- f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other

legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.

- g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
- h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
- i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
- j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
- k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
- l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

5. Remedies

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

6. Appeal

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

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

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

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

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

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

7. Deadlines

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

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 during finals week unless there is written approval from 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.

Good Academic Standing

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

Grade Appeal Policy

The goal of this grade appeal policy is to establish a clear, fair process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

- An error was made in grade computation.
- Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

Appeals Procedure

1. Formal grade appeals must be initiated by the student within four months after the date grades were due for the course(s) in question. For example, if grades were due on December 25, the appeal must be filed by April 25.
2. The first step to resolve differences between an instructor and student concerning a grade must be a discussion with the instructor. If the instructor of record will not be available within the four-month period, the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals.
3. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department in which the course is offered a written appeal that includes the following:
 - a. A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.
 - b. A description of the outcome of the informal discussion process.
 - c. Any relevant documents the student would like to have reviewed as part of the appeal process.
 - d. A copy of the course syllabus and assignment descriptions.
 - e. The department chair may request additional materials from the student. After receiving a copy of the appeal materials from the department chair, the instructor has 14 calendar days to respond in writing to the appeal. The department chair will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within 7 calendar days after receiving the instructor's response.
4. If there is no mutually agreed-upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has 7 calendar days to submit his or her written appeal to the dean of the department. The dean will review the appeal, provide copies of all appeal materials to the instructor, and discuss the appeal with the chair, instructor, and student. The instructor has 7 days to review the written appeal the student has presented to the dean and, if desired, prepare an additional written response. The dean will provide the student with written notification of the result of this step within 14 calendar days after receipt of the appeal from the student.
5. If the fourth step does not lead to a mutually agreeable resolution, and the student wishes to pursue the matter further, then a Grade Appeal Committee shall be formed by the dean within 10 calendar days. This committee shall include 3 faculty members from the college/school: one selected by the student, one selected by the instructor of record, and one appointed by the dean. A majority shall prevail in the committee. The committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The committee's decision may be to keep the assigned grade or to raise the assigned grade. The committee shall provide a written justification to the dean for its decision, including minority opinions when they exist, no later than 21 calendar days after the committee's formation. The dean shall inform the department chair, student, and instructor of the committee's decision and provide all parties with copies of the committee report. This decision by the Grade Appeal Committee is final.
6. In the case of a change of grade, the instructor of record must implement the change of grade decided upon by the committee within 10 calendar days after learning of the committee's decision. If the instructor fails to make the change, the dean shall implement the change of grade as

determined by the committee on the student's official transcript through the change-of-grade procedure. This shall be the last step in the deliberation of the formal grade appeal.

7. The dean shall forward a written record of the results of all grade appeals to the appropriate vice provost within 14 calendar days.

Exceptions to the Grade Appeal Policy

The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation. If a grade dispute arises from an issue that is covered under the university's Academic Integrity Policy (<https://www.apu.edu/provost/integrity>), the process for resolution that has been established for appealing academic integrity violations must be followed.

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; *W*, withdrawal; and *FN*, failure, nonattending. Grade type (A-F versus credit/no credit or pass/fail) cannot change unless an official course change has been approved by the appropriate council prior to the course being offered for a particular semester. Unit values for a course cannot be changed from the published values unless an official course change has been approved by the appropriate council prior to the semester the course is taken. For each unit in which the student is enrolled, points are awarded according to the grade earned as follows:

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

The following is a suggested course grading scale:

Grade A	93-100%
Grade A-	90-92%
Grade B+	87-89%
Grade B	83-86%
Grade B-	80-82%
Grade C+	77-79%
Grade C	73-76%
Grade C-	70-72%
Grade D+	67-69%
Grade D	63-66%

Grade D-	60-62%
Grade F	0-59.9

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 appropriate graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- The request is submitted with the following form: Graduate Courses Taken by Undergraduate Students (https://www.apu.edu/live_data/files/323/ug_grad_course_petition.pdf).

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

The Graduate Courses Taken by Undergraduate Students policy does not apply to the Integrated Bachelor's/Credential Program (p. 567), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. For more information on how courses may be applied toward a graduate degree, refer to the Graduate Courses Taken by Undergraduate Students policy in the Graduate Catalog (<http://catalog.apu.edu/graduateprofessional/academic-policies-procedures/enrollment/graduate-courses-taken-undergraduate-students>). Students in the Integrated Bachelor's/Credential Program need to apply separately to the appropriate graduate program in the School of Education.

Professional Courses Taken by Traditional Undergraduate Students

A traditional undergraduate student may not enroll in a nonresidential/nontraditional undergraduate course (also referred to as a professional course) during the fall and spring terms of the traditional undergraduate academic calendar. Exceptions to this policy may be reviewed, upon submission of the Professional Courses Taken by Undergraduate Students (<https://www.apu.edu/onestop/academic/forms>) form by the student, for exceptional circumstances and where **all** of the following conditions are met:

- The department chair of the professional program offering the course approves.
- The department chair of the student's major approves.
- The request is submitted on the Professional Courses Taken by Undergraduate Students form to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).

For more information on undergraduate professional programs, consult the Graduate and Professional Catalog (<http://catalog.apu.edu/graduateprofessional/professional-programs>).

Traditional undergraduate degrees will not be posted until grades from all courses are posted. Professional courses are offered on a different term schedule than traditional undergraduate courses, which may result in a delay of the degree posting.

Graduation Requirements and Commencement

Minimum Unit and GPA Requirements

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

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

All students must earn a minimum cumulative grade-point average (GPA) of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative GPA of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative GPA for major courses.

Residence

To earn an Azusa Pacific University undergraduate degree, the following units must be earned at APU:

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

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, FLATS, OPIc, AP, IB) may be used to fulfill the above residence requirement. However, the units for APU off-campus study programs and university-endorsed off-campus and study away programs may be used to fulfill the university residency requirements.

Student Service Credit Requirements

All candidates for graduation must have completed 120 service credits (<http://www.apu.edu/studentaction/servicerequirement>) approved by the Center for Student Action. This requirement is prorated for transfer students (learn more (<http://www.apu.edu/studentaction>)). Service credits may also be fulfilled through designated academic service-learning courses.

Selection of Catalog for Determining Degree Requirements

1. Students are held to the General Education requirements (p. 131) of the catalog from the year they enter APU.
2. Students electing to change their major(s) and/or minor(s), concentration(s), or emphases can request any catalog in effect from the term of initial enrollment until graduation.
3. Students electing to change catalogs should be aware that adopting a new catalog year will require completion of all requirements for all major(s) and minor(s) under the new catalog year.
4. If a new major or minor is created during the time of attendance, a student can elect the new major/minor and choose to keep any other major(s)/minor(s) on the previously selected catalog for those programs.
5. A student has seven years from the term of his/her first registration at APU to complete his/her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year will be required to complete all new General Education, academic departmental, and graduation requirements, as well as adhere to all academic policies of the new catalog.
6. "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 (fall/spring) and then re-enters the university, the student is subject to the graduation requirements in effect at the time of re-entering.
7. To change their academic catalog year and/or change their major, a student must submit a Major Update (https://formstack.apu.edu/workflows/major_update).

Graduation Application

Graduation is not automatic upon completion of all coursework. Students who intend to graduate must complete an Undergraduate Graduation Application (https://formstack.apu.edu/forms/graduation_application) at least six months prior to commencement, which always falls within the semester prior to the graduating semester. Commencement dates and the Graduation Application due dates are listed in the Academic Calendar (<http://www.apu.edu/calendar/academic>).

Graduation applications and academic requirements are evaluated by the student's academic records specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) to determine eligibility for participation in graduation. Students must consult with their academic records specialist if they wish to add or change a major, minor, concentration, and/or emphasis after applying for graduation.

Students can expect two clearance notifications:

- The first clearance notification is emailed prior to the add deadline of the semester of the graduation they have applied for.
- The second notification is emailed four to six weeks after the drop deadline of the same semester.

It is the students' 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 (see below).

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 filing their Graduation Application. If the remaining requirements for the degree are not completed by the deadline, the student will be subject to policies governing re-entering students, and a new catalog year will apply.

Participation in Commencement

Undergraduate commencement (<http://www.apu.edu/graduation>) exercises are held at the end of the fall and spring semesters. The university president, by the authority of the trustees and on the recommendation of the faculty, awards the degrees.

- A student may participate in commencement exercises only if all degree work has been completed, or if no more than 3 units or one course will be taken in a term that begins after the commencement ceremony. Eligibility to participate in commencement will be confirmed by the student's academic records specialist at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).
- All correspondence courses and CLEP, FLATS, and other proficiency tests must be completed prior to the start of a student's final semester. Official transcripts must be received by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) no later than the drop deadline of the semester in which the student intends to participate in commencement.
- If a student's foreign language requirement is not satisfied through the proficiency assessment, a student may be required to take two consecutive semesters of the same language in order to satisfy the foreign language requirement. If a student must complete multiple semesters (courses) of foreign language, they will not qualify for the 3-unit or 1-course walk-short policy.
- 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 (p. 125).
- 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, as such actions are considered an academic integrity violation and a student conduct violation.

Honors at Commencement

Latin Honors

Qualifying students may graduate with the following Latin 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 (such as remedial classes) will not be included in the calculation.

Degree Posting Dates

The university posts bachelor's degrees at the end of each session, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The posting dates are at the end of the regular fall semester (approximately December 20), the end of the regular spring semester (approximately May 5), and the end of each of the summer sessions (see the academic calendar for specific dates). By petition, completed degrees may be posted on the 1st and the 15th of a month other than those listed above in this section. Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student may not add coursework to the posted degree in order to improve grade-point average or to add minors, concentrations, or emphases.

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 in the Financial Information (p. 33) section of this catalog. 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.

Incomplete Grades

The grade *Incomplete (I)* is given only under special circumstances, such as illness or other unforeseeable circumstances that can be verified, providing that the student's work in the course was of passing quality. 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 (https://www.apu.edu/live_data/files/323/ug_incomplete.pdf) available from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/incompletegrades>). The filing deadline for the form is the last day of finals. 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* grade 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 grades were issued.

Notification of Rights Under FERPA

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

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

A "school official" is

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

A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is

- performing a task that is specified in his or her job description or contract agreement;
- performing a task related to a student's education;
- performing a task related to the discipline of a student;
- providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or
- disclosing information in response to a judicial order or legally issued subpoena.

Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education**

400 Maryland Avenue, SW
Washington, DC 20202-5920

This notice is not intended to fully explain students' rights under FERPA. Questions about the student records privacy policy related to undergraduate students may be directed to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) at (626) 815-2020 or uesc@apu.edu.

Progress Toward Degree

To make satisfactory progress toward a degree, an undergraduate student must pass a minimum of 24¹ 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 90, MATH 95, and MATH 99 do not count toward the 120 units required for graduation, but 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 requirements (p. 131)
- Major and/or minor
- Elective units to meet the minimum 120 units needed for graduation

¹ To reach the minimum 120 units needed for graduation in four years, a minimum of 30 units must be taken per academic year.

Registering for Classes

Registration is the process of choosing and enrolling in courses each semester. Students must be admitted to the university and participate in academic advising prior to registering for fall and spring semesters. Academic advising is provided by each academic department for students enrolled in any of that department's majors, and by the Academic Success Center (<http://www.apu.edu/academic-success>) to assist students in the advising and registration process.

Registration

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 appointment schedule is determined by the number of units the student has **completed** at the time of registration (units the student is enrolled in during the current semester do not count for this purpose). Every summer term, the university sets a specific time for current students to secure their summer classes. Registering for summer terms is first come, first served, and no appointments are scheduled. See the Academic Calendar (<http://www.apu.edu/calendar/academic>) for specific dates for registration. Students with financial holds, health holds, or disciplinary holds will not be allowed to register for classes until the holds are removed by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>), the Student Health Center, or the Office of Student Life, respectively. Students may register for classes online.

Incoming Students (Freshmen and Transfers)

Registration for new students is supported by the Office of Undergraduate Admissions, the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>), and the Academic Success Center. For details regarding registration for new students, contact an admissions counselor or the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate>).

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 met the first payment deadline and completed all the required paperwork for financial aid.

Course Modalities and Instructional Activities

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

- In-person classes, which deliver 100% of their instruction face to face and have required classroom attendance. Students meet on a regularly scheduled basis and may encounter internet and/or computer requirements in these classes.

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

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

Add and Drop Periods

The Add and Drop Periods allow students to make changes to their class schedules. It is strongly recommended that students regularly work with their academic advisor in their major department or the Academic Success Center (<http://www.apu.edu/advising>), and view their My Academic Requirements through the Undergraduate Enrollment Services Center tab at home.apu.edu, to ensure they are on track to meet degree requirements.

- The Add and Drop Periods begin on the first day of classes for each term (fall, spring, summer). The last days to add and drop for each term are separate dates, and are listed in the Undergraduate Academic Calendar (<http://www.apu.edu/calendar/academic>). Be advised that the last day to add will precede the last day to drop by several days.
- Students may change their class schedules without penalty during the Add and Drop Periods, but should check with an academic advisor in their major department or the Academic Success Center (<http://www.apu.edu/advising>) to ensure that the changes do not affect progress toward their degree.
- Students may make changes to their schedules online at home.apu.edu. To add a class that requires instructor permission, students must obtain a permission code from the instructor or academic department. Receiving a permission code does not automatically enroll a student in the class. Students may also elect to use the wait list to enroll in closed classes. Students receive an electronic notification if they have been added to a course through the wait list.
- Each student is responsible for reviewing and verifying the accuracy of their schedule before the end of the Add and Drop Periods. It is strongly recommended that every student keep a personal record of their schedule each semester. Classes missed during the Add and Drop Periods are considered "unexcused absences" and are subject to the class attendance regulation (p. 63) policy as presented in this catalog, the Student Handbook (<http://www.apu.edu/student-handbook>), and the course syllabus.

Instructor Drop Policy

An instructor may drop a student from a course if the student has not attended the course by the second class meeting of the semester and has not informed the instructor of his/her intent to remain in the course. In the case of an online course, the instructor may drop a student if he/she fails to engage in any online course activities before the end of the Drop Period (p. 77). To drop a student from the course, the instructor emails the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) at uesc@apu.edu.

After the Drop Period, removal of a student from a course is considered a withdrawal. Withdrawals must be initiated by the student and follow the course withdrawal policy (p. 84) and procedure. At the completion of the term, instructors designate a letter grade of *F* in the course for any student who did not withdraw by the withdrawal date, or a letter grade of *FN* (Failure, Nonattending) for any student who did not attend or stopped attending the course. For each term, the deadline to withdraw from a course is listed in the Academic Calendar (<http://www.apu.edu/calendar/academic>).

Late Registration

Students who are unable to register during the regular registration period may register late, but late registrants may be severely limited in course selection because many courses may be full. Also, a \$400 late-registration fee may be charged. The last day to register each semester is announced in the Academic Calendar (<http://www.apu.edu/calendar/academic>).

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. The units, however, will be counted for credit only once, which may impact financial aid, athletic eligibility, and graduation requirements.

If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer). Students may not take an APU course more than three times unless specified in the course description. Students must follow all department major policies regarding repetition of courses, as some majors do not allow a major-specific course to be repeated more than once.

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 education records; and with limited exceptions, educational institutions shall not release education 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. Transcript requests will only be accepted online. Azusa Pacific University's online transcript request and list of associated fees are available on the APU website (<http://www.apu.edu/transcripts>). Transcripts, diplomas, and/or verifications of degrees will not be released until all financial obligations to the university are met, including all required loan exit counseling. For questions about release of transcripts, contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).

Right of Access

With a few exceptions provided by law, students at Azusa Pacific University may see any of their education 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, along with a list of the parties to which 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: name of student, email address, telephone number (local and permanent), photographs, dates of registered attendance, enrollment status (e.g., full time or part time), school or division of enrollment, major field of study, nature and dates of academic awards received, receipt or nonreceipt of degrees, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

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

This notice is not intended to fully explain students' rights under FERPA. The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) maintains copies of the official Azusa Pacific University Student Records Policy, which contains detailed information and procedures with regard to these rights. Students may obtain a copy of the written policy upon request to:

Undergraduate Enrollment Services Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Any student alleging failure of the university to comply with FERPA may file a complaint with the:

Family Policy Compliance Office
 United States Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5920

Study Load

The maximum study load for students with fewer than 30 units of completed college study is 17 units per semester. The maximum load for students who have completed 30 or more units of college study 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, a student must first complete the Request for Additional Units (https://formstack.apu.edu/workflows/request_for_additional_units). The outcome of the request is determined by the student's department chair, dean, and the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). Final approval is completed through the Undergraduate Enrollment Services Center, at which point the student is notified of the final decision. If the request is approved, it is the student's responsibility to add the course to their schedule before the end of the add/drop period.

The deadline to submit the Request for Additional Units can be found in the Academic Calendar (<http://www.apu.edu/calendar/academic>). Submissions received after the deadline are not guaranteed to be processed by the end of the add/drop period.

Subject Code and Course Numbering System

Courses are identified by a subject abbreviation followed by a course number. Course number indications: 1-99, 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:

ABA	Applied Behavioral Analysis
ACCT	Accounting
AES	Applied Exercise Science
ALCI	American Language and Culture Institute
ALNG	Ancient Languages
ANIM	Animation
ART	Art
ASL	American Sign Language
AT	Athletic Training
ATHL	Athletics
BIOC	Biochemistry
BIOL	Biology
BIOT	Biotechnology
BUSI	Business Administration
CCSD	College Counseling and Student Development
CHEM	Chemistry
CHIN	Chinese
CINE	Cinematic Arts
CJ	Criminal Justice
CMUS	Commercial Music
COMM	Communication Studies
CS	Computer Science
DSGN	Design
ECON	Economics
EDCO	Educational Counseling
EDL	Educational Leadership

EDLS	Education – Liberal Studies
EDPY	Educational Psychology
EDTC	Educational Technology
EDUC	Education
ENGL	English
ENGR	Engineering
ENTR	Entrepreneurship
ETHN	Ethnic Studies
FFL	Fitness for Life
FIN	Finance
FREN	French
GAME	Gaming
GBBL	Biblical Studies: Graduate
GDMN	Doctoral Ministry
GE	General Education
GERM	German
GINS	Graduate Integrative Studies
GLBL	Global Studies
GLDR	Graduate Leadership
GMIN	Graduate Ministry
GMUS	Graduate Music
GNRS	Graduate Nursing
GRAD	Faculty Development
GRKB	Greek (Biblical)
GRKC	Greek (Classical)
GSPH	Public Health
GTHE	Graduate Theology
GURS	Urban and Multicultural Programs
HEBB	Hebrew (Biblical)
HED	Higher Education
HIST	History
HON	Honors
HROD	Human Resource and Organizational Development
HUM	Humanities
IBUS	International Business
JAPA	Japanese
JOUR	Journalism
KIN	Kinesiology
LDRS	Leadership Studies
LIB	Library
LTN	Latin
MATH	Mathematics
MGMT	Management
MIN	Ministry
MINC	Christian Ministries
MINY	Youth Ministry
MKTG	Marketing
MNCE	Ministry: Cultural Engagement
MODL	Modern Languages
MUS	Music
OPSY	Organizational Psychology
PADM	Public Administration

PCLS	Psychology: Child Life Specialist
PE	Physical Education
PHIL	Philosophy
PHYC	Physics
POLI	Political Science
PPSY	Clinical Psychology
PRAR	Art: Professional
PRBA	Business: Professional
PRBI	Biology: Professional
PRBL	Biblical Studies: Professional
PRCH	Chemistry: Professional
PRCJ	Criminal Justice: Professional
PRCO	Communication Studies: Professional
PREN	English: Professional
PRGL	Global Studies: Professional
PRHI	History: Professional
PRLD	Leadership: Professional
PRMA	Math: Professional
PRMI	Ministry: Professional
PRMU	Music: Professional
PRPH	Philosophy: Professional
PRPO	Political Science: Professional
PRPS	Psychology: Professional
PRPY	Physics: Professional
PRRS	Religious Studies: Professional
PRSO	Sociology: Professional
PRSW	Social Work: Professional
PRTH	Theology: Professional
PRWR	Writing: Professional
PSYC	Psychology
PT	Physical Therapy
PUBR	Public Relations
RELG	Religion
RMS	Rehabilitation and Movement Science
RNRS	Nursing: Professional
SCW	Screenwriting
SOC	Sociology
SOCW	Social Work
SPAN	Spanish
SPED	Special Education
STAT	Statistics
TEP	Teacher Education Program
TESL	Teaching English to Speakers of Other Languages
TESP	Teacher Education: Special Education
THEO	Theology: Undergraduate
THTR	Theater Arts
TUL	Transformational Urban Leadership
UBBL	Undergraduate Biblical Studies
UNRS	Undergraduate Nursing
VOC	Vocation
WEB	Website and Information Technology
WRIT	Writing

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 Accreditation (CHEA). To see if you can be awarded credit for transfer work, view lists of preapproved courses through Transferology (<https://www.transferology.com/login.htm?btn=login&msg=expired>). All other courses must be approved through a Transfer Inquiry (https://formstack.apu.edu/forms/transfer_inquiry) submitted online, 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; APU grants two semester units of credit for every three quarter units.

The university can give credit for no more than 70 units of coursework from a two-year institution or community college and 90 units from a four-year institution or a combination of both. Students must complete 16 of their final 24 units at APU.

APU may also accept a maximum of 12 units of non-General Education elective credit from institutions accredited by the following faith-related organizations:

- Association for Biblical Higher Education (ABHE)
- Association of Theological Schools (ATS)
- Transnational Association of Christian Colleges and Schools (TRACS)

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

- National Career-Related Accrediting Organizations
- Distance Education Accrediting Commission (DEAC) (CHEA-recognized)
- Accrediting Council for Independent Colleges and Schools (ACICS) (CHEA-recognized)
- Accrediting Commission of Career Schools and Colleges (ACCSC) (U.S. Department of Education-recognized)

These units will apply as elective units, and are not applicable toward General Education, major, or minor requirements unless otherwise approved.

All courses must be baccalaureate level by the credit-granting institution and intended for transfer. Remedial courses and vocational/technical courses are not accepted. Courses taken through online agencies, services, and institutions will not be accepted to APU unless the host university is regionally accredited. Any coursework completed with a grade below a C- will not be considered for transfer credit to APU.

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

For information on transfer guidelines, see General Education Information for Transfer Students (p. 141).

Undergraduate 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 (<http://www.apu.edu/judicialaffairs/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 above procedures fail to resolve the problem, the student may file a grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act that, 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 must submit the written document listed below in section III.2. to the Office of the Vice Provost 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. A Grievance Committee will be formed by the Vice Provost or Dean of Students and proceed according to the guidelines stated below if, as stated above, a justifiable cause exists for the grievance.

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.

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

II. Grievance Committee Organization

1. Membership:

For academic grievances:

Vice provost or other individual designated by the vice provost
Academic dean (not from school or college involved)
One faculty member
One upper-division student
Dean of students or designee

For nonacademic grievances:

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.

2. Chair: For academic grievances, the vice provost or designee shall preside.

For nonacademic grievances, the associate dean of students will preside.

3. 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.

4. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

III. Grievance Committee Guidelines and Meeting Format

1. 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.
2. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The petition must include:
 - a. Names of the parties involved
 - b. A clear statement of the nature of the grievance
 - c. A narrative of the incident including:
 - i. What occurred
 - ii. When it occurred
 - iii. Where it occurred
 - iv. Who was present
 - d. The evidence on which the grievance is based
 - e. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
 - f. What has been done to resolve the grievance per Part III.1 above.
 - g. The desired outcome(s)
 - h. Any supporting documentation
3. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved and the dean of the school or college involved.
4. 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.
5. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. 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.

6. 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.
7. 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.
8. 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.
9. 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.
10. 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. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.
11. 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.
12. 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.

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.

Withdrawal from Courses

Students may officially withdraw from a course at any time after the Drop Period (p. 77) through the 10th week of the semester. Students must secure a Class Withdrawal (https://www.apu.edu/live_data/files/323/ug_class_withdrawal.pdf) from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/registration>) and obtain a signature from their professor. Students will receive a grade of *W* (withdrawal) in that course and the units will be factored into their total units attempted. The *W* grade is recorded on the transcript and appropriate tuition fees are assessed. 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 Undergraduate Registrar's Office located in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). The student must complete the University Withdrawal form. If the student chooses to withdraw after the drop deadline, they must complete the University Withdrawal Petition form. Students who fail to comply with these regulations will receive failing grades on their student record and a dishonorable dismissal (see Refund Policy (p. 59)).

For a student who withdraws from the university, or takes a leave of absence, refunds may be given at any time prior to the awarding of course credit, including the full amount of registration fees, tuition, and any miscellaneous charges. On-campus housing fees are also refundable, with the waived 30-day prior notice requirement. A student's six-meal plan will be prorated to reflect the meals a student has eaten.

Withdrawal from the 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 the Undergraduate Registrar's Office regarding the student's status and authorize the proper withdrawal from courses. Dismissed students will not receive tuition refunds except by administrative action.

Leave of Absence

Undergraduate students may request to take a leave of absence from enrollment in courses for up to two consecutive semesters. Requests for a leave should be initially made to the Undergraduate Registrar's Office and require university approval. Forms are available from the Undergraduate Registrar's Office 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 necessitate reapplication to the university and compliance with any applicable changes in admissions, financial aid, and degree requirements as stated in the Reenrollment Policy (p. 24).

Any student considering a leave of absence but who is enrolled in a major that requires an application should seek advising with the major department before filing for a leave of absence. Careful academic planning is required, because a leave may change the number of semesters a student will need to complete degree requirements.

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

Military Leave of Absence

A student may request a Military Leave of Absence (MLOA) by contacting the Undergraduate Registrar's Office, and the request must be completed prior to the student's absence from the university.

1. A copy of the student's military orders, a letter from his/her commanding officer, or other documentation will be required to support the request for military leave.
2. The student may request any length for the leave, provided it does not begin more than 30 days prior to the assignment date and does not conclude more than 90 days after the end date stated on the assignment papers.
3. The return from the MLOA must coincide with a valid semester start date.
4. Students are eligible for readmission if, during their leave, they performed or will perform voluntary or involuntary active-duty service in the U.S. armed forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct.
5. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed five years.

Leave Duration

By default, all students requesting a Military Leave of Absence are granted the longest possible leave without exceeding 90 days beyond their assignment end date. Military and Veteran Services (<http://www.apu.edu/militaryeducation>) ensures that the MLOA return date coincides with a valid semester start date, and contacts students on Military Leave of Absence within 30 days after the end of their deployment to confirm or adjust the timing of their return as needed.

Courses in Progress

Students going on military leave are given a *W* grade for all in-progress courses or dropped from courses if the last day of attendance is before the drop deadline. Such MLOA students are considered in Leave status. When they return from their critical military duty, the student is assigned an enrollment appointment time in their student center for the semester they are returning. The student is responsible for enrolling in courses via the online student center (home.apu.edu). Students on military leave return to their studies without incurring financial penalty.

Student Success Resources

- Academic Resources (p. 86)
- Campus Services (p. 115)
- Diversity (p. 121)
- Student Affairs (p. 123)
- Student Legal Rights (p. 129)

Academic Resources

- Academic Success Center (p. 87)
 - Academic Advising (p. 87)
 - Academic Launch Program (p. 87)
 - Accessibility and Disability Resources (p. 88)
 - Exploring Program (p. 91) (Undeclared Students)
 - First-Generation Students (p. 91)
 - First-Year Seminar (p. 92)
 - Living-Learning Communities (LLC) and Learning Communities (LC) (p. 92)
 - Testing and Proctoring Services (p. 93)
 - Placement Assessment (p. 93)
 - Foreign Language Placement and Proficiency Assessments (p. 93)
 - International Student Placement Assessment
 - Math Placement Assessment (p. 94)
 - Miller Analogies Test (MAT) (p. 95)
 - Writing Placement Assessment (p. 95)
 - Testing Services (p. 95)
 - College Level Examination Program (CLEP) (p. 95)
 - DANTES Subject Standardized Tests (DSST) (p. 98)
 - Foreign Language Achievement Testing Service (FLATS) (p. 99)
 - Proctoring Services (p. 99)
 - TRiO Student Support Services and Upward Bound (p. 100)
 - Tutoring Services and Supplemental Instruction (SI) (p. 100)
 - Writing Center (p. 101)
- Center for Global Learning and Engagement (p. 101)
 - APU Study Away Programs (p. 102)
 - Other Global Learning Opportunities (p. 104)
- Center for Research in Science (CRIS) (p. 104)
- Education to Vocation (p. 104)
 - The Career Center (p. 105)
 - Center for Academic Service-Learning (p. 105)
 - Noel Academy for Strengths-Based Leadership and Education (p. 106)
 - Office of Alumni Engagement (p. 104)
- Honor Societies (p. 106)
- Math Center (p. 109)
- Military Resources (p. 110)
 - Air Force Reserve Officer Training Corps (AFROTC) (p. 111)
 - Army Reserve Officer Training Corps (ROTC) (p. 112)
- Office of Research and Grants (p. 114)
- University Libraries (p. 114)
- Writing Program (p. 114)

Academic Success Center

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

- Academic Advising (p. 87)
- Academic Success Launch Program (p. 87)
- Accessibility and Disability Resources (p. 88)
- Exploring Program (p. 91) (Undeclared Students)
- First-Generation Students (p. 91)
- First-Year Seminar (p. 92)
- Living-Learning Communities (LLC) and Learning Communities (LC) (p. 92)
- Testing and Proctoring Services (p. 93)
- TRiO Student Support Services and Upward Bound (p. 100)
- Tutoring Services and Supplemental Instruction (SI) (p. 100)
- Writing Center (p. 101)

Academic Advising

Academic advising at Azusa Pacific University is an intentional, multidimensional, student-centered partnership where students, faculty, and staff collaborate to support holistic student development. This process enables students to identify and work toward educational, career, and personal goals. Successful advising is achieved through well-trained advisors facilitating student growth, accountability, and self-directed learning, enabling students to take ownership of the academic process. This empowers students to utilize institutional resources to optimally plan course progression, evaluate academic performance and strengths, enhance preparation through community engagement, and discover vocational calling while progressing toward a degree.

Academic advising is provided by each academic department for students enrolled in any of that department's majors, and also by the Academic Success Center (<http://www.apu.edu/academic-success>) to assist students in the advising and registration process. The center's Office of Academic Advising (<http://www.apu.edu/academic-success/advising>) provides academic coaching and support that enables students to achieve their scholastic goals and thrive academically. The office's staff support student academic success by using a holistic approach and providing the following:

- Individualized academic advising and success coaching
- Connecting students to on-campus resources and strategies to foster academic success
- Assisting with questions regarding progress toward graduation
- Partnering with faculty to support students who are identified in our Early Alert program (also known as APU C.A.R.E.S. (<https://www.apu.edu/apucares>))
- Developing strategies to help increase undergraduate student retention, persistence, and graduation rates
- Providing student-athletes and transfer students with support for their unique needs in scheduling and navigating degree progress

Academic Success Launch Program

The Academic Success Launch Program is designed to provide holistic academic support to students whom the Office of Admissions determines are in need of more personalized academic support based on the current Admissions Grid for acceptance. Applicants admitted into the Academic Success Launch Program are provided one-on-one support from the Academic Success Center and benefit from personalized one-on-one coaching, workshops, and connections to on-campus resources. Additionally, these students must take GE 101 Academic Success Lab (1 unit), which is designed to equip students for success at APU. The number of students admitted to the Academic Success Launch Program each year is limited.

Program Outcomes

The comprehensive academic services, programming, and resources of the Academic Success Launch Program support students in thinking critically, planning accordingly, and thriving academically as they become graduates and difference makers at APU. Students will have an awareness of on-campus resources, create personal and academic goals, and be able to implement strategies to maintain good academic standing at APU (achieve a minimum cumulative GPA of 2.0 and pass 67% of courses attempted).

Student Learning Outcomes for GE 101 (Academic Success Lab)

Upon successful completion of the lab, students will be able to:

1. Identify barriers to their academic and personal success
2. Utilize their strengths to overcome these barriers
3. Articulate personal and/or academic goals for the semester
4. Create an action plan in order to achieve their goal(s)
5. Utilize appropriate campus resources for academic success and personal wellness

Accessibility and Disability Resources

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

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

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

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 89), contact the director of accessibility and disability resources.

Request for Disability Accommodations

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

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

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

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

Personal Care Assistance or Equipment

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

Mobility Impairment Parking Permits for Students

Permanent Mobility Impairment

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

Temporary Mobility Impairment

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

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

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

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

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

Study Away Disability Accommodations

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

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

Procedure for students pursuing disability accommodations away:

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

Service Animals

Notice of Service Animal as a Disability Accommodation Policy

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

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

A service animal is not a pet.

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

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

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

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

Service Animal as a Disability Accommodation Policy

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

I. Definition

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

II. In General

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

III. Other Provisions

1. **Removal of Service Animal.** The university may ask an individual to remove a service animal from the premises if:
 - a. The animal is out of control and the animal's handler does not take effective action to control it;
 - b. The animal is not housebroken; or
 - c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.
2. **If an Animal is Properly Excluded.** If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision.** The university is not responsible for the care or supervision of a service animal.
5. **Inquiries.** The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University.** An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges.** The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions.** Questions about this policy may be directed to the director of the Learning Enrichment Center, 901 E. Alostia Ave., Azusa, CA 91702, East Campus (between North Citrus Avenue and Citrus College's Stadium Way, next door to Adams Hall) at (626) 815-3849 or lec@apu.edu.

9. **Complaints/Grievance Policy.** Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<http://www.apu.edu/lec/disabilities/grievance>). Copies are available at the office of the director of the Learning Enrichment Center and at the Undergraduate Enrollment Services Center, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

Exploring Program

The Exploring Program provides support for first- and second-year students who have not committed to a major, creating an environment that supports their search for a vocation and helping them choose a major that aligns with their skills, interests, sense of person, and calling. The program is a collaborative effort between the Academic Success Center, College of Liberal Arts and Science, First-Year Seminar, and the Office of Education to Vocation. A common major for entering freshmen is "undeclared"—in other words, many students have not yet selected a major. At Azusa Pacific, these Exploring majors have time during their first four semesters to explore different courses, converse with faculty, and then select a major.

Program Services

- First-Year Seminar Course
- Academic Success Coaching
- Major and Career Exploration
- Strengths Coaching
- Peer Mentoring
- Community Engagement Events

Student must declare their major by their fifth semester of full-time academic work (see Declaration and Change of Majors and Minors (p. 67)).

GEN1 Scholars Program

Are You a First-Generation College Student?

The GEN1 Scholars Program will assist you as you transition to college by providing academic support; connecting you to faculty, staff, and resources; and helping you find and create community at Azusa Pacific University. A GEN1 Scholar should identify as a "first-generation college student"—a student whose parents or guardians have not completed a bachelor's degree.

About the GEN1 Scholars Program

The GEN1 Scholars Program offers APU's first-generation college students resources and opportunities for academic, professional, and personal growth. We strive to prepare students for academic and postgraduation success through various programs and services. It is our mission to recognize and celebrate the unique cultural capital first-generation college students bring with them to the university, in an attempt to foster an environment that will allow them to thrive. For more information, visit the GEN1 Scholars Program website (<https://www.apu.edu/academic-success/student-success/gen1-scholars>).

Program Components

- Academic Support
- Mentoring
- Workshops for Personal Development
- Workshops for Parents/Guardians
- Social Gatherings throughout the Semester
- Gen1 Scholars Graduation Ceremony

GEN1 Scholars Mentoring Program

The GEN1 Scholars Program offers faculty and staff mentoring for our first-generation college students. Through your mentoring relationship, you will gain networking opportunities, campus support, and a community of first-generation faculty and staff who are available to help you along your APU journey.

If you are interested in applying for a mentor, fill out the GEN1 Scholars Interest Card (<https://docs.google.com/forms/d/e/1FAIpQLSdQZsDshyH1irC38FH9zCXJo3zWlc28WHUqXJqxDQCvV5AEQ/viewform>). This initial interest form will help us gather the necessary information to match you with one of our GEN1 Scholars mentors.

Commitment for Students

- Submit your Mentor Application
- Attend Mentoring Orientation
- Meet with your mentor at least 3 times a semester
- Complete all program evaluations
- Attend a one-on-one meeting with the GEN1 Scholars Coordinator

First-Year Seminar

First-Year Seminar (GE 100) is a 3-unit course designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and co-curricular life on campus. The curriculum is discipline-specific, meaning students from the same major take the same GE 100 section(s) together and become better acquainted with their major department and resources. The curriculum is composed of five main components: University 101, Strengths, Health and Wellness, Academic Advising, and Critical Thinking.

University 101

This unit helps our students become more attuned to an understanding of college values, rigor, and skill sets. First-Year Seminar also partners with Alpha Leaders (or peer leaders). Each class section consists of 2-3 Alpha groups, each of which includes 8-12 students. Alpha groups meet outside of class time each week to continue University 101 conversations, and to support the sense of community and belonging on our campus.

Strengths

Students take the Noel Strengths Academy's *StrengthsFinder* assessment by the fourth week of the semester. We invite Strengths-certified faculty and staff to teach our students how to utilize their unique strengths to advance in their academic and career pursuits.

Health and Wellness

We believe that, in order for students to take care of their grades, studies, relationships, etc., they must first take care of themselves. As students transition to college life in their first semester at APU, First-Year Seminar meets them there with informative lessons on health and wellness topics such as spirituality, relationships, finances, stress, anxiety, sleep, and more.

Academic Advising

We require all students to seek out academic advising in order to prepare for the following semester, as well as remain on track for the rest of their academic career.

Critical Thinking

Researching, reading, and writing through a college-level critical lens is of paramount importance for success in academia and careers that follow. The First-Year Seminar curriculum explores a problem-based pedagogy, meaning students study a problem from many perspectives and approaches, then assess the best way to solve the problem based on the evidence and arguments they have collected and evaluated over the semester. This unit reviews discipline-specific topics and research, meaning the "problem" under study is a key topic that is rooted within a students' chosen field of study.

All new students are required to enroll in First-Year Seminar in their first semester, except for those in Honors College, who have their own seminars. The course fulfills General Education requirements and has no prerequisites, and reflects APU's Four Cornerstones (<https://www.apu.edu/about/cornerstones>)—Christ, Scholarship, Community, and Service.

Living-Learning Communities (LLC) and Learning Communities (LC)

APU offers Living-Learning Communities (LLCs) and Learning Communities (LCs) (<https://www.apu.edu/academic-success/student-success/first-year-seminar/living-learning>). In both types of communities, a cohort of students takes two or more courses together in a given academic year, and for LLCs the students are also assigned living arrangements in the same hall or floor of an on-campus dormitory.

There are four communities being offered for the 2019-20 academic year:

- GEN1 Exploring Learning Community
- Psychology Living-Learning Community
- Psychology Learning Community (fall 2019 and spring 2020)

- Psychology Learning Community for Transfer Students

Testing and Proctoring Services

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

Placement Assessment (p. 93)

- Foreign Language Placement and Proficiency Assessments (p. 93)
- International Student Placement Assessment
- Math Placement Assessment (p. 94)
- Miller Analogies Test (MAT) (p. 95)
- Writing Placement Assessment (p. 95)

Testing Services (p. 95)

- College Level Examination Program (CLEP) (p. 95)
- DANTES Subject Standardized Tests (DSST) (p. 98)
- Foreign Language Achievement Testing Service (FLATS) (p. 99)

Proctoring Services (p. 99)

Placement Assessment

Freshmen and First-Year Transfers

The Academic Success Center's Testing Services office (<https://www.apu.edu/lec>) offers proctored placement assessments when needed in the areas of math, writing, and foreign language for incoming (freshmen and transfer) students. Testing is available in the Testing Service office by appointment only and remotely for out-of-area students. Note that all of these assessments are also offered online.

In order for students to register for the correct math, writing, and foreign language courses, a placement assessment in each area must be completed by the last day to drop classes for the first term of enrollment, and students are encouraged to complete their placement assessments as early as possible. Students who do not complete their placement assessments will not be able to register for math, writing, or foreign language courses.

Proficiency test results in math, writing, and foreign language from other academic institutions may be acceptable, provided 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, fax a printout of the exam results, along with a contact name and number from that institution's assessment center, to the ASC Testing Services office at (626) 815-3859.

- Foreign Language Placement and Proficiency Assessments (p. 93)
- International Student Placement Assessment (p. 94)
- Math Placement Assessment (p. 94)
- Miller Analogies Test (MAT) (p. 95)
- Writing Placement Assessment (p. 95)

Foreign Language Placement and Proficiency Assessments

The foreign language placement assessment process assists students in selecting course placement or test options to fulfill their foreign language proficiency requirement at APU. Students are encouraged to take a foreign language self-assessment, WebCAPE, at home to gauge their level of foreign language experience prior to taking a proficiency exam. For students who demonstrate a level of proficiency in a foreign language, there are three test options to consider for fulfillment of the APU foreign language proficiency requirement: CLEP, FLATS, and OPIc. Learn more (<http://edits.umcm.apu.edu/lec/placement/foreign>) about the foreign language placement and proficiency assessment processes.

International Student Placement Assessment

International undergraduate students who have been admitted under conditional, probationary, or developmental status may be required to take a placement assessment in math, writing, or foreign language. Because accurate and appropriate course placement is critical for academic success at APU, all incoming undergraduate international students who have been admitted under conditional status because of their English proficiency are required to take the CaMLA EPT exam. For more information about the criteria for taking placement assessments in math, writing, and foreign language and when to take the CaMLA EPT, contact the International Center at (626) 812-3055 or visit the International Center website (<https://www.apu.edu/international/enrollment/apply>). International Enrollment Services staff advise all international students on which placement assessments to take and provide information about scheduling their exam(s).

Math Placement Assessment

APU uses the ALEKS PPL (<http://www.apu.edu/lec/placement/math/about-aleks>) system to determine the best initial math placement for most students. Students who need to use ALEKS (<http://www.apu.edu/lec/placement/math/using-aleks>) are encouraged to take an initial diagnostic assessment (<http://www.apu.edu/lec/placement/math/start-aleks>) at home, and then work in their personalized Prep and Learning Module (<http://www.apu.edu/lec/placement/math/prep-learning-module>) to review. They will then be able to retake the assessment up to four times in order to achieve their best possible score.

Math Course Prerequisites

Prerequisites for common math courses are as follows:

Course(s)	Prerequisite(s)
MATH 90: Foundations of Mathematical Reasoning	ALEKS 15-29
MATH 95: Intermediate Algebra	ALEKS 30-44 or MATH 90
MATH 99: Self-Paced Mathematics Lab	ALEKS 0-29
MATH 115: Mathematics in Society	ALEKS 30-100 or MATH 90
MATH 130: Introduction to Statistics	
MATH 110: College Algebra	ALEKS 45-100 or MATH 95
UNRS 299: Statistics and Data Management for Nursing and Health Care	
MATH 149: Fundamentals of Precalculus	ALEKS 60-100 or MATH 110
MATH 150: Precalculus	
MATH 151: Applied Calculus I	
MATH 165: Calculus I	ALEKS 75-100 or MATH 149 (which may be taken concurrently) or MATH 150

Math Test Score Equivalents

The table below shows how various test scores translate into APU math placement and/or course credit:

Scores	Results
<ul style="list-style-type: none"> SAT Math (640 or higher on NEW version) SAT Math (620 or higher on OLD version) ACT Math (27 or higher) High School Calculus (at least one semester with a grade of B or higher) High School Precalculus (at least one semester with a grade of A- or higher) 	Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher
<ul style="list-style-type: none"> CLEP College Algebra, Precalculus, or Calculus (50) IB Mathematics (5, 6, or 7) AP Calculus AB or BC (3, 4, or 5) 	Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher; credit granted
<ul style="list-style-type: none"> AP Statistics (3, 4, or 5) 	Credit granted for MATH 130 Introduction to Statistics

- ALEKS (65-100)

Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher

- ALEKS (60-64)

Treated as if you have passed MATH 110 College Algebra at the level of C or higher (fails to meet the grade minimum of B- required as a prerequisite for CHEM 151 or to apply to any of the majors in the School of Business and Management other than the B.A. in Business Management)

Miller Analogies Test (MAT)

The Miller Analogies Test (MAT) has been used by universities worldwide to test the analytical skills of prospective graduate school candidates for more than 50 years. The Academic Success Center Testing Services office proctors the MAT for prospective APU students, as well as students hoping to enter graduate programs at other universities.

To take the MAT at APU (<http://www.apu.edu/lec/placement/miller>), students must book an appointment using our online scheduling system (<https://lec.youcanbook.me>).

On exam day, students must arrive at ASC Testing Services at least thirty (30) minutes prior to the scheduled testing time and bring two forms of identification (a valid driver's license, passport, or government-issued identification card; and a library card, student ID card, credit card, or utility bill showing the same name and address as your driver's license, passport, or government-issued ID card). There is a nonrefundable proctor fee of \$30 (payable online) and a \$60 MAT exam fee payable at your scheduled appointment time.

To learn more about the MAT, visit the MAT website (http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html).

Writing Placement Assessment

The Writing Class Placement Questionnaire (https://docs.google.com/forms/d/e/1FAIpQLSeI052TH4HvFpicnDJuxAwaJvN-PLDIqgnx9WarQz8A8BC0iQ/viewform?usp=sf_link), a self-directed assessment survey, is used to help incoming students determine the most appropriate first writing course at APU. The Writing Class Placement Questionnaire offers each student the opportunity to respond to important questions about experiences with reading and writing, to share evidence of past performance through the submission of high school GPA and standardized placement scores, and to receive information about the most beneficial initial writing course and support options at APU for him/her. Students who have questions about the course suggestion they receive should speak with an academic success coach (<http://www.apu.edu/academic-success>). All incoming students (freshmen and transfer) must complete The Writing Class Placement Questionnaire prior to registering for a writing course at APU. Students can complete the questionnaire at home using a personal computer.

Testing Services

- College Level Examination Program (CLEP) (p. 95)
- DANTES Subject Standardized Tests (DSST) (p. 98)
- Foreign Language Achievement Testing Service (FLATS) (p. 99)

College Level Examination Program (CLEP)

CLEP is a national program that allows students to obtain course credit by examination. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Most exams are 90 minutes long and primarily composed of multiple-choice questions, though some exams have fill-ins.

Note that examinations in composition and literature have additional 90-minute handwritten-essay sections, except for the College Composition Modular, which provides a 70-minute computerized-essay section. These essays are required for APU students. Handwritten essays are evaluated by faculty from the APU Department of English after a passing score on the multiple-choice section of the CLEP is achieved; these faculty evaluations are final and may not be appealed.

The CLEP program's policy limits test retakes to every 90 days, which allows students to spend additional time preparing for the exam or the option of taking a classroom course. APU students may request tutoring to prepare for the CLEP exam by contacting the Academic Success Center (ASC) Testing Services.

CLEP study guides are available from the CLEP website (<https://clep.collegeboard.org>), the University Bookstore (<http://www.bookstore.apu.edu>), or any local bookstore. Visit the CLEP website for useful tips on assessing and preparing for any of the CLEP exams.

To take a CLEP exam, students must:

- Purchase the CLEP exam through the CLEP website. The cost for the exam is \$87 (\$89 as of July 1, 2019) and must be paid on the CLEP website by credit or debit card.
- Schedule an appointment to take the exam at ASC Testing Services using our online scheduling system (<https://lec.youcanbook.me>).
- Pay the \$30 non-refundable proctoring fee no later than 3 calendar days prior to your appointment.
- The fee for any written CLEP essay exams is \$10 per exam, payable on the day of your appointment.

On the day of the exam, students must:

- Provide a paper copy of the CLEP Exam Registration Ticket to the ASC Testing Services proctor. The Exam Registration Ticket is issued by CLEP at the time the exam is purchased.
- Bring one form of government-issued identification that shows the student's legal name, birth date, photo, and signature.

Military CLEP Candidates

CLEP exams are free for eligible military personnel as noted in the chart below. The nonrefundable proctoring fees listed above are required before a test can be administered. All eligible military 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.

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

¹ Tests are funded by DANTEs. Questions regarding eligibility for DANTEs-funded CLEP exams should be directed to DANTEs at (850) 452-1063.

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

Credit for CLEP Scores

Subject	Score	Units	Course Equivalent
Business			
Financial Accounting	50	4	ACCT 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	MGMT 210
Marketing, Principles of	50	3	MKTG 260
Macroeconomics, Principles of	50	3	ECON 250

Microeconomics, Principles of	50	3	ECON 251
Composition and Literature			
American Literature ¹	50	3	Not acceptable for ENGL 244, ENGL 254, Elective, Non-General-Education
Analyzing and Interpreting Literature ¹	50	3	ENGL 111 ¹
College Composition	50		No course equivalency at APU
English Literature ¹	50	3	Not acceptable for ENGL 222, ENGL 232, Elective, Non-General-Education
College Composition Modular ¹	50		No course equivalency at APU
Modern languages			
French Language	50	3	FREN 101, FREN 102
German Language	50	3	GERM 101, GERM 102
Spanish Language	50	3	SPAN 101, SPAN 102
History and Social Sciences			
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 ²	50	3	PSYC 290 ²
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 Present	50	3	HIST 121
Science and Mathematics			
Calculus	50	5	MATH 165
College Algebra	50	3	MATH 110
College Mathematics	50	3	MATH 90 ³
General Biology	50	8	BIOL 151, BIOL 152
	57	8	Required for biology/chemistry majors
General Chemistry	50	8	CHEM 151, CHEM 152
	52	8	Required for biology/chemistry majors
Natural Sciences	50	3	APS, Elective credit only, Non-General-Education
Precalculus	50	3	MATH 150

¹ 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.

² This test is not acceptable as an equivalent course for students in the liberal studies major seeking the multiple subject (K-12) teaching credential.

³ MATH 90 does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

DANTES Subject Standardized Tests (DSST)

DSST exams are recommended for credit by the American Council on Education (ACE) (<http://www.acenet.edu/Pages/default.aspx>). APU has an extensive list of subject-level exams (see below) that are offered in diverse disciplines and cover upper- and lower-level baccalaureate credit courses. These exams help students save time and money while accelerating graduation completion. To schedule an appointment to take a DSST exam through the Academic Success Center's Testing Services, use our online scheduling system (<https://lec.youcanbook.me>).

On the day of the exam, students must:

- Provide one form of government-issued identification that clearly shows the student's legal name, birth date, photo, and signature.
- Pay an \$85 fee per exam to DSST. This fee is payable by credit or debit card only.
- Pay a \$30 nonrefundable proctoring fee per exam to APU. This fee is payable online after booking an online appointment.

APU Credit for DANTES Subject Standardized Tests

Subject	Score	Units	Course Equivalent
Applied Technology			
Technical Writing	400	3	Elective, not GE
Business			
Business Ethics and Society	400	3	Elective, not GE
Business Mathematics	400	3	Elective, not GE
Human Resource Management	400	3	Elective, not GE
Introduction to Business	400	3	Elective, not GE
Management Information Systems	400	3	BUSI 240 Introduction to Information Systems
Money and Banking	400	3	Elective, not GE
Organizational Behavior	400	3	Elective, not GE
Personal Finance	400	3	Elective, not GE or Business Major
Principles of Finance	400	3	Elective, not GE
Principles of Supervision	400	3	Elective, not GE
Humanities			
Ethics in America	400	3	Elective, not GE or Philosophy Major
Introduction to World Religions	400	3	Elective, not GE or Philosophy Major
Mathematics			
Fundamentals of College Algebra ¹	400	... ¹	MATH 95 Intermediate Algebra ¹
Principles of Statistics	400	3	MATH 130 Introduction to Statistics
Physical Science			
Astronomy	400	3	Elective, not GE
Health and Human Development	400	2	PE 240 Health Education
Principles of Physical Science I	400	2	PHYC 100 Conceptual Physics
Social Science			
Art of the Western World	400	3	ART 150 Introduction to Art
Civil War and Reconstruction	400	3	HIST 380 Civil War and Reconstruction
Criminal Justice	400	3	CJ 110: Introduction to Criminal Justice
Foundations of Education	400	3	Elective, not GE
Fundamentals of Counseling	400	3	Elective, not GE
General Anthropology	400	3	GLBL 201 Anthropology for Everyday Life
History of the Soviet Union	400	3	HIST 484 Historical Themes: Soviet Union

A History of the Vietnam War	400	3	HIST 484 Historical Themes: Vietnam War
Human/Cultural Geography	400	3	Elective, not GE
Introduction to Law Enforcement	400	3	CJ 220: Police and Society
Lifespan Developmental Psychology	400	3	PSYC 290 Human Growth and Development
Substance Abuse	400	3	Elective, not GE

¹ This test is acceptable as a remedial-level course, applicable as a prerequisite, and it does not count toward total units needed for the bachelor's degree. The units will not appear on the student transcript.

NOTE: Students may **NOT** receive dual credit for DSST exams and courses that are the same subject.

The DSST program is owned by Prometric, the global leader in testing and assessment, and has been placing students on the fast track to college degrees since 1986. For more information, visit the DSST website (<http://www.getcollegedcredit.com>).

Foreign Language Achievement Testing Service (FLATS)

To meet APU's foreign language proficiency requirement, students have the option of using the Foreign Language Achievement Testing Service (FLATS) at Brigham Young University. Using the FLATS exam to demonstrate foreign language proficiency may be a viable option for students who have mastered a certain level of proficiency in a foreign language. FLATS offers more than 50 languages for students to choose from, and language options can be found on the FLATS website (<http://flats.byu.edu/langlist.php?x=8>).

The exams cover listening, reading, and grammar, are in multiple-choice format, and allow students two and a half hours to complete. Students who pass this assessment through the 102 course level will receive 3 elective units. New and transfer students can go to the Academic Success Center Testing Services website (<https://www.apu.edu/lec/placement/foreign>) to learn more about the new foreign language proficiency options.

To take a FLATS exam, students must:

- Register on the FLATS website (<http://flats.byu.edu>). There is a \$50 exam fee payable by credit or debit card only.
- Schedule an appointment to take the exam at ACS Testing Services using our online scheduling site (<https://lec.youcanbook.me>).
- Pay a \$30 nonrefundable proctoring fee online after booking an appointment no later than 3 calendar days before your appointment.

On the day of the exam, students must:

- Present one form of government-issued identification, clearly showing the student's legal name, birth date, photo, and signature.

Proctoring Services

Examination Proctoring

The Academic Success Center (ASC) Testing Services office is a test-proctoring center for students enrolled in correspondence, continuing education, or online courses at other institutions. To request an ASC Testing Services-proctored exam:

- Contact the home institution for approval to have ASC Testing Services designated as the proctor center.
- We request that exams be sent 3 days in advance to ASC Testing Services via email at testing@apu.edu.
- Instructors sending exams to ASC Testing Services should include specific exam instructions for ASC Testing Services proctors.
- Call ASC Testing Services at (626) 815-3849 to notify the center of the exam's pending arrival.
- Schedule an appointment to take the exam at ASC Testing Services using our online scheduling system (<https://lec.youcanbook.me>).

On the day of the exam, students must:

- Bring an identification card that includes the student's legal name, birth date, signature, and photo.
- Pay a \$30 nonrefundable fee for each proctored exam (also available online).

Failure to appear for a scheduled exam will result in the exam being returned to the institution of origin.

TRiO Student Support Services and Upward Bound

TRiO Student Support Services

TRiO Student Support Services (<http://www.apu.edu/academic-success/trio>) provides opportunities for academic development to motivate students toward successful completion of postsecondary education. Services are available for first-generation students, those from low-income families, and those with disabilities requiring learning accommodations, who demonstrate academic need. Through the following services, the program aims to increase the college retention and graduation rates of its participants:

- Provides individualized academic coaching and priority registration
- Facilitates connections with peer mentors
- Aids in professional development and leadership opportunities
- Offers grant aid to eligible participants
- Exposes students to cultural events and specialized academic programs
- Offers career counseling, career exploration workshops, and assessments
- Provides academic tutoring and supplemental instruction
- Identifies and shares resources to promote fiscal literacy and minimize student debt

TRiO Upward Bound

TRiO Upward Bound (<https://www.apu.edu/academic-success/upward-bound>) (UB) offers holistic programming to potential first-generation students from Azusa High School with the purpose of motivating and equipping participants with the skills to graduate high school and complete a program of postsecondary education. To achieve its mission, UB offers the following services:

- Academic tutoring services to support participant completion of A-G coursework
- Individual academic coaching centered on conversations regarding course selection, college admission requirements, financial aid options, and personal, educational, and career goals
- Preparation for college entrance exams and state assessments
- Student development workshops relating to financial aid, financial literacy, career exploration, college applications, study skills, time management, and self-advocacy
- Exposure to college campuses and cultural events throughout the year
- Informational meetings for participant guardians on postsecondary education options, college admission requirements, financial aid, and the first-generation experience
- Six-week summer academic enrichment courses in English, math, science, and a foreign language, as well as recreational and personal development activities, to prepare them for the rigors of college

Tutoring Services and Supplemental Instruction (SI)

Tutoring Services

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

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

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

Supplemental Instruction (SI)

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, prepare for sessions, meet with faculty, and conduct two out-of-class study sessions per week. Courses designated for SI support are announced in class at the beginning of each semester. Additional information about SI sessions can be obtained by

contacting Tutoring Services at (626) 815-3849. SI session times for specific courses can be found on the Supplemental Instruction page (<https://sites.google.com/apu.edu/supplementalinstruction>).

Writing Center

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

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

Locations

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

Center for Global Learning and Engagement

Mission Statement

The Center for Global Learning and Engagement (<https://www.apu.edu/global-engagement>) (CGLE) carries out APU's academic vision to deliberately and strategically integrate an intercultural and international dimension into teaching, research, and service functions of the university. The CGLE does this through the creation and maintenance of innovative, inclusive, and accessible study away programs (p. 102) and other global learning opportunities (p. 104); comprehensive advising, preparation, and reentry guidance for students; and the creation of opportunities for faculty development and leadership in international education.

What We Offer

The center coordinates various study away programs, including domestic and international semester and short-term opportunities for students interested in integrating their academic experience in an off-campus program. This ideal paradigm provides the student with the opportunity to enroll in a program through an APU semester, thereby creating an integration of courses, lectures, and extracurricular activities for all or part of a semester (full immersion vs. partial immersion). Participation in study away lends students the opportunity to develop global competence (<https://www.apu.edu/global-engagement/learning>).

Many students, however, are not able to include a full-semester off-campus program while completing their undergraduate studies, due to financial limitations, academic major, extracurricular aspirations, and other considerations. In these instances, GO Terms programs of up to 16 weeks may be considered and are provided by various APU academic departments. Learn more (<https://www.apu.edu/global-engagement/study-away/programs>) about GO Terms.

An off-campus study experience should be thoughtfully integrated into a student's total instructional program and major and should be considered in consultation with the student's academic advisor and the Center for Global Learning and Engagement.

How to Apply

The application deadline for APU study away semester programs is February 1 each year. Applying to a program means the student is applying to study away during that specific academic year (fall or spring semester). If applying for another academic year, a student must complete another application and submit all required application materials. Complete an Online Semester Application (<https://www.apu.edu/global-engagement/apply>) and attach all required documents.

APU Study Away Programs

The Center for Global Learning and Engagement (<https://www.apu.edu/global-engagement>) provides multiple opportunities for APU students to enhance their educational experience through study away programs (<https://www.apu.edu/global-engagement/study-away>).

China Nursing Semester

A unique semester for undergraduate nursing students to have hands-on experience with a university-affiliated hospital in China, the China Nursing Semester (<https://www.apu.edu/global-engagement/study-away/china>) exchange program allows for Chinese students to attend APU courses while APU students take courses in China. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

Ecuador Semester

In collaboration with Living and Learning International, students can participate in the Ecuador Semester (<https://www.apu.edu/global-engagement/study-away/ecuador>), focused on learning South American culture, the Spanish language, and practical application within ministry, service-learning, or an internship experience in a developing nation. Students enjoy rich interaction with the culture through travel to the Galapagos Islands and the Amazon jungle. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

Norway Nursing Semester

The Norway Nursing Semester (<https://www.apu.edu/global-engagement/study-away/norway>) is a unique semester exchange program, giving APU undergraduate nursing students hands-on experience with community health care in Norway while taking courses there, while Norwegian students attend APU. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

Sacramento Semester

The Azusa Pacific University Center for Public Affairs (<https://www.apu.edu/public-affairs-sacramento>) in Sacramento (<https://www.apu.edu/global-engagement/study-away/sacramento>) offers students an immersive learning environment that provides internship and professional mentorship opportunities. The program introduces students to the field of public administration and allows students hands on experiences such as learning to write policies, civic engagement through public service, and development of Christ-centered leadership skills. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

South Africa Semester

The South Africa Semester (<https://www.apu.edu/global-engagement/study-away/southafrica>), located in Pietermaritzburg, provides an opportunity for sophomore, junior, and senior students to earn up to 18 units during this unique semester away. Students learn about the country's rich culture and history through academics, serving in local communities, developing relationships with South African community members, and engaging with local families. Coursework allows students to choose from a variety of General Education courses. Required courses include a uniquely developed course on Principles and Practices of Community Engagement that allows students to engage in the local South Africa community and earn 30 service-learning credits toward graduation. This course may include projects serving alongside an HIV/AIDS health program, teaching at an orphanage, interning with a non-government organization, and other opportunities with local community development organizations. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

South Africa Nursing Semester

The South Africa Nursing Semester (<https://www.apu.edu/global-engagement/study-away/nursing>), located in Pietermaritzburg, offers a cohort of upper-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. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

Zephyr Point Tahoe Semester

The Zephyr Point Tahoe Semester (<https://sites.google.com/apu.edu/cgle/programs/short-term-programs/gen-ed-lake-tahoe>) is a study away opportunity that engages wilderness, academics, and community formation. Small cohorts of students will be able to enjoy the beauty of South Lake Tahoe each semester. Complete an Online Semester Application (https://formstack.apu.edu/forms/study_away_semester_application) (Application Deadline: February 1).

GO Term Programs

GO Terms are academic programs of varying lengths offered in summer, fall, and spring. They offer students a wide variety of destinations and courses of study, and have programs inclusive of different degree levels. For GO Term options, visit the GO Terms programs website (<https://www.apu.edu/global-engagement/study-away/programs>). For financial information, reference the financial aid policies (<http://catalog.apu.edu/undergraduate/financial-information/policies/>) in this catalog.

Study Away Policies

1. **Financial Aid:** The maximum time a student may utilize their institutional financial aid (this does not include campus requirement aid such as athletic scholarships, music, etc.) for semester study away purposes will be two semesters. The number of faculty/staff education benefit recipients each term varies by program. Visit the Financial Aid Policy for Study Away Programs (<http://catalog.apu.edu/undergraduate/financial-information/policies/#financial-aid-policy>) section of this catalog for additional information.
2. **Pre-Study Away: APU Discipline Clearances and Acceptance Process:** Applicant status notifications are sent by email to applicants' APU email addresses 2-3 weeks after the application due date. In order to create and maintain a safe and God-honoring environment for all of our study away programs, the Center for Global Learning and Engagement (CGLE) requests a complete "discipline clearance" for each applicant from Academic Advising (clearance from academic probation), Residence Life, Student Affairs, Communiversity, and any other relevant department (at the discretion of the CGLE). Applicants are not officially accepted into the program without this clearance. APU reserves the right to deny a student based on their discipline history at APU. If a student discipline issue occurs after acceptance or during the program, the student may be cancelled from the program and will lose any nonrefundable monies or prepayments made on the student's behalf. If there are any questions regarding this process, contact the CGLE.
3. **Participation:** All study away students automatically waive the privilege of studying away if they do not complete all pre-program requirements (varies by program) in a thorough and timely manner. Items include, but are not limited to, all forms, online and/or face-to-face meetings, readings, required submissions, trainings, and thorough knowledge of and response to all program-specific materials. Furthermore, participants will abide by all items noted in their program's Student Agreements Document (or equivalent), which outlines Standards of Conduct Policies, throughout the duration of their study away program or risk a range of disciplinary actions including removal from the program at their own expense.
4. **Post-Study Away:** Semester study away students are required to have one semester at the Azusa campus after studying away. Automatic enrollment in a (1-unit or equivalent) post-study-away course curriculum upon completion of their term away will be implemented for most programs (GO Term participants are eligible and highly encouraged to enroll). Students cannot study away their final semester, nor can students study away two consecutive semesters (consecutive semesters are considered to be fall/spring and spring/fall). This policy does not apply to GO Term (summer and winter) program participation.
5. **Academics:** Students are required to enroll in and fulfill all program-specific required coursework and abide by the following policies:
 - a. Applicants for study away must be in good academic standing (e.g., not on academic probation, have a positive academic integrity profile, etc.).
 - b. All undergraduate study away students must maintain full-time enrollment during a semester study away program (minimum 12 units).
 - c. Students may not participate in the same study away program more than once.
 - d. Regular course prerequisites for all study away courses are mandatory for participation in a study away semester or short-term program.
 - e. Study away students are not allowed to take APU online courses unless designated by the specific program course listings.
 - f. A maximum of two online courses (6 units) from program-approved options are permissible.
 - g. Students are required to enroll in and fulfill all program-specific required coursework. Any study away participant not enrolled in the required courses and/or total units for their study away program as stated in the current program materials by the term registration date will be automatically enrolled into the appropriate section(s) and held responsible for any applicable fees/charges. If needed, it is the responsibility of the student to transfer into a different course section by the add/drop date.
 - h. Students are not permitted to take courses unless designated by the specific program course listings. Any semester study away student enrolled in a course that is not offered by their program will be automatically dropped from the course and notified by the CGLE or the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). (An independent study course may be permitted for some programs; email studyaway@apu.edu for more information.)
 - i. Students are responsible to enroll in APU courses and units that accurately reflect their enrollment in the program. Failure to enroll in the same number of units in the program and one's APU student account may incur additional costs and change financial aid, and could affect degree clearance and/or progress.
 - j. Students must abide by the add/drop date published in this catalog (<http://catalog.apu.edu/undergraduate/academic-policies/registering-classes/add-drop-period>). Students will receive a Withdrawal (W) grade for any courses dropped after this period.
 - k. **Post-Study-Away Curriculum:** Any study away student not enrolled in the required post-study-away curriculum as designated by their study away program by the term registration date will be automatically enrolled into any open class session. If needed, it is the responsibility of the student to switch to a different course section by the add/drop date. Exceptions available only to psychology majors, L.A. Term, and APU GO Term program participants.
 - l. **General Education Courses:** Students can refer to the current list of General Education requirements (<http://catalog.apu.edu/undergraduate/academic-programs/general-education-program/general-education-requirements/#text>) to utilize GE courses offered through APU study away programs.

6. General APU Policies: Upholding of all APU policies is required. All policies are valued, with awareness of the below items being of particular importance when participating in any study away program:
- Regular fulfillment of the residence policy (<http://catalog.apu.edu/undergraduate/academic-programs/graduation-requirements>) is required to be considered for degree completion.
 - Regular fulfillment of commencement participation (<http://catalog.apu.edu/undergraduate/academic-programs/graduation-requirements>) items (e.g., type of registration for final units, etc.) is required for anyone intending to participate in commencement.

Policy inquiries are available through the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).

Study Away Financial Aid

Refer to the **Financial Aid Policies** (p. 35) section of this catalog for more information.

Connect

For more information, contact the Center for Global Learning and Engagement (<http://www.apu.edu/global-engagement>) at (626) 857-2440 or studyaway@apu.edu. The center is located in the Modular Offices, just south of Cougar Dome, on East Campus. You may also connect with the center on Facebook (<https://www.facebook.com/APUstudyabroad/?fref=ts>) or Instagram (<https://www.instagram.com/apustudyaway>).

Other Global Learning 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 global learning efforts offered by APU's Center for Student Action (<http://www.apu.edu/studentaction>) and Center for Global Learning and Engagement (<https://www.apu.edu/global-engagement>), 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.

Learn more (<http://www.apu.edu/provost/vision>) about the university's commitment to global learning and intentional internationalization.

Center for Research in Science (CRIS)

The Center for Research in Science (CRIS) (<https://www.apu.edu/research-science>) serves students, scholars, and the general community by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationships between science, faith, and culture. In addition, CRIS explores the role of science in a classical liberal arts education and the ancient dialogue between faith and reason.

One of the center's hallmark activities (open to the community at large) is hosting the popular CRIS Science, Faith, and Culture lecture series, in which experts from various disciplines present thought-provoking perspectives on important issues of the day. A variety of topics ranging from cosmological and biological origins to environmental stewardship, human dignity, and bioethics are discussed.

CRIS also encourages student and faculty research by arranging intra- and extramural internships, inviting visiting scientists to engage with students on campus, and working to establish synergistic partnerships with local businesses and organizations.

Education to Vocation

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

- The Career Center (p. 105)
- Center for Academic Service-Learning (p. 105)
- Noel Academy for Strengths-Based Leadership and Education (<http://catalog.apu.edu/undergraduate/student-resources/academic-resources/education-to-vocation/%20undergraduate/student-resources/academic-resources/education-to-vocation/noel-strengths-academy>)
- Office of Alumni Engagement (p. 104)

Office of Alumni Engagement

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

Our Vision

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

Our Mission

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

The Career Center

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

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

Center for Academic Service-Learning

Mission Statement

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

Academic Service-Learning at APU

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

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

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

Academic Service-Learning Student Outcomes

Connecting Theory to Practice

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

Critical Reflective Thinking

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

Personal and Civic Responsibility

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

Faith Integration

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

Relationship to Planned Vocation

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

Noel Academy for Strengths-Based Leadership and Education

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

The academy fulfills its mission through:

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

Honor Societies

Accounting Honors Society

The Accounting Honors Society is committed to helping students mature within the accounting major, assisting in career preparation and connecting students with professionals and with one another. Most importantly, AHS is dedicated to the Leung School of Accounting's vision of emphasizing character and competence in students to reflect the life of Christ and shine the light of Truth.

For more information, contact the School of Business and Management (<https://www.apu.edu/business/contact>).

Alpha Chi, Gamma Chapter

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

For more information, contact the chapter's program manager at alphachi@apu.edu.

Alpha Chi Scholars Association

Formally the Pew Honor Society, the Alpha Chi Scholars Association 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 and is open to all students interested in graduate work. The group sponsors seminars and lectures each year to promote scholarship on campus and help students through the process of graduate school admission. The Alpha Chi Scholars Association also connects its members with faculty mentors and offers some financial aid for graduate-school-related expenses such as applying.

For more information or to request an application, email Joseph Bentz, director of the association, at jbentz@apu.edu.

Alpha Phi Sigma, Department of Criminal Justice

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

For more information, visit the society's website (<http://www.alphaphisigma.org>) or contact the Department of Criminal Justice (<https://www.apu.edu/bas/criminaljustice>) at criminaljustice@apu.edu.

Beta Beta Beta (TriBeta), Epsilon Gamma Chapter, Department of Biology and Chemistry

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 people have been accepted into lifetime membership, and more than 550 chapters have been established throughout the United States and Puerto Rico. Biennial national conventions of student and faculty members are held, and the society journal, *BIOS*, publishes student research, articles of interest to biologists, and society news. The society is divided into regional and district groups, each of which holds an annual convention. 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.

For more information, visit the TriBeta website (<http://www.tri-beta.org>) or contact the Department of Biology and Chemistry (<https://www.apu.edu/clas/biochem>).

Lambda Pi Eta, Department of Communication Studies

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.

For more information, visit the society website (<http://www.natcom.org/lambdapieta>) or contact the Department of Communication Studies (<http://www.apu.edu/clas/communication>).

Phi Alpha, Eta Iota Chapter, Department of Social Work

Eta Iota is the local chapter of the Phi Alpha Honor Society, a national social work honor society. Phi Alpha provides opportunities for a closer bond among social work students and promotes humanitarian goals and ideals. It fosters high academic standards for social work students and invites into membership those who have attained excellence in scholarship and service. To qualify for membership, a candidate must be a declared social work major, have senior status, have at least 90 semester hours of general and departmental coursework, exhibit personal and professional integrity, and have a minimum grade-point average of 3.6 in all coursework. At the graduate level, a graduate social work student must have obtained a minimum 3.6 GPA in the Master of Social Work program at the end of the semester prior to graduation.

For more information, visit the Phi Alpha website (<http://www.phialpha.org>) or contact the Department of Social Work (<https://www.apu.edu/bas/socialwork>).

Phi Alpha Theta, Alpha Omicron Tau Chapter, Department of History and Political Science

Established in 1921 at the University of Arkansas and open to undergraduates, graduate students, and history professors, Phi Alpha Theta's mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. Azusa Pacific University became home to the Alpha Omicron Tau chapter of Phi Alpha Theta in 2014. Membership in Phi Alpha Theta is a lifetime membership and is not limited to history majors. Members receive a membership certificate and four issues of the Phi Alpha Theta journal, *The Historian*. To join, undergraduates must have completed a minimum of 12 semester hours (four courses) in history and have achieved a minimum GPA of 3.1 in history and an overall 3.0 GPA or better.

For more information, contact the Department of History and Political Science (<https://www.apu.edu/clas/historypolisci>) at historyyps@apu.edu.

Phi Delta Epsilon, Mu Chapter, Department of Biology and Chemistry

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 Glendora's Crowther Teen and Family Center, Habitat for Humanity, and Children's Hospital Los Angeles, and have raised funds to support the Children's Miracle Network, Phi Delta Epsilon's official philanthropic partner.

For more information, visit the Phi Delta Epsilon website (<http://www.phide.org>) or contact the Department of Biology and Chemistry (<https://www.apu.edu/clas/biochem>).

Phi Delta Phi, Department of History and Political Science

Phi Delta Phi, the International Legal Honor Society, is the oldest legal organization in continuous existence in the United States, predating even the American Bar Association. Phi Delta Phi celebrates academic excellence and embraces the finest attributes of professionalism and scholarship. Since its founding, Phi Delta Phi has emphasized to students and lawyers alike the importance of their calling. Phi Delta Phi's Pre-Law Society was established in 2012 to provide undergraduate students the opportunity to join Phi Delta Phi. The Pre-Law Society strives to develop students' knowledge of law and help them make an informed decision about pursuing a legal career. Members are exposed to information regarding the LSAT, law school admissions, life as a law student, professional responsibility, and varying careers in the legal field. "Azusa Pacific University Hall" was chartered in March of 2014 as a member institution of the Pre-Law Society. Membership is open to undergraduate students who have an interest in the study of law and who meet the minimum qualifications.

For more information, contact the Department of History and Political Science (<https://www.apu.edu/clas/historypolisci>) at historyyps@apu.edu.

Pi Sigma Alpha, Alpha Eta Delta Chapter, Department of History and Political Science

Pi Sigma Alpha is the only national honor society for undergraduate and graduate students 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 may apply for scholarships for graduate study in political science, Washington semester programs, and best paper awards. Members must be of junior or senior class standing, and have completed at least 10 units of political science courses (one of which must be 300-level or higher; transfer students must have completed at least 6 of the 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.

For more information, contact the Department of History and Political Science (<https://www.apu.edu/clas/historypolisci>) at historyyps@apu.edu.

Psi Chi, Department of Psychology

Psi Chi is an international honor society whose purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. The mission of Psi Chi is to produce well-educated, ethical, and socially responsible members committed to contributing to the science and profession of psychology and to society in general. In pursuit of its mission, the society aims to advance the science and profession of psychology, promote an educational experience consistent with the mission, promote ethical and socially responsible members and leaders, define and establish an organizational structure that promotes its mission, and recognize and foster the contributions that diversity makes to the science and practice of psychology.

For more information, visit the society website (<http://www.psichi.org>) or contact the Department of Psychology (<https://www.apu.edu/bas/psychology>).

Scholar Athletes

Scholar Athletes are graduating NCAA student-athletes who have been recognized either by the NCAA, Pacific West Conference, Great Northwest Athletic Conference, Pacific Collegiate Swim and Dive Conference, Golden Coast Conference, or National Collegiate Acrobatics & Tumbling Association as Scholar Athletes. To be recognized, a student-athlete must participate in varsity athletics for Azusa Pacific University and maintain the required GPA for recognition in each conference.

For more information, contact the APU Athletics Department (<https://athletics.apu.edu>).

Sigma Alpha Pi, Department of Leadership and Organizational Psychology

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.

For more information, contact the Department of Leadership and Organizational Psychology (<http://www.apu.edu/bas/leadershippsych>).

Sigma Delta Pi, Phi Omicron, Department of Modern Languages

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.

For more information, visit the society website (<http://groups.apu.edu/sigmadeltapi>) or contact Marcela Rojas in the Department of Modern Languages (<https://www.apu.edu/clas/modernlanguages>) at mrojas@apu.edu.

Sigma Iota Epsilon, Theta Kappa Chapter, School of Business and Management

Sigma Iota Epsilon is the National Honorary and Professional Management Society. The SIE national office and its 73 local chapters across the country conduct numerous programs aimed at bridging the gap between management theory and management practices. The Theta Kappa local chapter was founded in 2011 and represents APU's Master of Business Management (MBM) program (<https://www.apu.edu/business/programs/masters-in-management>). The goals of SIE are to stimulate interest and achievement in the field of management, to stimulate scholarship in management, to facilitate contacts between students and practicing managers, to recognize people who have made contributions to the field of management, and to gain recognition of the contribution and value of scholastic achievement in the management discipline. To become a part of Sigma Iota Epsilon, Theta Kappa Chapter, graduate students must be enrolled in or have successfully completed graduate coursework in the MBM program; have completed 9 units of graduate coursework, including at least 3 units of core MBM coursework; maintain a minimum GPA of 3.5 in graduate coursework; and have completed the SIE membership application and paid their membership fees.

For more information, contact the School of Business and Management (<https://www.apu.edu/business/contact>).

Sigma Tau Delta, Alpha Epsilon Tau, Department of English

The purposes of Sigma Tau Delta International English Honor Society are to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies; promote interest in literature and the English language on local campuses and their surrounding communities; and foster the discipline of English in all its aspects, including creative and critical writing. Alpha Epsilon Tau is the local chapter. To qualify for membership, candidates must be English majors or minors, have completed two courses in English beyond the requirement of WRIT 110 (<http://catalog.apu.edu/search/?P=WRIT%20110>), and 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.

For more information, visit the society website (<http://www.english.org/sigmatd>) or contact the Department of English (<https://www.apu.edu/clas/english>).

Sigma Theta Tau, Iota Sigma Chapter, School of Nursing

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.

For more information, visit the chapter website (<http://www.apu.edu/iotasigma>) or contact the School of Nursing (<https://www.apu.edu/nursing>).

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.

For more information, contact the Undergraduate Enrollment Services Center at uesc@apu.edu.

Math Center

The Department of Mathematics, Physics, and Statistics (p. 258) sponsors a drop-in tutoring center for assistance with mathematics, physics, and statistics courses. Housed in Segerstrom Science Center (Room 170), the Math Center provides an out-of-classroom setting where students gather to actively learn and teach math, physics, and statistics. The room is fully equipped with computers, white boards, and work spaces. Skilled student tutors staff the center for free walk-in tutoring Monday-Thursday throughout each semester.

Students are encouraged to 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, Physics, and Statistics at (626) 815-6470.

Military Resources

Office of Military and Veteran Services

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

The center is located at:

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

(626) 815-4603
mvs@apu.edu

Mailing address:

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

Office of Military and Veteran Education Benefits

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

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

The center is located at:

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

Mailing address:

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

Military Tuition Assistance (TA)

Military Tuition Assistance (TA) (<https://www.military.com/education/money-for-school/tuition-assistance-ta-program-overview.html>) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its members.

Reserve Officer Training Corps (ROTC)

Azusa Pacific's Army ROTC (p. 112) and Air Force ROTC (p. 111) programs combine the military strengths of discipline and leadership with the university's faith-based learning community, deepening and enhancing the college experience. Cadets learn leadership skills that prepare them to join the military or civilian workforce and equip them to succeed in the most challenging circumstances. The programs brings together a tight-knit, welcoming group of scholar-leaders who value service and dedication to their country. ROTC cadets at APU regularly hold the top leadership positions in the multischool ROTC battalion that encompasses institutions throughout the Inland Empire.

Air Force Reserve Officer Training Corps (AFROTC)

Air Force Reserve Officer Training Corps (AFROTC) is offered through an agreement with the University of Southern California (USC). The program is open to most undergraduate 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 (p. 52) section of this catalog for more information.

Classes are offered on the USC campus on Fridays and include one hour of academics for freshmen and sophomores and three hours of academics for juniors and seniors. Students also participate in two hours of leadership laboratory, physical training, and practical leadership training and development as Air Force officer candidates. Students are required to attend a two-week intensive summer field training at Maxwell Air Force Base in Montgomery, Alabama, between their second and third years in the program.

Classes are also offered at California State University, San Bernardino, which APU students may enroll in using our cross-town agreement. View AFROTC course descriptions (<http://bulletin.csusb.edu/coursesaz/as>) or learn more about the AFROTC program (<https://csbs.csusb.edu/afrotc>).

Participation in the General Military Course (freshman/sophomore years) carries no military obligation except for scholarship students. Scholarship recipients and students in their final two years receive a monthly stipend. The service obligation upon graduation is four years of active duty.

Students who successfully complete the program commission as an officer into the United States Air Force upon graduation. Once commissioned, students attend specialized training in the career fields in which they are qualified and selected. Example programs include pilot, combat systems officer, air battle manager, medical, legal, nursing, logistics, intelligence, cyber operations, personnel, and finance. For more information, contact the USC Department of Aerospace Studies at (213) 740-2670 or visit the department website (<https://ame.usc.edu>).

The following aerospace studies courses are offered through Azusa Pacific University and conducted on the USC campus. Although the courses are tailored to those students interested in pursuing a commission in the Air Force, courses are open to all Azusa Pacific University students and may be considered as electives in some cases.

AEST 300A Aerospace Studies III: Air Force Management and Leadership (3 units)

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory conducted at the University of Southern California complements this course by providing advanced leadership experiences and giving students the opportunity to apply the leadership and management principles of this course. Prerequisites: AEST 100A/B and AEST 200A/B (USC only)

AEST 300B Aerospace Studies III: Air Force Management and Leadership (3 units)

This course builds upon the topics discussed in AEST 300A. Case studies are again used, and a mandatory Leadership Laboratory complements the course. Prerequisite: AEST 300A

AEST 400A Aerospace Studies IV: National Security Forces in Contemporary American Society (3 units)

This course examines the need for national security; analyzes the evolution and foundation of American defense policy, strategy, and joint doctrine; investigates the methods for managing conflict; overviews regional security, arms control, and terrorism; and prepares cadets for active duty. Special topics of interest focus on the military as a profession, officership, the military justice system, and current issues affecting the military. Within this structure, continued emphasis is given to the refinement of communication skills essential for military officers. A mandatory Leadership Laboratory complements this course by providing advanced officer training experiences and giving students the opportunity to apply the leadership lessons learned. Prerequisite: AEST 300B

AEST 400B Aerospace Studies IV: National Security Forces in Contemporary American Society (3 units)

This course builds upon the topics discussed in AEST 400A. Continued emphasis is given to the refinement of communication skills. A mandatory Leadership Laboratory complements the course. Prerequisite: AEST 400A

Army Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps (ROTC) is an on-campus commissioning program open to all students who are U.S. citizens and interested in service as an active-duty Army officer or Reserve officer in the National Guard or U.S. Army Reserve. APU's ROTC program (<https://www.apu.edu/militaryeducation/rotc>) 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 (p. 33) 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. The Cadet Professional Development Programs are designed to immerse the Cadets in various domains while allowing a unique training experience and opportunity that cannot be replicated in a university setting.

The Cultural Understanding and Language Proficiency (CULP) program and Cultural Awareness Training deployments produce a cadet who is culturally astute, and familiar with the methodology to analyze operational environment and cultures, then apply this information to plans and behavior. Culturally astute leaders recognize personal and organizational biases and are aware of the strategic impact of their actions. CULP Cadets collaborate with diverse actors in a Joint, Interorganizational and multinational setting, including host nation military and civilians, US government agencies, and nongovernmental organizations.

The Cadet Troop Leader Training (CTLT) Internship training program provides cadets the opportunity to experience leadership in Army Tables of Organization and Equipment (TO&E) units in a CONUS or OCONUS unit. Cadets serve in lieutenant level platoon leadership positions in active duty units. Cadets get opportunities to apply leadership skills, interact with Company Commanders, other junior officers, skilled Senior Non Commissioned officers (NCOs) and junior NCOs in an operational environment. CTLT is exclusively designed for MSIII Cadets who have graduated from the Advance Camp. CTLT Cadets receive a formal evaluation/OER from their active duty command at the completion of the course.

The Drill Cadet Leader Training (DCLT) internship program provides Cadets the opportunity to serve in platoon leader or executive officer positions in Initial Military Training (IMT) companies and work closely with Drill Sergeants and Cadre. Cadets experience leadership training with IMT companies. Cadets get opportunities to apply leadership skills, interact with Company Commanders and other junior officers, skilled Senior Non Commissioned Officers and Drill Sergeants to improve common task skill proficiency in an Army training environment. DCLT is designed exclusively for MSLIII Cadets who have graduated from CST Advanced Course. DCLT Cadets receive a formal evaluation/OER from their active duty chain of command at the completion of the course.

The Cadet internship track provides Cadets a myriad of opportunities to seek additional training in specialized areas such as scientific application, engineering, nursing, medicine, intelligence, and cultural awareness. The internship types, locations, and allocations change from year to year. There are typically 15 internships excluding CTLT AND DCLT which range in length from two-four weeks. Priority is typically given to MSLIII Cadets. Each internship has uniquely different requirements. Some are paid, some are not paid.

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.

Air Assault training, a two-week course at Fort Campbell, Kentucky, teaches insertion, evacuation and Pathfinder missions that call for the use of multipurpose transportation and assault helicopters.

Mountain Warfare is a two-week course taught in Jericho, Vermont. Students learn fundamental light infantry tactics, techniques, and skills necessary for survival in mountainous terrain.

Northern Warfare is a three-week course held in Fort Greely, Alaska, and is designed to teach skills necessary to survive in arctic/winter environments.

Students meet basic requirements through class attendance in their freshmen 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 may enroll in the advanced program. Advanced program students attend the Cadet Leadership Course (CLC: formerly the Leader Development and Assessment Course, LDAC) at Fort Knox between their junior and senior years of college. This camp, the capstone event of each student's ROTC career, offers an opportunity to demonstrate leadership skills while working alongside fellow students across the nation.

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 (freshmen/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 a guaranteed Reserve force 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 institution. Education delays are available to complete advanced schooling, usually 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, visit the CMC ROTC website (<https://www.goarmy.com/rotc/schools/claremont-mckenna-college.html>) or contact the CMC Military Science Department at (909) 621-8102.

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 99 Army Physical Training Program (1 unit)

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 instill the fundamentals of conditioning and exposes 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 101 Introduction to the Army (1 unit)

This course focuses on the introduction to the Army and critical thinking. It introduces cadets to the Army and the profession of arms. Students examine the Army profession and what it means to be a professional in the Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness support their development as an Army leader. Includes a weekly lab facilitated by MSL III cadets and supervised by Cadre.

MSL 102 Foundations of Agile and Adaptive Leadership (1 unit)

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn about the personal development of life skills such as critical thinking, time management, goal setting, and communication, and learn the basics of the communications process and the importance of leaders developing the essential skills to effectively communicate in the Army. Cadets begin learning the basics of squad-level tactics, which are reinforced during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 101 or permission of instructor.*

MSL 201 Leadership and Decision Making (2 units)

This course focuses on leadership and decision making. Outcomes are demonstrated through critical and creative thinking and the ability to apply troop leading procedures (TLP) innovative solutions to problems. The Army profession is also taught through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 102 or permission of instructor.*

MSL 202 Army Doctrine and Team Development (2 units)

This course focuses on Army doctrine and team development. Cadets begin the journey to understanding and demonstrating competencies as they relate to Army doctrine; Army values, teamwork, the warrior ethos, and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through team-building exercises at the squad level. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 201 or permission of instructor.*

MSL 301 Training Management and the Warfighting Functions (4 units)

This course focuses on training management and warfighting functions. It is an academically challenging course in which students study, practice, and apply the fundamentals of training management and how the Army operates through the warfighting functions. At the conclusion of this course, students are capable of planning, preparing, and executing training for a squad conducting small-unit tactics. Includes a weekly lab using peer facilitation overseen by MSL IVs and supervised by ROTC Cadre. *Prerequisite: MSL 202 or permission of instructor.*

MSL 302 Applied Leadership in Small-Unit Operations (4 units)

This course focuses on applied leadership in small-unit operations. It is an academically challenging course in which students study, practice, and apply the fundamentals of direct level leadership and small-unit tactics at the platoon level. At the conclusion of this course, students are capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. Includes a weekly lab using peer facilitation overseen by MSL IVs and supervised by ROTC Cadre. Successful completion of this course prepare students for the Cadet Summer Training Advance Camp, which they attend in the summer at Fort Knox, Kentucky. *Prerequisite: MSL 301 or permission of instructor.*

MSL 401 The Army Officer (4 units)

This course focuses on the development of the Army officer. It is an academically challenging course in which students develop the knowledge, skills, and abilities to plan, resource, and assess training at the small-unit level. Students also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, students are familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a weekly lab overseeing MSL III lesson facilitation, supervised by ROTC Cadre. *Prerequisite: MSL 302 or permission of instructor.*

MSL 402 Company Grade Leadership (4 units)

This is an academically challenging course in which students develop the knowledge, skills, and abilities required of junior officers pertaining to the Army in unified land operations and company grade officer roles and responsibilities. This course includes reading assignments, homework assignments, small-group assignments, briefings, case studies, practical exercises, a midterm exam, and an oral practicum as the final exam. The oral practicum explores students' knowledge of how to prepare for the 20 Army warfighting challenges covered throughout the ROTC advanced course. Successful completion of this course will assist in preparing students for the BOLC B course and is a requirement for commissioning. Includes a weekly lab overseeing MSL III lesson facilitation, supervised by ROTC Cadre. *Prerequisite: MSL 401 or permission of instructor.*

Office of Research and Grants

The Office of Research and Grants (<http://www.apu.edu/researchandgrants>) (ORG) promotes, supports, and celebrates research and grant opportunities to advance the Scholarship Cornerstone (<https://www.apu.edu/about/cornerstones>) of Azusa Pacific University. While a main focus of ORG is assisting faculty in identifying, acquiring, and managing external grant resources, ORG also supervises the Undergraduate Research Program (<https://www.apu.edu/undergraduate-research>), through which undergraduate students who engage in research with faculty may apply for travel grants to present findings at professional conferences. The Undergraduate Research Program also promotes undergraduate research partnerships with faculty through annual awards provided by the Scholarly Undergraduate Research Experience (SURE) initiative. ORG facilitates campus-wide celebratory research symposia and oversees the Center for Research on Ethics and Values (<http://www.apu.edu/crev>), which promotes faculty scholarship that works with ethics and values across a variety of disciplines to positively impact culture. ORG also promotes ethical practices in research through its oversight of the Institutional Review Board (<https://www.apu.edu/researchandgrants/ethics/irb>) and the Institutional Animal Care and Use Committee (<https://www.apu.edu/researchandgrants/ethics/iacuc>), entities that review APU research involving human and animal subjects.

University Libraries

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

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

Library Use

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

Writing Program

APU's Writing Program includes lower- and upper-division courses to help students become more competent and confident writers. The goal of these courses is for students to develop as critical thinkers, researchers, and writers who can creatively address a variety of rhetorical contexts.

The General Education (GE) (<https://www.apu.edu/provost/generaleducation>) Writing Program (<https://www.apu.edu/writing-program>) guides students through the process of gaining cross-disciplinary writing skills. The program consists of three 3-unit GE courses (Writing 1, 2, and 3), as well as an optional 1-unit Writing 1 Lab. In these courses, students cultivate a lifelong habit of learning to write and writing to learn, develop their individual writing processes, learn about genres and rhetorical situations, and write within a community of peers.

Because Writing 1 is a first-year writing course, students should plan to take WRIT 110 The Art and Craft of Writing during their first semester at APU. Students should plan to take the Writing 2 course that is recommended by their majors as sophomores, followed by the appropriate Writing 3 course as juniors or seniors.

Writing Pathways

All APU students must take Writing 1 unless they have a qualifying AP score (<http://catalog.apu.edu/undergraduate/admission-policies/credit-examination/credit-advanced-placement-ap-exams>) or transfer credit (<https://www.apu.edu/undergraduate-admissions/requirements/transfer/courses>). Students enrolled in the Honors College take HON 101 Leadership in place of Writing 1. All APU students must take Writing 2 and Writing 3 unless they have appropriate transfer credit (<https://www.apu.edu/undergraduate-admissions/requirements/transfer/courses>).

Writing 1

In Writing 1, students are introduced to college-level writing expectations. They write and learn in a community of peers, giving and receiving feedback in small groups. In a designated week during the semester, students conference one-on-one with the professor to receive individualized feedback on the development of their writing. They build rhetorical awareness and personal writing processes that they use throughout their time at APU and beyond.

Writing 1 Lab

Alongside Writing 1, some students may choose to take the Writing 1 Lab. Writing labs offer a small-group format, supporting up to six students as they move beyond high school writing toward college-level writing expectations. Our faculty assume that students who take the lab in addition to Writing 1 are capable, college-level or nearly college-level writers who will benefit from extra support and feedback, whether that support is focused on thesis development, organization, time management, confidence, grammar instruction, or some other aspect of writing.

Writing 2

In Writing 2, students assess the writing styles, questions, and arguments of broader fields (e.g., humanities, nursing, or science). It is strongly recommended that students enroll in Writing 2 as sophomores. Some majors require a specific Writing 2 course. It is most beneficial and strongly recommended to enroll in the Writing 2 course that pertains to the student's field of study, but students may enroll in the Writing 2 course of their choice if their major does not require a particular course. Students must earn a grade of C- or higher in Writing 1 to enroll in Writing 2. Some Writing 2 courses have other prerequisites in addition to Writing 1.

Writing 3

In Writing 3, juniors or seniors learn how to craft polished drafts of professional quality in their major and practice the types of writing they might encounter in their future professions. Most majors require a particular course. It is most beneficial and strongly recommended to enroll in the Writing 3 course that pertains to the student's field of study, but students may enroll in the Writing 3 course of their choice if their major does not require a particular course. Many Writing 3 courses have prerequisites in addition to Writing 2.

Helpful Resources

The Writing Program Lexicon (<https://drive.google.com/file/d/14j8T-H4yaeajWL0681W0gAME4RNJowwe/view>) establishes a consistent vocabulary for APU faculty and students, facilitating smooth transitions between courses and encouraging student learning. The Writing Program also coordinates its efforts with the Writing Center (<https://www.apu.edu/writingcenter>), which offers one-on-one appointments to help students become better writers.

Overenrollment Policy

The Writing Program does not permit students to add Writing 1, 2, or 3 courses that are full, because smaller class sizes are essential for thorough faculty feedback and writing support. If you have extenuating circumstances that make it necessary for you to take a Writing 1, 2, or 3 course that is full, contact the Writing Program; the director of the Writing Program and the instructor of the course must approve your request. If your request is approved, the Writing Program will issue you a permission code to register for the section.

Mission Statement

Azusa Pacific University's Writing Program fosters a culture of writing among students and faculty from all disciplines. Drawing on scholarship in rhetoric and composition, the Writing Program collaborates with faculty to use best practices in writing courses across the curriculum to help students learn to write ethically, clearly, creatively, and effectively as academics, professionals, and Christ-following citizens in diverse communities.

Contact Information

- Email: writingprogram@apu.edu
- Phone: (626) 804-2722
- Location: West Campus, Building One, Room 148

Campus Services

- Azusa Print + Design (p. 116)
- Campus Safety (p. 116)
- Information and Media Technology (IMT) (p. 117)

- IMT Media Services Request (<https://support.apu.edu/hc/en-us/articles/221902708-Media-Technology-Request-Form>)
- IMT Computer Store (<http://computerstore.apu.edu>)
- IMT Support Center (p. 117)
- University Portal: home.apu.edu
- Antivirus Protection and Security (p. 118)
- Network Access (APUWIFI) (p. 118)
- Computer Labs (p. 118)
- Computer Purchase and Repair (p. 118)
- Internet Acceptable Use Policy (p. 119)
- Student Phone Service (p. 119)
- Mail Services (p. 120)
- Trolley Service (p. 120)
- University Bookstore (p. 121)

Azusa Print + Design

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

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

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

Location

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

Campus Safety

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

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

Services Provided

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

Resources Provided

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

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

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

Additional information:

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

Information and Media Technology (IMT)

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

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

- Antivirus Protection and Security (p. 118)
- Computer Labs (p. 118)
- Computer Purchase and Repair (p. 118)
- IMT Computer Store (<http://computerstore.apu.edu>)
- IMT Media Services Request (<https://support.apu.edu/hc/en-us/articles/221902708-Media-Technology-Request-Form>)
- IMT Support Center (p. 117)
- Internet Acceptable Use Policy (p. 119)
- Network Access (APUWIFI) (p. 118)
- Student Phone Service (p. 119)
- University Portal (home.apu.edu)

IMT Support Center

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

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

We are here to serve you!

University Portal: home.apu.edu

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

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

Email and Collaboration

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

Antivirus Protection and Security

Antivirus Protection

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

Other Information/Security Resources

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

Network Access (APUWIFI)

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

Wired ethernet ports are also available in some common areas and in the Adams, Trinity, and Engstrom dorms.

Computer Labs

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

Computer Purchase

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

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

Guidelines

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

Apple

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

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

Windows PC

- Intel Core i3, 2.4 GHz Processor
- 4 GB of RAM

- 802.11n wireless
- Webcam
- Windows 7 or newer

Internet Acceptable Use Policy

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

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

User Requirements

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

Acceptable Uses

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

Unacceptable Uses

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

Enforcement and Violations

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

Student Phone Service

Each residence hall is equipped with two telephones per floor, located in common areas. The university owns the phone lines in the specified living areas. For complete phone service information, visit the IMT Telecommunications website (<http://www.apu.edu/imt/telecommunications>) or the IMT Support Center website (<http://support.apu.edu>).

On-campus Dialing

From the residence hall phones on each floor, students can dial on-campus locations using the four-digit extension number, which is also the last four digits of the full phone number (e.g., (626) 815-**5050**). University office phone numbers/extensions can be found on office and department pages on the university website (<http://www.apu.edu>).

Off-campus Dialing

Local Calls

The university provides local service at no charge. Students can make free calls to the following locations, 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 "7" and include "1" plus area code if dialing outside of the 626 area code.

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 (see Calling Card Use below 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 use 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 Personal Authorization Code (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) 837-4966.

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, contact the IMT Support Center (<http://support.apu.edu>) at (626) 815-5050 or 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 that the problem is with Verizon or Verizon's equipment, the technician will advise the student to report the issue to the Verizon repair line at (800) 483-1000.

Mail Services

All undergraduate students are required to have a university postal unit box located at Mail Services East (<https://www.apu.edu/campusauxiliary/mailexpress/#mailexpresswest>). All unit boxes are the property of APU and are operated by APU staff. Keys are issued to new students during Welcome Weekend (<http://www.apu.edu/welcome-weekend>). Students are required to sign an agreement to pay a replacement fee of \$25 for a lost key. New students may call Mail Services East at (626) 812-3030 after August 1 to obtain their unit box number. Students maintain the same unit box throughout their attendance at APU.

Mail Services East is located in Lower Turner Campus Center on East Campus. 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. Mail Services East is a full-service shipping center for all your FedEx shipping needs, and has an outdoor Amazon Locker (location name: INFRARED).

Mail Services West (<https://www.apu.edu/campusauxiliary/mailexpress/#mailexpresswest>) is located behind Darling Library on West Campus, and also features an Amazon Locker (location name: HONZA).

Trolley Service

For the convenience of students, staff, and faculty, APU provides a trolley service to and from several locations on East and West campuses. Due to decreased demand, the service does not operate on holidays or during the summer. Track the trolleys online (<https://mobile.apu.edu/app/apu/welcome/trolleytracker>).

Daytime Schedule

Monday–Friday¹

6:45 a.m.–4 p.m.

Evening Schedule

Monday–Thursday ²	4 p.m.-11 p.m.
Friday	4 p.m.-7 p.m.
After-hours Campus Safety Shuttle Service ³	
Monday–Friday	10 p.m.-2 a.m.
Saturday–Sunday	Dusk-2 a.m.

- ¹ The trolleys (including two ADA-equipped) run from Bode Commons on East Campus to West Campus' Felix Event Center, Segerstrom Science Center, and the soccer field, then back to East Campus. In general, a vehicle arrives at each stop every 7-10 minutes.
- ² One ADA-equipped trolley runs from Bode Commons on East Campus to West Campus' Felix Event Center, Segerstrom Science Center, and the soccer field, then back to East Campus. A vehicle arrives at each stop approximately every 15 minutes.
- ³ A shuttle van picks up regularly from the Segerstrom Science Center stop. To request a ride, call the Department of Campus Safety (<http://www.apu.edu/campussafety>) at (626) 815-3898.

During times when the trolley is not running, you may call the Department of Campus Safety (<http://www.apu.edu/campussafety/services/escorts>) at (626) 815-3898 to request a ride.

For more information regarding the APU trolley service, contact Facilities Management (<http://www.apu.edu/facilities>) at (626) 812-3002.

University Bookstore

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

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

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

Diversity

Being. Becoming. Belonging.

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

—*What We Believe: Our Identity and Values in Community*

Diversity is an expressed value at Azusa Pacific University. We firmly believe that diversity reflects God's image, love, and creativity. Therefore, we strive to cultivate a university environment that honors and respects each individual's uniqueness while celebrating our collective commonalities. In pursuit of this outcome, we continue to engage in robust conversation and discourse to consider a variety of perspectives with a spirit of humility, a heart to actively listen, and a commitment to speak truthfully yet tactfully. We continue our efforts to recruit, hire, and support a diverse community in an effort to create a milieu that reflects the mosaic of God's Kingdom. The distinctives below conceptualize desired outcomes that inform our vision for the diverse demography of faculty, staff, and students at APU.

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

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

Thank you for your partnership and collaborative engagement.

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

Center for Diversity, Equity, and Inclusive Excellence

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

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

The center strives to assist faculty and staff through:

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

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

Student Center for Reconciliation and Diversity

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

The SCRD pursues this mission by:

1. Investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds.
2. Providing supplemental support and services for ethnic minority students.
3. Sponsoring programs and activities that increase awareness of and appreciation for ethnic and cultural diversity.

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

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

Student Affairs

Student Life personnel and programs create environments and experiences that assist students in developing a commitment to lifelong learning in the areas of community life, diversity, local and global engagement, spiritual formation, and wellness.

Features

Academic Bridging

Students identify and integrate classroom learning with out-of-class experience.

Community Life

Students engage in healthy interactions with others that enhance understanding and appreciation of personal and cultural differences.

Diversity

Students articulate and embrace God-honoring diversity and reconciliation as integral components of being a disciple of Christ.

Local and Global Engagement

Students become aware of God's heart for all people, and accept challenges to sensitively and strategically engage in local, national, and global concerns.

Leadership Development

Students engage in ongoing purposeful exploration to recognize and embrace their calling, and nurture their desire to use their vocation to advance the Kingdom of God.

Spiritual Formation

Students learn to articulate and live out personal and corporate faith in Christ that inspires transformational discipleship.

Wellness

Students actively participate in the process of identity formation and in the development of the whole self.

Resources

- Campus Life (p. 123)
- Campus Ministry (p. 124)
- Center for Student Action (p. 125)
 - Mexico Outreach (p. 126)
- Corporate Worship (p. 126)
- Health Services (p. 126)
- Intercollegiate Athletics (p. 127)
- International Center (p. 127)
 - Undergraduate and International Admissions (p. 128)
 - International Students and Scholars (ISS) (p. 128)
- Office of Women's Development (p. 128)
- Residence Life (p. 128)
- Student Government Association (p. 129)
- Undergraduate Community Expectations (p. 129)
- University Counseling Center (p. 129)

Campus Life

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

Mission Statement

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

Fulfilling Our Mission

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

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

Welcome Weekend

The Office of Campus Life hosts Welcome Weekend at the beginning of each fall and spring semester to welcome new APU students into the community. The goal of Welcome Weekend is to provide an experience that fosters a sense of belonging for new students, families, and guests through intentional programming centered on preparing each student for their time at Azusa Pacific University.

Alpha Program

We desire to support all students' sense of belonging in their first year at APU through the Alpha Program orientation groups for freshmen and transfer students.

APUTWO

APUTWO exists to focus on the second-year experience at APU. Given that students experience many changes and critical decisions during this time (e.g., deciding on majors, changes in their living situations, changes in friend groups and community), research shows that students' second-year experience is critical to their persistence toward graduating college. The Office of Campus Life provides intentional programming efforts in order that all of our second-year students may thrive during their time at APU and experience a sense of belonging.

Campus Ministry

Office of Campus Ministry

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

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

Confidential Pastoral Counseling

Confidential staff/persons in the Office of Campus Ministry are available to meet with students individually or in groups 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.

Discipleship Mentoring (1-1)

The discipleship mentoring program connects undergraduate students with capable mentors who serve as guides and companions in the students' spiritual journey. These one-on-one encounters provide the space to grow spiritually in a committed mentoring relationship.

Discipleship Groups (D-Groups)

This ministry provides the opportunity for 5-10 students to meet for spiritual growth. Each Discipleship Group (D-Group) incorporates prayer, Bible study, accountability, and fellowship in meetings.

SALT Ministry

SALT (Service And Leadership Training), a student leadership opportunity in conjunction with the Office of Campus Ministry and the Office of Corporate Worship, serves the community with four focused teams: Discipleship, Kaleo, Liturgical, and Spiritual Formation.

Local Church Referrals

Local churches offer students opportunities to invest in cross-generational spiritual community and local ministry service, and to participate in interactive faith dialogue, throughout the year.

Center for Student Action

The Azusa Pacific 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 programs, including Local Engagement, Action Teams, Mexico Outreach, and H.I.S. Years.

University Service Requirement

Service, one of Azusa Pacific's Four Cornerstones (<https://www.apu.edu/about/cornerstones>), stands at the heart of the university's local and international outreach, short-term service trips, and service-learning endeavors. The university desires to see the service experience connect to a deeper relationship with Christ, develop in students 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. There are a variety of ways for students to engage in service outside of the classroom through the Center for Student Action. For more information on the Service Credit Requirement or the programs that fall within the requirement, please visit the Center for Student Action in East Campus.

Service Opportunities

In addition to the diverse service opportunities offered through the Center for Academic Service-Learning and the Center for Global Learning and Engagement (study away), the Center for Student Action provides opportunities each year for students to serve in Azusa and greater Los Angeles, throughout the United States, and internationally.

Local Engagement Opportunities

Local service opportunities 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 lives of local families and neighborhoods. This past year, opportunities included retirement center ministries, high school youth outreach (e.g., Young Life), local food banks, sports ministries, community development opportunities, children's ministries, and educational immersion trips engaging the city of Los Angeles.

Action Teams

Each year, the Center for Student Action mobilizes more than 25 student teams to serve in a short-term capacity in more than 30 countries around the world, including several teams dedicated to serving within the United States. Depending on the need and partnership with local hosts, the type of ministry during the spring mid-semester break and summer months requires all majors and a diversity of strengths and skills among the various teams. This past year, opportunities included a STEM team, youth and community development, evangelistic outreach, children's ministries, economic development, sports ministry, and church partnerships, all designed 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 she or he 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 the students' two-year service, APU helps pay their student loans.

Other Opportunities

In addition to the service opportunities through the center, several other opportunities are available to help students learn and grow, including:

Azusa Scholars

Qualified students from the city of 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 for the duration of their tenure at APU. The Azusa Scholars program is open to incoming freshmen and transfer students.

Educational Programming

Educational programming opportunities for students take place throughout the year, centered around the Student Affairs values (e.g., Local and Global Engagement) and partnerships across campus to raise awareness about local and global issues connected to faith development.

Mexico Outreach

Mission Statement

Our mission is to equip, empower, and engage individuals to help advance the Gospel of Jesus Christ and God's work in Mexico and around the world.

About Mexico Outreach

Since 1970, Mexico Outreach has mobilized APU students and groups from the United States and Canada to serve in Mexico. These short-term mission trips help foster the legacy and effectiveness of long-term partnerships within and across cultures. Our core mission is to work alongside ministries and organizations in Mexicali, Mexico, that have devoted themselves to lovingly showing Christ and reaching their communities, which face great physical and spiritual poverty.

APU students have the opportunity to lead or join more than 25 teams and serve side by side with our Mexican ministry partners. For nearly five decades, these trips have remained a highlight and transformational outreach experience for many APU students. Service credits are offered for participation in these events.

Opportunities

- Thanksgiving Break (5 days)
- Midsemester Break (5 days)

Corporate Worship

The Office of Corporate Worship creates 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, regular attendance three times a week is required of every full-time undergraduate student. Students can choose from six weekly chapel options to meet this requirement.

Health Services

Student Health Center

The Student Health Center (<https://www.apu.edu/healthcenter>) supports the university by evaluating, treating, and maintaining and promoting the optimal physical, mental, and spiritual well-being of the APU student body, and by empowering students to make healthy lifestyle choices. The center offers services for preventative medicine as well as treatment of illness and minor emergencies, first aid, wart, and mole removal, Pap smears, STD testing, anxiety, depression, and disease management. Visits to the Student Health Center are by appointment only. Hours vary and are posted on the website (<http://www.apu.edu/healthcenter>) as well as at the center.

Services Offered

Office visits are free to all undergraduate students. Medications, injections, immunizations, procedures, and blood draws are provided by the attending physician, nurse practitioners, physician assistant, and registered nurse 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.

Admission Requirements

There is a prematriculation requirement for admission to the university: All students must have documentation of two MMR vaccines, and all students must also complete and return the TB Questionnaire (http://www.apu.edu/live_data/files/215/tuberculosis_screening_questionnaire.pdf). Students can go to the MyCougar Health (<http://www.apu.edu/healthcenter/patient-portal>) patient portal to complete and upload the required documents, and can also access MyCougar Health through home.apu.edu (My Resources > General > Other > MyCougar Health). Failure to provide proof of immunizations to the Student Health Center results in a hold on all academic courses.

Health Insurance

For students with 7 or more units, or who live on campus, proof of health insurance is mandated. All students will automatically be enrolled for coverage under an APU policy providing coverage from 8/15/19 through 8/14/20. If students wish to opt out of this coverage, they may do so by completing the hard waiver process. International students are not eligible to waive the insurance. To submit a request for waiver, students must provide proof of comparable insurance online (<http://www.gallagherstudent.com/apu>) by September 6, 2019.

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase APU student health insurance. This insurance meets the U.S. government requirement for health insurance for international students, and must be purchased during registration (twice a year) for a total of 12 months of coverage. If the student withdraws from or leaves APU prematurely, health insurance coverage will be automatically terminated.

For more information regarding the waiver process, call Gallagher Customer Service at (800) 406-4517 or visit the APU Student Health Center website (<http://www.apu.edu/healthcenter>).

Athletes participating in intercollegiate sports are covered through a separate policy.

Intercollegiate Athletics

Intercollegiate athletics is an integral part of student life at Azusa Pacific. The university views athletics, a "lab of life," as an opportunity to develop and display unique physical abilities while glorifying God in teamwork and competition. Intercollegiate athletics also brings together the university in a distinctive manner that serves as a venue to reach into local communities and forge new and lasting relationships.

Most Cougar teams are part of the uniquely diverse and scenic Pacific West Conference, a 12-member association of schools from Hawaii, southern and central California, and the San Francisco Bay Area. Azusa Pacific is an affiliate member for football in the Great Northwest Athletic Conference, women's water polo in the Golden Coast Conference, and women's swimming and diving in the Pacific Collegiate Swim and Dive Conference. Azusa Pacific's acrobatics and tumbling team competes in the National Collegiate Acrobatics and Tumbling Association.

In the summer of 2014, the university completed a three-year process earning the 19-sport Cougar athletics program (<http://athletics.apu.edu>) membership in Division II of the National Collegiate Athletic Association (NCAA). In the university's first five years of active Division II membership, Azusa Pacific has hosted NCAA regional playoffs in men's and women's soccer, men's and women's basketball, baseball, softball, and men's tennis. In addition, the Cougars have produced eight individual national champions in track and field and individual national champions in men's tennis singles and doubles competition, along with Elite 8 berths as the West Region champions in men's and women's basketball, and the program's first two NCAA Division II football playoff appearances (2016 and 2018). In 2018-19, Azusa Pacific won the Pacific West Conference's Commissioner's Cup as the top athletic program in the conference. Overall, Azusa Pacific has claimed 26 conference titles since transitioning to NCAA Division II.

Azusa Pacific has also reinvigorated its longstanding rivalry with Biola University with the creation of the Cornerstone Cup, highlighting all competitions between the two institutions. Azusa Pacific has won the Cornerstone Cup both years it has been contested.

Men's intercollegiate competition is offered in the following sports: baseball, basketball, cross country, football, soccer, tennis, and track and field (indoor and outdoor). Women's intercollegiate competition is available in acrobatics and tumbling, basketball, cross country, soccer, softball, swimming and diving, tennis, track and field (indoor and outdoor), volleyball, and water polo.

Students who participate in Azusa Pacific's intercollegiate athletics program must meet NCAA and conference academic eligibility requirements. Registration with the NCAA Eligibility Center and completion of academic and amateurism requirements also impact a student's eligibility to compete in intercollegiate athletics. Scholarships are awarded for special athletic skills, and financial aid is also awarded on the basis of financial need and/or superior academic achievement. The university is fully committed to the academic success of each student-athlete, to his or her physical welfare, to the principles of fair play, and to compliance with all NCAA rules and regulations.

Prior to joining NCAA Division II, the Cougar athletics program was governed by the National Association of Intercollegiate Athletics (NAIA). Azusa Pacific captured 37 NAIA national championships, the third-most in association history, and won eight consecutive Directors' Cups, which recognized Azusa Pacific as the NAIA's best overall athletics program from 2005-12. Including 14 national championships awarded by other associations, Azusa Pacific teams have claimed a total of 51 national championships.

International Center

The International Center (<https://www.apu.edu/international>) serves international students in their educational pursuits at Azusa Pacific and consists of three departments: Undergraduate and International Admissions (p. 128), International Students and Scholars (p. 128), and the American Language and Culture Institute (p. 146). See each department's catalog page for more-detailed information.

Undergraduate and International Admissions

Each year, Azusa Pacific University welcomes international students from all over the world, knowing that their contributions enhance our global perspective of life and learning. The Office of Undergraduate and International Admissions (<https://www.apu.edu/international/enrollment>) recruits, admits, and enrolls international students in undergraduate and graduate programs, as well as intensive English programs like the American Language and Culture Institute (p. 146). Undergraduate and International Admissions accomplishes this through a global network of partnerships with schools, churches, businesses, APU alumni, and government agencies, and staff members meet with students and their families to offer helpful consultation regarding their professional and educational goals while studying in the U.S. Whether answering questions about the university or helping students choose their first semester's courses, Undergraduate and International Admissions enables international students to make successful transitions as freshmen, transfer, or graduate students into APU's academic programs.

International Students and Scholars

International Students and Scholars (ISS) (<http://www.apu.edu/international/scholars>) assists all international students and scholars at APU with academic, spiritual, and community support, and promotes international awareness and involvement on campus. An international student or scholar at APU is defined as any individual who has an appropriate nonimmigrant visa to study or do research in the U.S. (typically F-1 or J-1, but others may also be approved). Any applicant to APU who needs to acquire or already has a nonimmigrant visa that allows study in the U.S. is required to apply through the Office of Undergraduate and International Admissions.

The ISS team oversees International Student Orientation (<https://www.apu.edu/international/scholars/orientation>), U.S. immigration services, and cross-cultural training and events, and offers other support services for all international students and scholars 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 with U.S. laws and culture. During orientation, ISS helps students obtain a bank account, cell-phone service, California ID, and off-campus housing as appropriate. Students may also obtain a Social Security number with the help of ISS if they obtain on-campus employment. In addition, ISS sponsors numerous other special activities to introduce students to Southern California.

ISS hosts various activities and student panels throughout the year to promote international awareness on campus, including Global Expressions, World Night Market, Journey small groups, and international awareness training sessions for student leaders. ISS develops and mobilizes a vibrant group of student volunteers to establish and promote global community at APU.

International Campus Fellowships

International Campus Fellowship groups meet weekly on campus to promote understanding of the Christian faith and provide opportunities for building friendships. Currently there are three international fellowships open to all students: Huaren Association, Japanese Friday Night Fellowship, and Korean Fellowship. For details on meeting times, contact ISS at (626) 812-3055.

Office of Women's Development

The Office of Women's Development (<https://www.apu.edu/womens-development>) provides connections, direction, education, encouragement, and support to the women of the APU community. With a commitment to Christian excellence, the office empowers women to achieve holistic development, and uses engaging educational programs to create opportunities for students to increase awareness of women's issues through leadership development, research, and service-learning, which help increase student well-being. The office presents programming that includes, but is not limited to:

- Women's Night of Worship each semester
- The Clothesline Project
- Stand Up for Your Sister
- One Smart Cookie discussion series
- Activities in collaboration with academic and student affairs departments

Residence Life

The Office of Residence Life (<https://www.apu.edu/housing>) strives to create an enriching and opportunity-filled on-campus housing experience for undergraduate students at Azusa Pacific. The office is composed of professionals who are focused on operational (tracking housing assignments, issuing room keys, maintaining the basic room furniture provided by the university) and programmatic efforts to promote student engagement in the APU

on-campus community. 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.

APU's residential setting offers students exceptional variety and quality-of-life experiences, and the on-campus Residence Life program has several distinctive features:

1. Undergraduate students have the opportunity to reside in an on-campus living-learning community. Through efficient operations, students are assigned and provided access to diverse, supportive, and comfortable communities designed to promote their personal and academic growth.
2. Living area communities engender a spirit of grace and redemption to promote restoration and life change through Christ's involvement in students' day-to-day lives.
3. Undergraduate students are offered many different types of living environments, including traditional residence halls and self-contained apartments. Many of the campus housing communities are accessible to students with disabilities.
4. Robust living-learning programs based on the developmental needs of residents are provided in each living area.
5. Residence Directors (RDs), Area Coordinators (ACs) and Assistant Residence Directors (ARDs) provide professional oversight and support in the living areas, helping students integrate their classroom learning with their out-of-classroom experiences.
6. Subcommunities are directed by a resident advisor (RA, who reports to the RD or AC/ARD) who plays a key role as a referral agent in the event that a student needs counseling or medical care. RAs also assist in orienting students to the living area and the campus and plan a variety of programs that promote a sense of community and cooperation among residents.

Residence Life is located on the north side of Engstrom Hall.

Student Government Association

Azusa Pacific University's Student Government Association (SGA) is a proactive student government comprising student representatives committed to the purpose of upholding the university's Four Cornerstones (<http://www.apu.edu/about/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 composed of 6 executive board members (president, vice president, controller, speaker of the house, director of communication, and director of internal affairs), 9 senators, 3 strategists, and 10 representatives. Under the direction of the SGA president, the executive board oversees the daily operation of the association and mobilizes the student body to engage with the campus community.

Undergraduate Community Expectations

It is the intention of Azusa Pacific that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. As university staff come alongside students during their time at APU, we strive to respect and care for each individual and their needs, while also considering the community's needs. Our goal is to keep accountability, integrity, and a call to God-honoring excellence at the center, as we encourage students to take responsibility for their actions and choices. All students are expected to abide by the undergraduate community expectations listed in the APU Student Handbook (<http://www.apu.edu/student-handbook>).

University Counseling Center

The University Counseling Center (UCC) empowers Azusa Pacific University students to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services are available to any currently enrolled undergraduate student, and include individual, couples, and group counseling, as well as educational workshops and training. All services provided by the UCC are confidential. For more information, visit the UCC website (<http://www.apu.edu/counselingcenter>).

Student Legal Rights

- Antidiscrimination Policy (p. 19)
- APU Safe Reporting (<https://www.apusafereporting.com>)
- Harassment Policy (<http://www.apu.edu/judicialaffairs/conduct/policies>)
- Student Legal Rights: Complaint Notice (<https://www.apu.edu/generalcounsel/complaintnotice>)
- Student Legal Rights: Right-to-Know Notice (<https://www.apu.edu/generalcounsel/righttoknow>)

Academic Programs

- University Student Learning Outcomes (<https://sites.google.com/a/apu.edu/provost/home/the4csapucompetencies>)
- Degree Programs (p. 130)
- General Education Program (p. 131)
 - General Education Requirements (p. 131)
 - General Education Information for Transfer Students (p. 141)
 - Honors Course Equivalency (p. 143)
- Sunsetting Programs (p. 143)

Degree Programs

The Bachelor of Arts (B.A.) is offered with majors in allied health (p. 172), animation and visual effects (p. 413), art (p. 397), biblical studies (p. 616), business management (p. 546), Christian ministries (p. 639), cinematic arts (p. 416), communication studies (p. 433), computer information systems (p. 196), criminal justice (p. 485), design studies (p. 444), games and interactive media (p. 420), economics (p. 547), English (p. 222), history (p. 247), interdisciplinary studies (p. 156), international relations (p. 251), journalism (p. 435), liberal studies (p. 570), mathematics (p. 272), music: music theory (p. 372), music: performance (p. 338), philosophy (p. 626), political science (p. 249), psychology (p. 510), public relations (p. 437), screenwriting (p. 422), social science (p. 252), sociology (p. 234), Spanish (p. 226), theater arts (p. 455), theology (p. 650), and youth (p. 642) and family ministries (p. 642).

The Bachelor of Fine Arts (BFA) is offered in acting for the stage and screen (p. 453), cinematic arts production (p. 419), and art (p. 400).

The Bachelor of Music (B.M.) in commercial music (p. 329), composition (p. 375), music and worship (p. 378), performance (p. 341), and music education (pre-teacher certification) (p. 384) is offered to qualified music majors.

The Bachelor of Science (B.S.) is offered with majors in accounting, (p. 544) allied health (p. 172), applied mathematics (p. 267), biochemistry (p. 178), biology (p. 181), chemistry (p. 186), computer science (p. 204), economics (p. 548), engineering (p. 206), entrepreneurship (p. 550), finance (p. 551), international business (p. 553), kinesiology (p. 496), marketing (p. 554), mathematics (p. 270), physics (p. 276), and psychology (p. 513).

The Bachelor of Science in Nursing (BSN) is offered to nursing (p. 596) majors.

The Bachelor of Social Work (BSW) is offered to social work (p. 526) majors.

Minor Program Policy

Azusa Pacific University offers a wide range of minors to enrich and support the academic experience of 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 a major degree program.
2. Students may not earn a minor in the same discipline in which they are majoring.
3. A minor requires at least 18 units, 12 of which must be upper division. Some minors are exempt from this upper-division requirement based on the subject matter of the minor; see individual minor requirements. A minimum of 50 percent of the units in the minor must be taken in residency.
4. Courses for the minor may overlap with requirements for the student's major or another minor, but at least 50% of the courses taken to fulfill a minor must be unique to that minor and not overlap with courses taken to fulfill the student's major or another minor.
5. 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.
6. 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, 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, but 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's degrees in any combination, such as two B.A.s or one B.A. and one B.S., under the following conditions:

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

General Education Program

Each student graduating from APU completes a maximum of 62 units of General Education courses (p. 131). The number of units required is determined by whether a student enters as a freshman or as a transfer student, and by the year the student begins coursework at APU. Current students seeking to transfer coursework from other colleges and universities must verify with the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) that those courses will be accepted for General Education credit. The policy for transferring credits to meet General Education requirements is available on the Undergraduate Enrollment Services Center website (<http://www.apu.edu/onestop/academic/transfer>).

Information for Transfer Students

Students transferring in to Azusa Pacific University may have some of their General Education requirements (p. 131) met by classes taken at their previous institution(s). Additionally, the unit requirements for Biblical, Theological, and Philosophical Formation may be adjusted depending on the number of units the student transferred in to APU. See the Transfer Applicants (p. 22) section of the catalog for further information about these adjusted requirements.

The evaluation of a student's transfer work is conducted by the Undergraduate Enrollment Services Center. All students are encouraged to work with the Undergraduate Enrollment Services Center and their academic advisor to determine their General Education requirements.

General Education Requirements

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved classes:

- Intellectual and Practical Skills
- Biblical, Theological, and Philosophical Formation
- Knowledge of Human Cultures and the Physical and Natural World
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses; this list can be found at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) and at the Academic Success Center (<http://www.apu.edu/advising>). 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 more information, contact the Academic Success Center.

All students are required to access their Web-based Advisement Report (through 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 the Academic Success Center.

Special Note: Bachelor of Music majors are not required to take Fitness for Life, Oral Communication, foreign language, math, or the Humanities: Fine Arts requirements. This statement does NOT apply to Bachelor of Arts music majors.

Courses listed in 2 categories cannot satisfy both requirements; students must choose which category the course will fulfill.

Intellectual and Practical Skills

Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Wellness, Quantitative Literacy, Information Literacy, and Teamwork and Problem Solving.

Code	Title	Units
GE 100	First-Year Seminar ¹	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
Writing 2		3
Select one of the following:		
WRIT 200	Writing 2: Writing for Christian Practice	
WRIT 201	Writing 2: Philosophy of Math, Logic, and Language	
WRIT 202	Writing 2: Philosophical Writing in C. S. Lewis	
WRIT 203	Writing 2: Writing in Religion, Cinema, and Popular Culture	
WRIT 204	Writing 2: Writing for the Humanities in Spanish [†]	
WRIT 210	Writing 2: Writing in the Humanities [†]	
WRIT 220	Writing 2: Film Analysis and Criticism	
WRIT 221	Writing 2: Writing for Visual Thinkers	
WRIT 222	Writing 2: Writing about Music	
WRIT 240	Writing 2: Scientific Writing	
WRIT 241	Writing 2: Physical Activity and Health Promotion	
WRIT 242	Writing 2: Entrepreneurial Tech Start-ups	
WRIT 260	Writing 2: Psychology Subdisciplines and Career Trajectories	
WRIT 261	Writing 2: Writing in Business	
WRIT 262	Writing 2: Criminal Justice Research Methods	
WRIT 263	Writing 2: Writing Ethnography in the Social Sciences	
UNRS 306	Writing 2: Theoretical Frameworks in Nursing	
Writing 3		3
Select one of the following:		
ACCT 425	Writing 3: Accounting Ethics	
ART 356	Writing 3: History of Modern Art and Architecture	
BIOL 496	Writing 3: Ethics and the Sciences	
BUSI 495	Writing 3: Business Ethics	
CINE 375	Writing 3: Screenwriting	
CINE 387	Writing 3: Nonfiction Writing for Visual Media	
CJ 362	Writing 3: Criminal Justice Research Design	
CJ 496	Writing 3: Senior Capstone in Criminal Justice	
COMM 305	Writing 3: Writing for Communication	
CS 496	Writing 3: Ethics in Computer Science	
EDLS 496	Writing 3: Education and Professional Ethics	
ENGL 406	Writing 3: Advanced Composition	
ENGR 496	Writing 3: Engineering Management, Economics, and Ethics	
GLBL 350	Writing 3: Global Study Project	
HIST 300	Writing 3: Introduction to Historical Studies	
KIN 490	Writing 3: Research Methods in Kinesiology	
MATH 480	Writing 3: Mathematical Reading, Writing, and Presentation	
MIN 300	Writing 3: Culture and Ministry	
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature	
PHIL 340	Writing 3: Concepts of Human Nature	
PHYC 470	Writing 3: Advanced Laboratory	
POLI 300	Writing 3: Research and Writing	
PSYC 496	Writing 3: Senior Seminar in Psychology and Christian Integration	
PUBR 330	Writing 3: Public Relations Strategies and Techniques	

SOC 471	Writing 3: Qualitative Social Research Methods
SOCW 479	Writing 3: Social Work Research Project
SPAN 460	Writing 3: Survey of the Literature of the Spanish-speaking World
THEO 424	Writing 3: The Formation of Early Christianity
THEO 425	Writing 3: American Christianity
THEO 427	Writing 3: The History of Christian Spirituality
THEO 428	Global Christianity
THTR 374	Writing 3: Playwriting
THTR 496	Writing 3: Ethics in Theater, Film, and Television
UBBL 476	Writing 3: Women in the Biblical Tradition
UNRS 496	Writing 3: Ethics and Issues in Health Care
VOC 300	Writing 3: Writing Within and Between Disciplines

Oral Communication

3

Select one of the following:

COMM 111	Public Communication
CS 120 & CS 290 & CS 480	Introduction to Computer Science I and Database Management Systems and Senior Capstone Project
CS 120 & ENGR 240 & ENGR 480	Introduction to Computer Science I and Digital Logic Systems and Senior Design Project II
SPAN 350	Public Speaking in Spanish
THTR 200 & THTR 250	Beginning Voice for the Actor and Intermediate Voice for the Actor

Fitness for Life

1

Select one of the following:

ATHL 301	Varsity Baseball: Men
ATHL 302	Varsity Basketball: Men
ATHL 303	Varsity Track and Field: Men and Women
ATHL 304	Varsity Cross Country: Men and Women
ATHL 305	Varsity Tennis: Men and Women
ATHL 307	Varsity Football: Men
ATHL 308	Varsity Basketball: Women
ATHL 309	Varsity Volleyball: Women
ATHL 310	Varsity Soccer: Men
ATHL 311	Varsity Soccer: Women
ATHL 312	Varsity Softball: Women
ATHL 313	Varsity Swimming and Diving: Women
ATHL 314	Varsity Water Polo: Women
ATHL 315	Varsity Acrobatics and Tumbling
FFL 108	Fitness for Life: Walking/Jogging
FFL 109	Fitness for Life: Cycling
FFL 110	Fitness for Life: Basketball
FFL 112	Fitness for Life: Beginning Swimming and Conditioning
FFL 113	Fitness for Life: Ultimate Frisbee
FFL 114	Fitness for Life: Flag Football
FFL 115	Fitness for Life: Recreational Games
FFL 116	Fitness for Life: Weight Training
FFL 117	Fitness for Life: Cardio Strength Fusion
FFL 118	Fitness for Life: Triathlon
FFL 121	Fitness for Life: Dance for the Theater
FFL 122	Fitness for Life: Hiking
FFL 125	Fitness for Life: Yoga

FFL 126	Fitness for Life: Sand Volleyball
FFL 127	Fitness for Life: Soccer
FFL 128	Fitness for Life: 5K (Beginning)
FFL 129	Fitness for Life: 5k (Intermediate)
FFL 130	Fitness for Life: Zumba
FFL 131	Fitness for Life: Kinesiology

Quantitative Literacy 3

Select one of the following:

MATH 110	College Algebra
MATH 115	Mathematics in Society
MATH 130	Introduction to Statistics [†]
UNRS 299	Statistics and Data Management for Nursing and Health Care

Total Units 19

¹ Due to the first-year focus of GE 100 (First-Year Seminar), students who fail this course in their first semester will be required to repeat the course during their next semester at APU.

[†] Available through APU Study Away programs: ECU (Ecuador) and PMB (Pietermaritzburg, South Africa). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away>).

Knowledge of Human Cultures and the Physical and Natural World

Code **Title** **Units**

History 3

Select one of the following:

HIST 120	World Civilizations to 1648
HIST 121	World Civilizations Since 1648
HIST 151	United States History to 1877
HIST 152	United States History Since 1877
HUM 221	Core Texts in History [†]
or HUM 321	Core Texts in History
MUS 455	Late Romantic and 20th-Century Music Literature (Bachelor of Music Majors only)

Literature 3

Select one of the following:

ENGL 111	Studies in Literature
ENGL 222	English Literature to 1789
ENGL 224	World Literature to the Renaissance
ENGL 232	English Literature Since 1789
ENGL 234	World Literature Since the Renaissance
ENGL 244	American Literature to 1865
ENGL 254	American Literature Since 1865
ENGL 311	Film and Literature
ENGL 377	Shakespeare
ENGL 386	Contemporary Global Writers
ENGL 387	Contemporary Writers
HUM 222	Core Texts in Literature [†]
or HUM 322	Core Texts in Literature
SPAN 432	Literary Masters

Fine Arts 3

Select one of the following:

ART 150	Introduction to Art [†]
ART 310	Fundamental Art Experiences
ART 354	History of Ancient Art and Architecture
ART 357	History of Contemporary Art and Architecture
ART 361	History of Early Christian and Medieval Art and Architecture

ART 362	History of Renaissance to Rococo Art and Architecture
ART 403	Multicultural Art
CINE 101	Christianity and the Creative Process
CINE 160	Introduction to Digital Filmmaking
CINE 275	History of Television and Digital Media
CINE 285	History of Film
DSGN 115	Using Digital Media in a Visual World
HUM 223 or HUM 323	Core Texts in Aesthetics † Core Texts in Aesthetics
MUS 120	Music Fundamentals
MUS 121	Music Theory I
THTR 101	Christianity and the Creative Process
THTR 115	Introduction to Theater
THTR 273	Acting Shakespeare

Social Sciences 3

Select one of the following:

CJ 110	Introduction to Criminal Justice
ECON 250	Principles of Macroeconomics
PSYC 110	General Psychology
PSYC 290	Human Growth and Development
PSYC 345	Psychology of Child and Adolescent Development
SOC 120	Introduction to Sociology
TESP 502	Science of Teaching I: How Students Learn

Natural Sciences (with lab) 4

Select one of the following:

BIOL 101 & BIOL 102	Introduction to Biology and Introduction to Biology Laboratory †
BIOL 151	General Biology I
BIOL 231	Human Anatomy and Physiology II
BIOL 325	Humans and the Environment †
CHEM 101	Introduction to Chemistry
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences
CHEM 151	General Chemistry I
PHYC 112	Physics for Difference Makers
PHYC 130	Earth Science
PHYC 140	Introduction to Astronomy
PHYC 151	Physics for Life Sciences I
PHYC 161	Physics for Science and Engineering I

Foreign Language ¹

Total Units 16

¹ Proficiency requirement may be met by APU proficiency test, an SAT, AP, CLEP, or FLATS test score, or completion of an APU language course numbered 102 or higher.

† Available through APU Study Away programs: ECU (Ecuador) and PMB (Pietermaritzburg, South Africa). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/philosophy-of-ge/list-of-ge-courses?pli=1>).

Biblical, Theological, and Philosophical Formation

Interpretation, analysis, and application of scriptural principles.

Code	Title	Units
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts †	3

Philosophy 3

Select one of the following:

HUM 224 or HUM 324	Core Texts in Philosophy †
PHIL 100	Introduction to Philosophy

Theology 3

Select one of the following:

HUM 325	Core Texts in Christianity †
THEO 301	Faith and the Arts
THEO 303	Theology and the Christian Life †
THEO 352	Church History: Apostolic Era to the Eve of the Reformation
THEO 354	Church History from the Eve of the Reformation to the Present

Upper-Division Bible 3

Select one of the following:

UBBL 310	I and II Samuel
UBBL 311	Old Testament Prophets
UBBL 317	Ruth and Esther
UBBL 320	Hebrew Poetical and Wisdom Literature
UBBL 330	Life and Teachings of Jesus †
UBBL 331	Johannine Literature
UBBL 340	Romans and Galatians
UBBL 341	Thessalonian and Corinthian Epistles
UBBL 350	Biblical Lands and Cultures

Total Units 18

† Available through APU Study Away programs: ECU (Ecuador) and PMB (Pietermaritzburg, South Africa). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away>).

Personal and Social Responsibility

Civic Knowledge and Engagement (local and global), Intercultural Knowledge and Competence, Ethical Reasoning and Action, and Foundations and Skills for Lifelong Learning.

Code	Title	Units
Civic Knowledge and Engagement		3
Select one of the following: ¹		
BIOL 320	Ecology	
CINE 475	Civic Engagement Through Media	
CJ 200	Criminal Justice, Civic Engagement and Social Responsibility	
ECON 359	Urban and Regional Economics	
EDLS 200	Introduction to Teaching as a Profession K-12	
EDLS 202	Introduction to Teaching as a Profession (7-12)	
GLBL 120	Contemporary Global Issues	
GLBL 315	Urban Society †	
GLBL 355	Principles and Practice of Community Engagement †	
HUM 202	Civic Knowledge and Engagement †	
JOUR 220	Press Theory and Democracy	
MGMT 448	Organizational and Administrative Behavior	
MUS XXX - 4 Semesters of Musical Ensembles		
PADM 399	Public Administration Practicum	
PHIL 301	Practical Ethics	
PHYC 112	Physics for Difference Makers	
PSYC 420	Political Psychology	
POLI 150	American Government	

SOCW 250	Introduction to Social Work
SPAN 315	Politics and Society in Latin America
TESP 504	Schools and Educational Systems
THTR 365	Theater for Social Change
UNRS 382	Community Health Nursing
VOC 200	Exploring Vocation
Intercultural Competence	
Select one of the following:	
BUSI 370	International Business
CINE 351	Film and Social Issues
CINE 451	World Cinema
COMM 260	Intercultural Communication †
EDLS 405	Diversity in the Classroom
ENGL 364	American Ethnic Literature
ENGL 386	Contemporary Global Writers
ENGR 110	STEM as Vocation
GLBL 201	Anthropology for Everyday Life
GLBL 260	Intercultural Communication
GLBL 318	Immigration and Integration †
HIST 235	Cultural History/Travel Study †
HIST 346	History of American Immigration
HUM 201	Intercultural Knowledge and Competence †
MINC 330	Intercultural Ministries
MINC 430	Race, Reconciliation, and Ministry
MUS 201	Introduction to World Music
PHIL 252	Classical Chinese Ethics
MUS 302	Soul Music
PHIL 451	Race, Sex and Science
PHIL 452	Classical Chinese Ethics
PSYC 400	Multicultural Psychology
RELG 200	World Religions
RELG 350	Introduction to Judaism
RELG 351	Introduction to Islam
RELG 352	Introduction to Hinduism and South Asian Traditions
RELG 353	Introduction to Buddhism and East Asian Traditions
SOC 358	Human Diversity
SOCW 275	Social Justice Foundations for Human Rights
SPAN 301	Spanish Conversation and Community
TESP 503	The Soul of Teaching: Tapestry of American Education
THEO 428	Global Christianity
THEO 480	Theology from the Margins
THTR 225	History of Theater to the 19th Century
UBBL 350	Biblical Lands and Cultures
UBBL 482	Global Biblical Interpretation
UNRS 383	International Health Nursing
UNRS 384	Urban/Rural Health Nursing

3

Total Units

6

¹ The Civic Engagement requirement may also be met with 4 semesters of music performing ensembles and a civic engagement paper to be completed during the fourth semester. See the School of Music (p. 281) section of this catalog for a list of options.

† Available through APU Study Away programs: ECU (Ecuador) and PMB (Pietermaritzburg, South Africa). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away>).

Integrative and Applied Learning

Code	Title	Units
Integrative and Applied Learning		3
Select one of the following:		
ART 450	Portfolio	
BIOL 300	Genetics	
BIOL 326	Neurobiology	
BIOL 465	Practicum and Topics in Allied Health	
CHEM 320	Instrumental Analysis: Theory	
CINE 494	Production Capstone	
CINE 499	Capstone Project in Cinematic Arts	
CJ 460	Criminal Justice Internship	
COMM 490	Communication Internship	
CS 470	Software Engineering	
CS 491	Computer Science Internship	
DSGN 450	Portfolio	
EDLS 495	Foundations of Education Capstone	
ENGL 490	Writing Internship	
ENGL 496	English and the Professions	
ENGR 491	Engineering Internship	
GLBL 420	Sustainable Societies	
KIN 495	Internship in Exercise Science	
LDRS 350	Entrepreneurial Leadership for Building New Ideas	
LDRS 496	Moral Leadership in Life and Work	
MATH 496	Mathematics Senior Seminar	
MGMT 350	Business Management Internship	
MGMT 450	Strategic Management	
MIN 496	Senior Seminar: Church and Society	
MUS 491	Senior Recital	
MUS 492	Senior Project in Commercial Music	
PADM 375	Program Implementation and Evaluation	
PE 451	Methods in Physical Education: 7-12	
PHIL 496	Senior Seminar	
PHYC 300 & PHYC 499	Physics Research Seminar and Physics Thesis	
POLI 496	Senior Seminar: Religion and Politics	
PSYC 455	Field Experience †	
PSYC 475	Research Experience	
SOC 410	Field Internships	
SOCW 467	Senior Practicum Seminar I	
SPAN 480	Spanish Capstone Seminar	
SPED 551 & SPED 552	Clinical Practice I: Mild to Moderate Disabilities and Clinical Practice II: Mild to Moderate Disabilities	
SPED 571 & SPED 572	Clinical Practice I: Moderate to Severe Disabilities and Clinical Practice II: Moderate to Severe Disabilities	
TEP 551 & TEP 552	Clinical Practice I: Multiple Subject Credential and Clinical Practice II: Multiple Subject Credential	
TEP 561 & TEP 562	Clinical Practice I: Single Subject Credential and Clinical Practice II: Single Subject Credential	
THEO 496	Senior Seminar: Theology and Social Issues	
THTR 472	Business of Acting/Hollywood Showcase	
UBBL 496	Senior Seminar: Biblical Theology and Ethics	

UNRS 412	Clinical Residency Nursing	
VOC 450	Interdisciplinary Internship	
Total Units		3

† Available through APU Study Away programs: ECU (Ecuador) and PMB (Pietermaritzburg, South Africa). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away>).

GE 100, First-Year Seminar, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking and communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*

Corequisite: MATH 90, MATH 99, or ALEKS 30-100 or satisfaction of GE Quantitative Literacy requirement

GE 100H, First-Year Seminar - Honors, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and co-curricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking, communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

GE 101, Academic Success Lab, 1 Unit

The Academic Success Lab is designed to support student admitted to the University in the Academic Success Launch Program. Through this course students will gain an increased awareness of on campus resources, create personal and academic goals and will be able to implement success strategies to maintain good academic standing at APU.

Prerequisite: Admission into the Academic Success Launch Program

WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

Prerequisite: Completion of The Writing Class Placement Questionnaire.

WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.

Prerequisite: Co-requisite: WRIT 110

WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101, or C- or better in WRIT 110.

WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

WRIT 210, Writing 2: Writing in the Humanities, 3 Units

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units

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 formal elements 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. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 222, Writing 2: Writing about Music, 3 Units

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 240, Writing 2: Scientific Writing, 3 Units

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 152, or PHYC 162.

WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units

The Physical Activity and Health Promotion Writing 2 course provides students with multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students will also enhance their skills in literature searches using the library's databases and gain proficiency in citing using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110; BIOL 230 OR BIOL 250. Students must be AES, KIN or PE majors.

WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of business, computer science and technology in order to better understand what is considered persuasive and effective writing in these fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field while both analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101, or C- or better in WRIT 110.

WRIT 261, Writing 2: Writing in Business, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course is designed to introduce students to research writing in the social and behavioral sciences. Students will examine the basic methods of research design, measurement, and data collection in Criminology and Criminal Justice. Students will compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Additionally, this course will focus on teaching students the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal (topic of their own choosing). *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, Hon 101 or C or better in WRIT 110; MATH 130, and CJ 110

WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

General Education Information for Transfer Students

Students transferring 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 Biblical, Theological, and Philosophical Formation may be adjusted, depending on the number of units the student transfers to APU.

The evaluation of a student's transfer work is conducted by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). All students are encouraged to work with the Undergraduate Enrollment Services Center and with their academic advisor to determine their General Education requirements. While the following chart serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met. For the most current information, visit the Academic Success Center (<http://www.apu.edu/academic-success>).

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

Biblical, Theological, and Philosophical Formation Requirements for Transfer Students

Number of Units Transferred in	Biblical Theological & Philosophical Formation Requirements
0-29	18 units: MIN 108 UBBL 100, UBBL 230 PHIL 100 3 units of upper-division UBBL 3 units of THEO
30-59	12 units: MIN 108 ¹ UBBL 230 ² THEO or HUM 325 PHIL 100 or HUM 224/HUM 324
60-89	9 units: UBBL 230 ² THEO or HUM 325 PHIL 100 or HUM 224/HUM 324
90+	6 units: UBBL 230 ² PHIL 100 or HUM 224/324

All requirements must be met by approved General Education courses.

¹ MIN 108 is waived as a prerequisite for the General Education THEO courses for students transferring 45 or more units. All other prerequisites apply.

² The prerequisite for UBBL 230 is waived for students transferring in 30 or more units. All other prerequisites apply.

IGETC and CSU Breadth Transfer Policies

Number of Units Transferred in	General Transfer	IGETC	CSU Breadth
0-29	Courses may transfer for General Education credit on an individual basis	N/A	N/A
30-59	Courses may transfer for General Education credit on an individual basis GE 100 waived Biblical, Theological, and Philosophical Formation reduced to 12 units ¹ 3 units Integrative and Applied Learning	After completed IGETC certification, the following General Education courses are required: 3 units Writing 3 9 units of Biblical, Theological, and Philosophical Formation ¹ : MIN 108, UBBL 230, PHIL 100 3 units Integrative and Applied Learning	After completed CSU Breadth certification, the following General Education courses are required: 3 units Writing 3 9 units of Biblical, Theological, and Philosophical Formation ¹ : MIN 108, UBBL 230, PHIL 100 3 units Integrative and Applied Learning
60-89	Courses may transfer for General Education credit on an individual basis GE100 waived Biblical, Theological, and Philosophical Formation reduced to 9 units ¹ 3 units Integrative and Applied Learning	After completed IGETC certification, the following General Education courses are required: 3 units Writing 3 6 units of Biblical, Theological, and Philosophical Formation ¹ : UBBL 230, PHIL 100 3 units Integrative and Applied Learning	After completed CSU Breadth certification, the following General Education courses are required: 3 units Writing 3 6 units of Biblical, Theological, and Philosophical Formation ¹ : UBBL 230, PHIL 100 3 units Integrative and Applied Learning

90+	Courses may transfer for General Education credit on an individual basis	After completed IGETC certification, the following General Education courses are required:	After completed CSU Breadth certification, the following General Education courses are required:
	3 units Writing 3: Writing in the Disciplines	3 units Writing 3: Writing in the Disciplines	3 units Writing 3: Writing in the Disciplines
	GE 100 waived	6 units of Biblical, Theological, and Philosophical Formation ¹ : UBBL 230, PHIL 100	6 units of Biblical, Theological, and Philosophical Formation ¹ : UBBL 230, PHIL 100
	Biblical, Theological, and Philosophical Formation reduced to 6 units ¹	3 units Integrative and Applied Learning	3 units Integrative and Applied Learning

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

IGETC and CSU Breadth certification must be completed by January 31 for spring admits and September 30 for fall admits.

Honors Course Equivalency

Students who have completed Honors (p. 474) courses will be granted GE credit according to the following chart:

Honors Course(s) Completed	GE Requirement(s) Satisfied*
HON 101 (Leadership, 6 units)	UBBL 100, Oral Communication, GE 100, and WRIT 110
6 Units from HON 240, HON 260, HON 280, or HON 300	Student's Choice of 6 Units from MIN 108 or UBBL 230, Humanities: Literature, Humanities: History, or PHIL 100
12 units from HON 240, HON 260, HON 280, or HON 300	Student's choice of 12 units from MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, PHIL 100, and Writing 2: Genre, Evidence, and Persuasion
18 units from HON 240, HON 260, HON 280, or HON 300	Student's choice of 18 units from: MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, PHIL 100, Civic Knowledge and Engagement, Intercultural Competence, Theology, and Writing 2: Genre, Evidence, and Persuasion
24 units from HON 240, HON 260, HON 280, and HON 300	Student's choice of 24 units from: MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, PHIL 100, Theology, Civic Knowledge and Engagement, Intercultural Competence, Integrative and Applied Learning, Writing 2: Genre, Evidence, and Persuasion, and Writing 3: Writing in the Discipline
HON 340 (Nature, 6 units)	Humanities: Natural Sciences and Humanities: Social Sciences
HON 360 (Democracy, 3 units)	Humanities: History
HON 380 (Wisdom, 3 units)	Upper-Division Bible

*Though the completion of certain Honors courses results in GE credit, some courses in the second column may still be required for the student's other (non-Honors Humanities) major.

Sunsetted Programs

The following is a list of programs recently active at Azusa Pacific that students may be finishing up coursework in but are no longer accepting new students.

Degree	Sunset Year
B.S. in Christian Leadership	2014
B.A. in Math-Physics	2015
B.A. in Pre-Engineering (3/2 program)	2015
B.A. in Athletic Training	2016
B.A. in Spanish with Single Subject Teaching Credential	2016
B.S. in Information Security	2016
B.S. in Information Systems	2016

B.S. in Management Information or Computer Information Systems	2016
Minor in French	2016
Minor in Religion and Culture	2016
Minor in Religion	2016
B.A. in Physical Education	2017
B.A. in Global Studies	2018
B.A. in Religious Studies	2019
Minor in Global Studies	2019
Minor in Youth Outreach and Discipleship	2019

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences (<http://www.apu.edu/clas>) (CLAS) advances the mission of the university by cultivating academic programs of excellence in the humanities, social sciences, and STEM disciplines; fostering a culture of scholarship among faculty and students; and preparing students for advanced study, civic engagement, vocational success, and a well-lived life.

The college includes six academic departments; several special programs, centers, and institutes; and nearly 100 full-time faculty. CLAS offers a wide range of major and minor undergraduate degree programs, as well as many of the courses in the university's General Education (p. 131) program and numerous discipline-specific student honor societies.

The Center for Research in Science

The Center for Research in Science (CRIS) (p. 104) serves the general community by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationship between science and culture, its role in a classical liberal arts education, and the dialogue between faith and reason.

The Math Center

The Math Center (p. 109) provides additional opportunities for APU students who need assistance at all levels of mathematics and physics. Student tutors (primarily APU mathematics majors) are on site for free walk-in tutoring from 2-8 p.m., Monday-Thursday, throughout each semester. The Math Center provides an excellent environment for math and physics learners to develop and practice their skills.

American Language and Culture Institute (ALCI)

The American Language and Culture Institute (p. 146) 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 (for more information, see the Admissions (p. 20) section of this catalog).

Ethnic Studies Minor

The Ethnic Studies minor (p. 150) 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 Minor

The Humanities minor (p. 152) 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 CLAS and supported by faculty within the Department of History and Political Science and the Department of English, with participation by faculty within the College of the Arts and the School of Theology.

Interdisciplinary Studies Program

The Interdisciplinary Studies program (p. 155) is an individualized academic program that crosses diverse fields of study. This program allows students whose vocational or intellectual goals do not lead them into a pre-existing APU major the opportunity to explore many different disciplines, gaining important perspectives, knowledge, and skills while working towards a singular degree. As part of the program, students will benefit from guidance in exploring and discerning vocational calling for themselves and others. Ultimately the program allows students to design a major around multiple interests and with a core of vocational exploration and development that helps them to identify their vocational calling and prepare for vocations that cross disciplinary boundaries.

Faculty

Interim Dean

Robert Duke (<http://www.apu.edu/faculty/rrduke>), Ph.D.

Associate Dean

Denise Ferguson (<http://www.apu.edu/faculty/dferguson>), Ph.D., Professor of Communication Studies

Assistant Dean

Louise Huang (<http://www.apu.edu/faculty/lhuang>), Ph.D.

American Language and Culture Institute (ALCI)

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

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

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

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

ALCI Application and Placement Testing

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

After arrival at ALCI, English testing will determine the level of English placement at ALCI. Students who meet the English proficiency requirement for their intended program through ALCI testing can proceed directly into the university at the next available starting date without studying at ALCI (provided they have already been accepted to their intended program at the university). Students taking a leave of absence after placement in ALCI must retest if absent more than six months.

Requirements

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

American Language and Culture Institute Courses

Code	Title	Units
Level 3 Intermediate High		
ALCI 31	Academic Composition and Reading Skills 3	8
ALCI 32	Academic Skills for Intermediate Learners	1
ALCI 35	Intermediate Oral Communication	4
ALCI 37	Introduction to Christian Culture & Values - Intermediate	2
Level 4 Advanced Mid		
ALCI 41	Academic Composition and Reading Skills 4	4
ALCI 43	Intermediate Pronunciation	4
ALCI 44	Intercultural Communication	2
ALCI 45	Grammar/Seminar Speaking 4	4
ALCI 46	Presentation Skills	3

ALCI 47	Biblical Foundations for ESL Learners	2
ALCI 48	Capstone Project	4
Level 5 Advanced High		
ALCI 52	Observation Report	3
ALCI 53	Advanced Pronunciation	2
ALCI 55	Grammar/Seminar Speaking 5	4
ALCI 56	Advanced Presentation and Seminar Skills	3
ALCI 58	Research Project	5
ALCI 61	Advanced Reading and Vocabulary Acquisition Strategies	3
ALCI 64	Personal Leadership Development	2
ALCI 65	Christianity and Contemporary Worldviews	3
ALCI 67	Critical Thinking and Analysis	3
ALCI 68	Advanced Research Project	1-3

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

Program Learning Outcomes (PLOs) for ALCI Level 4

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

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

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

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

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

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

Program Learning Outcomes for ALCI Level 5

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

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

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

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

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

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

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

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

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

Prerequisite: Must be a student in the ALCI Program.

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

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 32, Academic Skills for Intermediate Learners, 1 Unit

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 35, Intermediate Oral Communication, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

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

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

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

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 43, Intermediate Pronunciation, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 44, Intercultural Communication, 2 Units

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

Prerequisite: Prerequisite: One semester required of Level 4, 5, or 6. Must be a student in the ALCI Program.

ALCI 45, Grammar/Seminar Speaking 4, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in undergraduate writing/speaking. In addition to writing undergraduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style university courses.

Prerequisite: Must be a student in the ALCI Program.

ALCI 46, Presentation Skills, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 47, Biblical Foundations for ESL Learners, 2 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 48, Capstone Project, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 52, Observation Report, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 53, Advanced Pronunciation, 2 Units

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

Prerequisite: Prerequisite: ALCI 43. Must be a student in the ALCI Program.

ALCI 55, Grammar/Seminar Speaking 5, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in graduate writing/speaking. In addition to writing graduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style graduate courses.

Prerequisite: Prerequisite: ALCI 45 Grammar/Seminar Speaking - Level 4. Must be a student in the ALCI Program.

ALCI 56, Advanced Presentation and Seminar Skills, 3 Units

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

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

ALCI 58, Research Project, 5 Units

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

Prerequisite: Must be a student in the ALCI Program.

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

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

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

ALCI 64, Personal Leadership Development, 2 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 65, Christianity and Contemporary Worldviews, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 67, Critical Thinking and Analysis, 3 Units

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

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

ALCI 68, Advanced Research Project, 1-3 Units

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

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

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

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

Faculty

Program Director and Associate Professor

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

Assistant Professor

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

Senior Adjunct Faculty

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

Adjunct Faculty

Jennifer Cachiaras (<http://www.apu.edu/faculty/jcachiaras>), M.S.

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

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

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

Ethnic Studies Minor

18 units

The ethnic studies minor (<https://www.apu.edu/clas/programs/ethnic-studies>) 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 evaluate public policy related to the areas of immigration, education, criminal justice, health care, and economic development. The primary curricular focus is on the experiences of Asian Americans, African Americans, Chicano/Latino, and Native American peoples within the United States. Because of the program's interdisciplinary character, students learn to 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.

Requirements

Code	Title	Units
Core Course		
ETHN 150	Introduction to Ethnic Studies	3
Contemporary Experience Courses		
ETHN 355	The Asian American Experience	3
ETHN 356	The African American Experience	3
ETHN 357	The Chicano(a)/Latino(a) Experience	3
Elective Requirements		
Select two of the following:		6
Culture and the Arts		
ART 403	Multicultural Art ²	
COMM 495	Special Topics	
ENGL 364	American Ethnic Literature ¹	
ENGL 489	Literary Topics	
GLBL 201	Anthropology for Everyday Life ¹	
MUS 301	Music of Africa	
MUS 302	Soul Music ¹	
Social Relationships/Public Policy		
COMM 260	Intercultural Communication ¹	
EDLS 405	Diversity in the Classroom ¹	
GLBL 260	Intercultural Communication ¹	
HIST 346	History of American Immigration ¹	
PSYC 400	Multicultural Psychology ¹	

SOC 358	Human Diversity ¹
SOC 359	Immigrant L.A.
SOC 464	Social Stratification
THEO 480	Theology from the Margins ¹

Total Units 18

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Humanities: Fine Arts requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate an awareness of the historical experiences of U.S. ethnic groups and their contributions to the broader U.S. society.
2. Demonstrate knowledge of the terminology that specifically relates to respective U.S. ethnic groups.
3. Demonstrate an ability to critically engage the elements of American cultural identity formation, including ethnic identity and issues of race.
4. Demonstrate a broadened understanding of how Christian faith shapes respective U.S. ethnic experiences.

ETHN 150, Introduction to Ethnic Studies, 3 Units

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 analysis 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 Units

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 Units

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 Units

This class introduces students to the history and experiences of Chicano(a)/Latino(a) Americans while examining their immigration patterns, sociopolitical and economic influences, heritage and traditions, contributions to American culture, and race relations.

Faculty

Director

David Miyahara (<http://www.apu.edu/faculty/dmiyahara>), Ph.D., Sociology

Affiliated Faculty

Patricia Brown (<http://www.apu.edu/faculty/plbrown>), Ph.D., English

James Fujitani (<http://www.apu.edu/faculty/jfujitani>), Ph.D., French

Marcela Rojas (<http://www.apu.edu/faculty/mrojas>), Ph.D., Spanish

Adjunct Faculty

Aaron Hinojosa, M.Ed.

Rebecca Park-Hearn, M.A.

Humanities Minor

24 units

All humanities courses have roots in the liberal arts. The liberal arts provide the foundation 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 minor (<https://www.apu.edu/clas/programs/humanities-minor>) 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 the idea of *humanitas*.

Requirements

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.

Code	Title	Units
Required Courses		12
Select 12 units from the following courses:		
HUM 321	Core Texts in History ¹	3
HUM 322	Core Texts in Literature ²	3
HUM 323	Core Texts in Aesthetics ³	3
HUM 324	Core Texts in Philosophy ⁴	3
HUM 325	Core Texts in Christianity ⁵	3
Elective Courses		12
A course taken to fulfill the above requirement may not also count for elective credit.		
ART 354	History of Ancient Art and Architecture ³	3
ART 356	Writing 3: History of Modern Art and Architecture ⁶	3
ART 361	History of Early Christian and Medieval Art and Architecture ³	3
ART 362	History of Renaissance to Rococo Art and Architecture ³	3
ENGL 377	Shakespeare ²	3
ENGL 410	American Novel	3
ENGL 466	British Novel	3
HIST 401	Humanities Seminar	6
HUM 221	Core Texts in History ¹	3
or HUM 321	Core Texts in History	
HUM 222	Core Texts in Literature ²	3
or HUM 322	Core Texts in Literature	
HUM 223	Core Texts in Aesthetics ³	3
or HUM 323	Core Texts in Aesthetics	
HUM 224	Core Texts in Philosophy ⁴	3
or HUM 324	Core Texts in Philosophy	
MUS 351	Ancient, Renaissance, and World Music Literature	3
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature ⁶	3
MUS 455	Late Romantic and 20th-Century Music Literature ²	3
PHIL 315	History of Ancient Philosophy	3
PHIL 316	Medieval Philosophy	3
PHIL 320	History of Early Modern Philosophy	3
PHIL 340	Writing 3: Concepts of Human Nature ⁶	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 431	Spanish Language Poetry and Short Story	3
SPAN 432	Literary Masters ²	4
UBBL 310	I and II Samuel ⁷	3
UBBL 340	Romans and Galatians ⁷	3
UBBL 341	Thessalonian and Corinthian Epistles ⁷	3
UBBL 443	The General Epistles	3
Total Units		24

- 1 Meets the General Education Humanities: History requirement.
- 2 Meets the General Education Humanities: Literature requirement.
- 3 Meets the General Education Humanities: Fine Arts requirement.
- 4 Meets the General Education Philosophy requirement.
- 5 Meets the General Education Theology requirement.
- 6 Meets the General Education Writing 3 requirement.
- 7 Meets the General Education Upper-Division Bible requirement.

Program Learning Outcomes

Students completing the humanities minor are skilled in the following areas:

1. Familiarity with Great Works: Students demonstrate familiarity with great works from at least three General Education (p. 131) categories from multiple disciplinary perspectives.
2. Reading, Studying, and Responding: Students demonstrate skill and flexibility in reading, studying, and responding to great works.
3. Liberal Education: Students articulate the value of a great works approach to a liberal arts education.
4. Christian Perspective: Students articulate a Christian perspective of truth and life.

HUM 201, Intercultural Knowledge and Competence, 3 Units

This course employs a team-taught, transdisciplinary approach to expanding students' intercultural knowledge and experience in three stages. First, through a study of core texts in the humanities, it studies a chronologically arranged variety of cultural perspectives on the meaning and value of the natural world. Second, it punctuates this study with affective experience in a new cultural setting (typically by visiting with a representative from local Native American or Armenian communities). Third, it requires students to reflect upon and analyze their own culturally structured environmental attitudes. *Meets the General Education Requirement: Intercultural Competence.*

HUM 202, Civic Knowledge and Engagement, 3 Units

This course employs a team-taught, transdisciplinary approach to expanding students' understanding of and commitment to civic engagement in three stages. First, through a study of core texts in the humanities, it examines a chronologically arranged variety of perspectives on the ethical responsibility of humans to their natural environment. Second, it punctuates this study with affective experience in the pristine Ansel Adams Wilderness, an experience that provides a hands-on encounter with the magnificently fragile world God has charged us to nurture. Finally, this course requires students to reflect upon and analyze their own civic responsibilities toward the environment through a final research project. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

HUM 221, Core Texts in History, 3 Units

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 an integrative, interdisciplinary fashion. 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 Requirement: Humanities: History.*

HUM 222, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. 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 Requirement: Humanities: Literature.*

HUM 223, Core Texts in Aesthetics, 3 Units

A study of the creative process and of 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. 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 Requirement: Humanities: Fine Arts.*

HUM 224, Core Texts in Philosophy, 3 Units

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. 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 Requirement: Philosophy.*

HUM 321, Core Texts in History, 3 Units

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 an integrative, interdisciplinary fashion. 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 Requirement: Humanities: History.*

HUM 322, Core Texts in Literature, 3 Units

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. 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 Requirement: Humanities: Literature.*

HUM 323, Core Texts in Aesthetics, 3 Units

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. 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 Requirement: Humanities: Fine Arts.*

HUM 324, Core Texts in Philosophy, 3 Units

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. 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 Requirement: Philosophy.*

HUM 325, Core Texts in Christianity, 3 Units

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. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Theology.*

Faculty

Director

Brad Hale (<http://www.apu.edu/faculty/bhale>), Ph.D., History

Affiliated Faculty

Sarah Adams (<http://www.apu.edu/faculty/sadams>), Ph.D., English

Thomas Allbaugh (<http://www.apu.edu/faculty/tallbaugh>), Ph.D., English

Paul Boles (<http://www.apu.edu/faculty/pboles>), Ph.D., Theology

Michael Bruner (<http://www.apu.edu/faculty/mbruner>), Ph.D., Practical Theology

James Fujitani (<http://www.apu.edu/faculty/jfujitani>), Ph.D., Modern Languages

Diana Pavlac Glycer (<http://www.apu.edu/faculty/dglyer>), Ph.D., English

Adam Green (<http://www.apu.edu/faculty/agreen>), Ph.D., Philosophy

Alexander Koops (<http://www.apu.edu/faculty/akoops>), DMA, Music

Carole Lambert (<http://www.apu.edu/faculty/clambert>), Ph.D., English

Bryan Lamkin (<http://www.apu.edu/faculty/blamkin>), Ph.D., History

Chris Noble (<http://www.apu.edu/faculty/cnoble>), Ph.D., English

Dennis Okholm (<http://www.apu.edu/faculty/dokholm>), Ph.D., Theology

Abbylin Sellers (<http://www.apu.edu/faculty/asellers>), Ph.D., Political Science

David Williams (<http://www.apu.edu/faculty/dcwilliams>), Ph.D., Philosophy

Interdisciplinary Studies Program

Mission

The Interdisciplinary Studies Program is an individualized academic program that crosses diverse fields of study. This degree allows students whose vocational or intellectual goals do not lead them to an existing degree program the opportunity to explore many different disciplines, gaining important perspectives, knowledge, and skills while working toward a singular degree. As part of the degree program, students benefit from guidance in exploring and discerning vocational calling for themselves and others. Ultimately, the program allows students to design a major around multiple interests and with a core of vocational exploration and development that helps them identify their vocational calling and prepare for vocations that cross disciplinary boundaries.

Program Overview

The Interdisciplinary Studies Program offers:

The interdisciplinary studies major (p. 156), a four-year Bachelor of Arts degree for students whose vocational or intellectual goals do not lead them to one of APU's existing degree programs, and who seek additional guidance in exploring and discerning vocational calling for themselves and others. With the assistance of an assigned advisor, students design their own study pathway that draws from two or three disciplines.

The vocational development minor (p. 157), an 18-unit undergraduate program for students who seek to explore and discern vocational calling for themselves and others while pursuing their chosen major.

Major

- Interdisciplinary Studies (p. 156)

Minor

- Vocational Development (p. 157)

LDRS 303, Career and Life Planning, 3 Units

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. Relevant guest presenters spend class time sharing important information that benefits students in planning for careers and life.

LDRS 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The course focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.

Prerequisite: LDRS 201 (may also be taken concurrently) or junior standing or department consent.

LDRS 322, Leadership Strengths and Skills, 3 Units

This course focuses on a strengths-based approach to leadership and leadership development, as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this course.

Prerequisite: LDRS 201 (may also be taken concurrently) or junior standing or department consent.

VOC 200, Exploring Vocation, 3 Units

This course seeks to clarify the assumptions that undergird the Interdisciplinary Major by introducing students to the concept of vocation from a Christian perspective. By developing a theology of vocation, students will see how God calls Christian disciples to engage in work, across the domains, in individualized, ethical, and strategic ways. The class prepares students to engage their academic study with an eye to becoming well-prepared for faithful service in the field of work to which God is calling them. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

VOC 300, Writing 3: Writing Within and Between Disciplines, 3 Units

This course prepares students to engage in the professional writing tasks commonplace in the field the student is preparing to enter and to think in an interdisciplinary manner regarding the various disciplines and themes the student has encountered during their degree program. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter their chosen academic field or profession, such as white papers for professional audiences, proposals for organizational change, and letters that cast vision for a group or team. This includes researching in the Information Age, synthesizing information from sources, upholding appropriate industry standards, and adapting to various audiences and rhetorical purposes. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

VOC 450, Interdisciplinary Internship, 3 Units

This course provides an opportunity for directed experiences in applying the principles and skills learned throughout the interdisciplinary studies program 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 Interdisciplinary Studies major; an additional three units may be taken for credit toward graduation. *Enrollment in this class also fulfills the General Education Integrative and Applied Learning requirement as long as students complete a total of 120 internship hours. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: VOC 200 and VOC 300

VOC 499, Interdisciplinary Capstone, 3 Units

According to a 2013 article from The Chronicle of Higher Education, Employers Want Broadly Educated New Hires. In light of this [consistent] revelation, this course provides students with the learning experience that intentionally brings together all of the previous learning in their respective Interdisciplinary academic journey, pulling together content from multiple areas, held together with a common thread, focused on one's post-college vocational call and identity. Students will showcase their learning from the entire degree's worth of coursework by way of a final project comprised of three major components. Along with the final project, students will engage in thoughtful reading assignments and meaningful dialogue, thus helping to prepare them for successful careers, fully prepared to faithfully engage their future careers as professionals broadly educated, adaptive, thoughtful, and concerned with personal and social responsibility.

Prerequisite: VOC 200 and VOC 300

Faculty

Program Director

Chris Leland (<http://www.apu.edu/faculty/cleland>), Ph.D., Communication Studies

Professors

Paul Kaak (<http://www.apu.edu/faculty/pkaak>), Ph.D., Leadership

Bryant Mathews (<http://www.apu.edu/faculty/bmathews>), Ph.D., Mathematics, Physics, and Statistics

Associate Professors

Chris Adams (<http://www.apu.edu/faculty/chrisadams>), Ph.D., Center for Vocational Ministry

Courtney W. Davis (<http://www.apu.edu/faculty/cwdavis>), Ph.D., Communication Studies

Shawna L. Lafreniere (<http://www.apu.edu/faculty/slafreniere>), Ph.D., Leadership

Adjunct Faculty

Rev. Jenn Graffius (<http://www.apu.edu/vocational-ministry/staff>), D.Min., Center for Vocational Ministry

Chris Neal (<http://www.apu.edu/faculty/cneal>), M.Div., School of Theology

Karen Rouggy (<http://www.apu.edu/studentaction/about/staff>), M.A., Center for Student Action

David Zovak (<http://www.apu.edu/strengthsacademy/about/facultystaff>), D.Min., Noel Academy for Strengths-Based Leadership and Education

Interdisciplinary Studies Major

54 units

The interdisciplinary studies major (<https://www.apu.edu/clas/programs/interdisciplinary-studies-major>) is for students whose vocational or intellectual goals do not lead them into one of APU's existing degree programs, and who seek additional guidance in exploring and discerning vocational calling for themselves and others. With the assistance of an assigned advisor, students design their own study pathway, drawing from two or three disciplines, which must then be approved by the core administrative and faculty team of the Interdisciplinary Studies Program.

Career Opportunities

To help prepare for their chosen vocation, students are required to complete a 3-unit internship, as well as a capstone course, prior to graduation.

Requirements

The interdisciplinary studies major comprises 54 units, including an 18-unit core and 36 units of courses in 2-3 disciplinary areas of at least 12 units each, which offers students the ability to demonstrate increasing complexity and depth in chosen disciplinary areas. Fifteen of the 36 interdisciplinary

units must be upper-division, and 6 units must be at the 400 level (which may require students to take additional courses to satisfy prerequisites). Each option requires students to develop a statement of purpose/learning in order to form the major, and then to develop a conceptual depth in each area.

Typical pathways include:

- 2 disciplinary areas at 18 units each
- 3 disciplinary areas at 12 units each
- 2 disciplinary areas at 24 and 12 units, or 21 and 15 units

Code	Title	Units
Exploring and Discerning Vocation Core		
VOC 200	Exploring Vocation ¹	3
LDRS 322	Leadership Strengths and Skills	3
LDRS 303	Career and Life Planning	3
VOC 300	Writing 3: Writing Within and Between Disciplines ²	3
VOC 450	Interdisciplinary Internship ³	3
VOC 499	Interdisciplinary Capstone	3
Cross-Disciplinary Courses		
Courses in 2-3 disciplinary areas of at least 12 units each; 15 of the 36 units must be upper-division, and 6 units must be at the 400 level.		36
Total Units		54

¹ Meets the General Education Civic Knowledge and Engagement requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Vocational Identity: Demonstrate a growing understanding of how God has uniquely created them in relation to personal gifts and strengths.
2. Virtuous Character: Explain a commitment to and a personal plan for becoming a person of virtuous character.
3. Faithful Engagement: Articulate how God is at work in their chosen field and how they can contribute to that work.
4. Career Development: Outline a personal career plan with clear timelines and action steps.
5. Vocational Coaching: Skillfully utilize resources, competencies, and skills to help others understand and pursue a vocational calling.
6. Creative Integration: Thoughtfully and innovatively integrate interdisciplinary competencies in writing and professional practice.
7. Skilled Execution: Demonstrate a cross-disciplinary approach to critical thinking, problem solving, and various intellectual and practical competencies.

Vocational Development Minor

The minor in vocational development is for students who seek to explore and discern vocational calling for themselves and others while pursuing a chosen major.

Requirements

Code	Title	Units
LDRS 322	Leadership Strengths and Skills	3
LDRS 303	Career and Life Planning	3
LDRS 311	Leadership Values and Virtues	3
VOC 200	Exploring Vocation ¹	3
VOC 450	Interdisciplinary Internship ²	3
VOC 499	Interdisciplinary Capstone	3
Total Units		18

¹ Meets the General Education Civic Knowledge and Engagement requirement.

² Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a growing understanding of how God has uniquely created her or him in relation to personal gifts and strengths.
2. Explain a commitment to and a personal plan for becoming a person of virtuous character.
3. Articulate how God is at work in their chosen field and how s/he can contribute to that work.
4. Outline a personal career plan with clear timelines and action steps.
5. Skillfully utilize resources, competencies, and skills to help others understand and pursue a vocational calling.

Preprofessional Programs

Premedical/Pre dental

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. Azusa Pacific's Department of Biology and Chemistry (<http://www.apu.edu/clas/biochem>) offers excellent curricula for such programs.

The student receives strong academic advising on preparatory coursework, and a great deal of personal contact with professors within the classroom and advising environments.

Students enter the premedical/pre dental track (<https://www.apu.edu/clas/programs/premedical>) by application, usually not earlier than the second semester of the sophomore year. Admission to the program is based on an evaluation of academic success and realistic plans for a health career. Students who successfully complete this track have a high success rate for acceptance into medical and dental schools. The 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/pre dental advisory committee, which assist the student in course 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 focusing their preparation for medical or dental school.

In addition, career seminars and a Medical College Admissions Test (MCAT) review course (BIOL 470) led by the university premedical advisor are offered. A high MCAT score and a high grade-point average are necessary in applying to a medical school.

In addition to the General Education requirement, the following is typical of the academic prerequisites required by most medical and dental schools:

Code	Title	Units
Chemistry		
CHEM 151 & CHEM 152	General Chemistry I and General Chemistry II ¹	8
CHEM 251 & CHEM 252	Organic Chemistry: Theory I and Organic Chemistry: Theory II	6
CHEM 261 & CHEM 262	Organic Chemistry - Lab and Organic Chemistry - Lab	2
Biology		
BIOL 151 & BIOL 152	General Biology I and General Biology II ¹	8
Mathematics		
Select one of the following:		6-9
MATH 151 & MATH 152	Applied Calculus I and Applied Calculus II ²	
MATH 161 & MATH 162	Calculus I and Calculus II ²	
Physics		
Select one of the following:		8-10
PHYC 151 & PHYC 152	Physics for Life Sciences I and Physics for Life Sciences II ¹	
PHYC 161 & PHYC 162	Physics for Science and Engineering I and Physics for Science and Engineering II ¹	

¹ CHEM 151, BIOL 151, PHYC 151, and PHYC 161 meet the General Education Natural Sciences requirement.

² MATH 151 and MATH 161 meet the General Education Quantitative Literacy requirement.

The following courses also provide excellent preparation for medical school:

Code	Title	Units
BIOC 360	Principles of Biochemistry	4
BIOC 270 & BIOC 370	Biomolecular Chemistry and Biomolecular Metabolism	8
BIOL 240	Biology of Microorganisms	4
BIOL 280	Cell Biology	4
BIOL 300	Genetics	4
BIOL 336	Vertebrate Biology	4
BIOL 346	Regional Human Anatomy	4
BIOL 350	Mammalian Physiology	4
CHEM 300 & CHEM 310	Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory	4
PSYC 110	General Psychology ¹	3
SOC 120	Introduction to Sociology ¹	3

¹ Meets the General Education Social Sciences requirement.

Prelaw

Azusa Pacific University's Department of History and Political Science offers a prelaw minor (p. 257) for all students interested in law school. The 21-unit minor includes courses in political science, criminal law, constitutional law, and political philosophy. The department's prelaw advisor helps prelaw students select appropriate courses and assists in the process of identifying and applying to law schools.

Department of Biology and Chemistry

The Department of Biology and Chemistry (<http://www.apu.edu/clas/biochem>) serves God through the integration of a Christian perspective into the disciplines of biology and chemistry, providing an environment in which students can develop a Christian worldview and learn to integrate their faith into their lives as scientists, and preparing them for success in further studies and/or their chosen careers. The department offers science courses that are consistent with the majors offered, that meet the goals of the General Education program (p. 131), and that serve as support courses for students in other majors. Programs offered include a Bachelor of Arts in Allied Health (p. 172) and Bachelor of Science degrees in Allied Health (p. 172), Biology (p. 181), Chemistry (p. 186), and Biochemistry (p. 178).

Requirements for Allied Health, Biochemistry, Biology, and Chemistry majors

While the Department of Biology and Chemistry does not cap enrollment in these majors, students are expected to demonstrate certain levels of achievement (detailed below) to enter and remain in these majors.

Entrance Requirements

Freshmen and Transfer Applicants

To qualify for a major in allied health, biology, biochemistry, or chemistry, freshman and transfer applicants must submit documentation of the following (or their equivalents) and indicate their choice for one of those majors to the Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions>) before the start of classes. After that date, the requirements in the Matriculated APU Students section (below) must be met.

- Math: Minimum 530 math SAT, 21 math ACT, 30 ALEKS, completion of MATH 95, or satisfaction of GE Quantitative Literacy criteria 1-8 (excluding AP Statistics)

Transfer applicants must complete MATH 110 (*B-* or higher) or equivalent (such as a 65 ALEKS) prior to entrance in order to meet the prerequisites for CHEM 151. Otherwise, completion of major requirements may take longer than the desired number of semesters.

Matriculated APU Students

To qualify for a major in allied health, biology, biochemistry, or chemistry, matriculated APU students must submit evidence of all of the following:

- Math: Minimum 530 math SAT, 21 math ACT, 30 ALEKS, completion of MATH 95, or satisfaction of GE Quantitative Literacy criteria 1-8 (excluding AP Statistics)
- Completed prospective major advising in the Department of Biology and Chemistry

Milestone Completion

In order to progress through the allied health, biology, biochemistry, or chemistry major, two milestones need to be completed. Completion of Milestone 1 allows the student to become a candidate for lower-division courses, and completion of Milestone 2 enables the student to become a candidate for upper-division courses. These milestones are as follows:

Milestone 1

Allied Health/Biology: C- or higher in BIOL 151 (prerequisites: B- or higher in BIOL 103, or B in one year of high school biology along with completion or waiver of MATH 95 or equivalent [for example, by a 45 ALEKS])

Biochemistry/Chemistry: C- or higher in CHEM 151 (prerequisites: B- or higher in CHEM 103, or B or higher in one year of high school chemistry; and B- or higher in MATH 110 or equivalent [for example, by a 65 ALEKS])

All students who have not satisfied prerequisites to begin Milestone 1 courses should instead take the appropriate prerequisite courses. In some cases, such students may require more than eight semesters to complete the requirements for the major.

Milestone 2

Allied Health (B.S., B.A. with Business emphasis)/Biology: C- or higher in BIOL 280 (prerequisites: C- in BIOL 240 and CHEM 151)

Allied Health (B.A.): C- or higher in BIOL 251 (prerequisites: C- in BIOL 250 and C- in CHEM 103, CHEM 123, CHEM 151 or B in one year of high school chemistry)

Biochemistry: C- or higher in BIOL 280 (prerequisites: C- in BIOC 270 and CHEM 151) **and** CHEM 252 (prerequisite: C- in CHEM 251; corequisite: CHEM 262)

Chemistry: C- or higher in CHEM 300 (prerequisite: C- in CHEM 152)

Department Policies

The following are policies that apply to all students in courses offered by the department:

- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- Students with a total of three unsuccessful attempts (below C-) in any combination of BIOC, BIOL, and CHEM courses will be automatically dropped from subsequent enrollment in department courses.
- Any single BIOC, BIOL, or CHEM course may be taken only two times at APU.
- Students may not earn a chemistry minor if they are majoring in biochemistry, nor may they earn a biology minor if they are majoring in allied health or biochemistry.
- Students missing more than three labs in a course receive an automatic F in the course.
- Courses with labs in an online or correspondence format are not allowed to transfer as BIOC, BIOL, or CHEM courses.

Additional Requirements for Allied Health, Biology, Biochemistry, and Chemistry Majors

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. Failure to maintain these requirements will result in a student being dropped from the major. Reentry to the major is by petition only.

- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major must be maintained.
- A student must complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single class within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.
- All majors are required to take BIOL 496 to meet their General Education Senior Seminar or Writing 3 requirement.
- While courses required of the major may be taken at other accredited institutions, subject to approval via a transfer inquiry form, lecture and laboratory components must be taken at the same institution in the same semester.
- It is strongly recommended that freshmen in all biology majors (including biochemistry) take General Chemistry I (CHEM 151) and General Biology I (BIOL 151) the first year, and that chemistry majors start with General Chemistry I (CHEM 151) and Calculus I (MATH 165) the first year. Should math placement assessment require algebra of the student, then that course should be taken the first year and a five-year program may be indicated.

- BIOL 151 should be taken by allied health, biochemistry, and biology majors who receive AP biology credit, as many medical schools and graduate programs will not accept AP biology to meet requirements for admission.
- Students may take a maximum of 3 units total from the following courses for elective credit toward the B.S. in Allied Health or the B.S. in Biology:

Code	Title	Units
BIOL 390	Pre-health Seminar	1
BIOL 391	Medical Missions Practicum	1
BIOL 490	Biology Seminar	1
BIOL 497	Readings	1-3
BIOL 498	Directed Research	1-3

- The following courses may **not** be taken to meet upper-division elective requirements in any major in the department: BIOL 325, BIOL 330, BIOL 400, and BIOL 470.

Dismissal Policy

The department will audit student compliance with these policies each semester. Failure to maintain these requirements will result in the student being dropped from the major. Reentry to the major is by petition only.

General Education Note

Any health education requirement is waived for allied health, biochemistry, and biology majors.

Science at the Secondary Level

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:

Code	Title	Units
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
PHYC 130	Earth Science	4
PHYC 140	Introduction to Astronomy	4
Select one of the following:		8-10
PHYC 151 & PHYC 152	Physics for Life Sciences I and Physics for Life Sciences II	
PHYC 161 & PHYC 162	Physics for Science and Engineering I and Physics for Science and Engineering II	

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 (<http://www.apu.edu/clas/biochem/fellowships>) involving laboratory research with a faculty-mentor.

Biology Prerequisites

Course(s)	Prerequisite(s)
BIOL 101 Introduction to Biology	Less than 1 year of high school biology or 1 year with less than a B. Complete this course for GE Natural Science requirement. BIOL 102 is a corequisite.
BIOL 103 Principles of Biology for Science Disciplines	Less than 1 year of high school biology or 1 year with less than a B. Complete this course if planning to move into higher BIOL courses. BIOL 102 is an optional laboratory supplement.
BIOL 151 General Biology I	1 year of high school biology with a B or better, B- in BIOL 103, an AP Biology score of 3 or higher, or a transferable college biology course approved by the Department of Biology and Chemistry. Completion of MATH 95 or equivalent (such as an ALEKS 45 or Quant Lit 1-8; note: MATH 130 does not satisfy the math prerequisite).

Note: Students whose major does not require BIOL 151 should take BIOL 101 to satisfy their GE Natural Science requirement even if they qualify for BIOL 151.

Majors

- Allied Health
 - Allied Health (B.A.) (p. 172)
 - Allied Health (B.A.): Business Emphasis (p. 177)
 - Allied Health (B.S.) (p. 173)
 - Allied Health (B.S.) with Integrated Credential (p. 175)
- Biochemistry (p. 178)
- Biology (p. 181)
- Chemistry (p. 186)

Minors

- Biology (p. 185)
- Chemistry (p. 188)

BIOC 270, Biomolecular Chemistry, 4 Units

Students in this course undertake a systematic and theoretical study of the biochemical activities of living cells as they are introduced to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Emphasis is on the practical application of biochemical techniques in academic, government, and industrial laboratories today. Lecture, 3 hours; lab, 4 hours.

Prerequisite: C- or better in BIOL 151 and CHEM 152; C- or better in CHEM 251 (may be taken concurrently)

BIOC 360, Principles of Biochemistry, 4 Units

Students in this course 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. This course does not meet the requirements of the biochemistry major. Credit will not be given for both BIOC 270 and BIOC 360, nor for both BIOC 360 and BIOC 370. Lecture, 3 hours; lab, 4 hours.

Prerequisite: CHEM 252 (C- or higher)

BIOC 370, Biomolecular Metabolism, 4 Units

Students in this course gain an in-depth understanding of biomolecule metabolism, with emphasis on the mechanisms of energy transfer and chemical communication in living systems. Laboratory recitations foster the practical application of biochemical techniques and thorough understanding of current literature in the field. Lecture, 3 hours; lab, 4 hours.

Prerequisite: C- or better in BIOC 270 and CHEM 252.

BIOC 390, Physical Biochemistry, 3 Units

Physical biochemistry is the study of the physical properties that govern how proteins, DNA, RNA, and other biological polymers assemble into life. These physical properties provide a description of their interactions, from the atomic level to large macromolecular assemblies. Methods for measuring interactions between biomolecules involving nuclear, electric, magnetic, and centrifugal fields illustrate the interrelatedness of physics and chemistry in our understanding of conventional biology.

Prerequisite: C- or better in BIOC 270 and CHEM 252.

BIOL 90, Laboratory Safety, 0 Units

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, Introduction to Biology, 3 Units

This basic course covers themes of cell biology, genetics, ecology, evolution, and human biology, and promotes an appreciation for the unification and interdependence of all life. *Meets the General Education Natural Science requirement and therefore is not applicable for biology major credit.* Lecture, 3 hours.

Corequisite: BIOL 102

BIOL 101H, Fundamentals of Biology - Honors, 4 Units

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. This class must be taken concurrently with the corresponding lab. It is not applicable for biology majors. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

BIOL 102, Introduction to Biology Laboratory, 1 Unit

This basic course involves experiments in the areas of cell biology, genetics, ecology, evolution, and human biology; promotes an appreciation for the unification and interdependence of all life; and reinforces information presented in BIOL 101 and BIOL 103 lectures. The laboratory experience offers an opportunity for investigation and experimentation, as well as the implementation of basic scientific techniques. *Meets the General Education Requirement: Natural Science.*

BIOL 103, Principles of Biology for Science Disciplines, 3 Units

This course covers cell biology, genetics, ecology, evolution, and human biology. While this course is not applicable for biology major credit, completion of it prepares students for BIOL 151. Students may take BIOL 102 as a laboratory course supplement to BIOL 103.

Prerequisite: For allied health, biology, biochemistry, chemistry, nursing, and kinesiology: health professions concentration majors only; all other majors by department consent.

BIOL 109, Introduction to Biological Sciences, 3 Units

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: High School biology course

BIOL 115, Anatomy and Physiology, 4 Units

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. Does not count toward biology major credit.

Special Fee Applies

Prerequisite: BIOL 101 or BIOL 151. (Nursing Majors: High School Biology and minimum SAT/ACT scores)

BIOL 151, General Biology I, 4 Units

This introductory course covers principles of cell structure and function, genetics, development, reproduction, and animal systems biology. Lab emphasis is on the investigative approach and experimental techniques of biology. Lecture, 3 hours; lab, 4 hours; discussion/quiz, 1 hour. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Prerequisite: B- in BIOL 103 or B in one year of high school biology, along with completion or waiver of MATH 95 (for example, by a 45 ALEKS score).

BIOL 152, General Biology II, 4 Units

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: C- in BIOL 151

BIOL 220, General Microbiology, 4 Units

This course is for students majoring (or planning to major) in nursing or allied health (B.A.). 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. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

Prerequisite: Allied health (B.A.) majors: C- in BIOL 151 and C- in CHEM 151 (may be taken concurrently) ; nursing majors: C- in CHEM 123. Department consent required.

BIOL 226, Intro to Neurobiology, 4 Units

Students in this course explore how scientists study the biological basis of human behavior, focusing on the specific aspects of neuroscience that are directly related to various behavioral and cognitive functions. This course takes a case-study and research-based approach, relying on textbook but also group discussion of current behavioral neuroscience research and techniques. Students develop the skills to interpret, critically analyze, and apply relevant research and theories in the field of behavioral neuroscience and its biological basis in psychopharmacology. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

Prerequisite: C- in BIOL 151

BIOL 230, Human Anatomy and Physiology I, 4 Units

This is the first semester of a two-semester course that examines the anatomy and physiology of the human body from an integrated perspective. Topics include basic biological and chemical concepts, tissue types, integumentary, musculoskeletal and nervous systems, and special senses. The laboratory component includes model-based anatomical studies and the examination of physiological processes via the scientific method.

Special Fee Applies

Prerequisite: Kinesiology students only

BIOL 231, Human Anatomy and Physiology II, 4 Units

This is a continuation of the Human Anatomy and Physiology I course. Topics include metabolism and the autonomic nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary and reproductive systems. The laboratory component includes model-based anatomical studies and the examination of physiological processes via the scientific method. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Prerequisite: C- or higher in BIOL 230. Kinesiology students only.

BIOL 240, Biology of Microorganisms, 4 Units

This course covers the fundamental principles and techniques of microbiology, with emphasis on the role of microorganisms in disease, immunity, and food production. Lecture, 3 hours; Lab, 4 hours.

Special Fee Applies

Prerequisite: C- in BIOL 151 and BIOL 152 or BIOL 250, as well as CHEM 151 (May be taken concurrently). Department consent required for all majors outside of the Department of Biology and Chemistry.

BIOL 250, Human Anatomy, 4 Units

This is an intensive course in human anatomy using the systemic approach, with lab exercises utilizing human cadaver prosections. Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.

Special Fee Applies

Prerequisite: B- in BIOL 103 or C- in BIOL 151 or preadmitted nursing status; and a B in one year of high school biology.

BIOL 251, Human Physiology, 4 Units

This course deals with how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

Prerequisite: C- in BIOL 250; and C- in CHEM 103, CHEM 123, or CHEM 151 or a B in one year of high school chemistry.

BIOL 280, Cell Biology, 4 Units

This course covers a theoretical approach to cellular and molecular biology, including ultrastructure, cytology, metabolism, and molecular genetics.

Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. Lecture, 3 hours; lab, 4 hours; discussion/quiz, 1 hour.

Special Fee Applies

Prerequisite: Allied health and biology majors: C- in BIOL 240 and C- in CHEM 151; biochemistry majors: C- in BIOC 270.

BIOL 300, Genetics, 4 Units

This course covers the principles of heredity, including Mendelism, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques. Lecture, 3 hours; Lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

Special Fee Applies

Prerequisite: C- in BIOL 280

BIOL 320, Ecology, 4 Units

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. Lecture, 3 hours; Lab, 4 hours. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Special Fee Applies

Prerequisite: C- in BIOL 152 and BIOL 280; Upper-division status.

BIOL 325, Humans and the Environment, 4 Units

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 missiology in individual studies/papers. Does not count toward biology major credit. *Meets the General Education Requirement: Natural Science.*

BIOL 325H, Humans and the Environment - Honors, 4 Units

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 missiology in individual studies/papers. Does not apply for biology major credit. *Meets the General Education Requirement: Natural Science.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

BIOL 326, Neurobiology, 4 Units

Students in this course 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. Lecture, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

Prerequisite: C- or better in BIOL 280

BIOL 330, Gender Differences, 3 Units

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 Units

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.

Special Fee Applies

Prerequisite: C- in BIOL 152

BIOL 340, Invertebrate Biology, 4 Units

Lecture, 3 hours; Lab, 4 hours: The classification, natural history, and functional morphology of invertebrate phyla are studied.

Prerequisite: C- in BIOL 152

BIOL 342, Medical Microbiology, 3 Units

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.

Prerequisite: C- in BIOL 240 and BIOL 280

BIOL 346, Regional Human Anatomy, 4 Units

This is a dissection-based course in human anatomy, utilizing cadavers and a regional approach to studying the human body. Upon completion, students are able to identify major skeletal, muscular, nervous, and vascular structures; organs; and the relationships of these structures to each other in each body area. Students also learn about the flow of blood from the heart through vascular structures to organs and limbs, as well as the structure and significance of the cervical, brachial, and lumbosacral plexuses, and are able to explain the actions of muscles based on origin and insertions. Students gain skills in dissection, collaborating with colleagues to perform dissections and present findings to the class. Finally, students gain an appreciation of the intricacy and detail of the human body, the importance of precision and accuracy in experimental work, and the value of collaborative learning.

Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.

Special Fee Applies

Prerequisite: C- in BIOL 151 and BIOL 280; allied health (B.A.) majors: C- in BIOL 151 and BIOL 251.

BIOL 350, Mammalian Physiology, 4 Units

Lecture, 3 hours; Discussion, 1 hour; Lab, 3 hours: This course offers an analysis of physiological mechanisms in animals with emphasis on the 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: C- in BIOL 280

BIOL 365, Plant Biology, 4 Units

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: C- in BIOL 280

BIOL 370, Prosection, 1 Unit

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.

BIOL 390, Pre-health Seminar, 1 Unit

This course provides a background to the Biblical, historical and philosophical aspects of healthcare as well as an understanding of the reasons to pursue a career in the field. The course also covers the key principles required for success in applying for and matriculation into graduate programs in healthcare fields such as writing effective personal statements and interviewing well.

Prerequisite: Junior standing

BIOL 391, Medical Missions Practicum, 1 Unit

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, Biological Science Internship, 1-3 Units

This course gives students an opportunity to apply classroom knowledge in real-world settings through paid or volunteer science-related internships with local businesses or 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. Internship committee approval is required for this course. Internship site requirements may vary; email biologyandchemistry@apu.edu for details.

Prerequisite: 3.0 GPA, department consent, and a C- or higher in the following: allied health B.A.: BIOL 251; allied health B.A. business emphasis, allied health B.S., and biology majors: BIOL 280; biochemistry majors: BIOC 270 and CHEM 252; chemistry majors: CHEM 300

BIOL 396, Topics in Biology and Christian Thought, 1 Unit

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.

Prerequisite: BIOL 151, CHEM 152, UBBL 100 or UBBL 230, Junior Level Standing

BIOL 400, Science and Children, 4 Units

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. Does not count toward biology major credit.

Special Fee Applies

BIOL 410, Molecular Biology, 4 Units

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: C- in BIOL 280

BIOL 435, Stewardship Ecology, 3 Units

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.

Prerequisite: C- in BIOL 320

BIOL 440, Developmental Biology, 3 Units

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 280 (C- or higher)

BIOL 450, Histology, 4 Units

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: C- in BIOL 280

BIOL 454, Electron Microscopy for Biological Sciences, 2 Units

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 consent

BIOL 455, Laboratory in Electron Microscopy, 2 Units

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: BIOL 280 or BIOL 454 (may be taken concurrently)

BIOL 465, Practicum and Topics in Allied Health, 4 Units

Lecture/discussion, 3 hours; lab, 4 hours. This course deals with diagnosis strategies, prevention, and rehabilitation programs integral to the field of allied health. An emphasis on research literature facilitates the student's development of knowledge, aptitudes, and skills within the allied health field. The clinical laboratory component emphasizes current instrumentation and practice. Special Fees Applies. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: C- in BIOL 280 or KIN 490; C- in BIOL 250, BIOL 336, or BIOL 230; BIOL 251, BIOL 350, or BIOL 231 (may be taken concurrently)

BIOL 470, Science for the MCAT, 1 Unit

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 a premedical program. This course may be repeated for 2 units of credit.

BIOL 490, Biology Seminar, 1 Unit

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required.

Prerequisite: Junior or Senior Standing

BIOL 494, Advanced Topics in Biology, 4 Units

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. Lecture plus laboratory.

Prerequisite: C- or higher in BIOL 280; Jr or Sr Standing

BIOL 495, Advanced Topics in Biology, 3 Units

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. Lecture only.

Prerequisite: C- or higher in BIOL 280; Jr or Sr Standing

BIOL 496, Writing 3: Ethics and the Sciences, 3 Units

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, writing instruction, a thesis, and oral presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2 and a C- or higher in one of the following: BIOL 280, CHEM 252, CHEM 240, or BIOL 465 (Allied Health B.A. only). Department consent required.

BIOL 497, Readings, 1-3 Units

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.

BIOL 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. May be repeated subject to department policies.

Prerequisite: Junior or senior standing and department permission.

BIOL 498H, Directed Research- Honors, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment. May be repeated subject to department policies.

Prerequisite: Honors College, Junior or Senior standing

CHEM 90, Laboratory Safety, 0 Units

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 Units

Lecture, 3 hours; Lab, 3 hours: This elementary course is designed for the student with no previous high school or college chemistry. Prepares the student for CHEM 123 or CHEM 151. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

CHEM 103, Principles of Chemistry for Science Disciplines, 3 Units

This course prepares students for CHEM 151, covering topics such as measurement, dimensional analysis, atoms and molecules, stoichiometry, and other fundamental chemistry topics.

Prerequisite: B- or higher in MATH 110 (may be taken concurrently) for allied health, biology, biochemistry, chemistry, nursing, kinesiology health professions concentration majors only; all other majors by department consent.

CHEM 105, Citizen Chemistry, 4 Units

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.

CHEM 123, General, Organic, and Biological Chemistry for the Health Sciences, 4 Units

This course comprises an overview of general, organic, and biological chemistry topics, with an emphasis on health science applications. Topics include radioactivity, intermolecular forces, solution behavior, acids and bases, nomenclature, physical characteristics of organic compounds, and selected reactions, with focus on the simple organic functional groups and carbonyl chemistry. Biochemistry topics cover chemical reactions and physiological significance of cellular macromolecules including proteins, enzymes, and nucleic acids, as well as metabolism. *Meets the General Education Requirement: Natural Science.*

Prerequisite: C- in CHEM 103 or a B in one year of high school chemistry.

CHEM 151, General Chemistry I, 4 Units

This is a foundational course for science majors and the first in a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Prerequisite: B- in CHEM 103 or B in one year of high school chemistry; B- or higher in MATH 110 or equivalent (for example, by an ALEKS score of 65).

CHEM 151H, General Chemistry I - Honors, 4 Units

Lecture, 3 hours; Lab, 4 hours. This is a foundational course for science majors and the first of a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Prerequisite: C- in MATH 110, and C- in CHEM 101 or B in one year of high school chemistry. Must also be a student admitted to the Honors College and be considered a member in "active" status.

CHEM 152, General Chemistry II, 4 Units

This is a foundational course for science majors and the second part of a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

Prerequisite: C- in CHEM 151

CHEM 152H, General Chemistry II - Honors, 4 Units

Lecture, 3 hours; Lab, 3 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. This class must be taken concurrently with the corresponding lab.

Special Fee Applies

Prerequisite: CHEM 151. Must also be a student admitted to the Honors College and be considered a member in "active" status.

CHEM 240, Introduction to Organic and Biochemistry, 4 Units

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: C- in CHEM 152

CHEM 251, Organic Chemistry: Theory I, 3 Units

This general course covers bonding theory, structure analysis, isomers, nomenclature, physical properties, functional groups, fundamental reaction mechanisms, stereochemistry, spectroscopy, and synthesis of hydrocarbons.

C or better in CHEM 152; corequisite: CHEM 261

CHEM 252, Organic Chemistry: Theory II, 3 Units

This general course covers spectroscopy, physical properties, reaction mechanisms, thermodynamics, kinetics, aromaticity, and fundamental reaction mechanisms of hydrocarbons, carbonyl compounds, and biological macromolecules.

C- in CHEM 251; corequisite: CHEM 262

CHEM 261, Organic Chemistry - Lab, 1 Unit

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.

Special Fee Applies

Corequisite: CHEM 251

CHEM 262, Organic Chemistry - Lab, 1 Unit

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study.

Special Fee Applies

Corequisite: CHEM252

CHEM 300, Quantitative Chemical Analysis - Theory, 2 Units

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: C- in CHEM 152

CHEM 310, Quantitative Chemical Analysis - Laboratory, 2 Units

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300.

Corequisite: CHEM 300

CHEM 320, Instrumental Analysis: Theory, 3 Units

This course covers the theory and operation of modern analytical equipment, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: C- or better in CHEM 300, C- or better in CHEM 310

CHEM 330, Instrumental Analysis - Lab, 1 Unit

In this laboratory course, students analyze materials by the methods studied in CHEM 320.

Prerequisite: CHEM 320

CHEM 395, Chemical Science Internship, 1-3 Units

This course gives students an opportunity to apply classroom knowledge in real-world settings through paid or volunteer science-related internships with local businesses or organizations. Under the joint direction of the instructor and an on-site supervisor, students gain hands-on experience as well as realistic views of potential career fields in the chemical sciences. Internship site requirements may vary; email biologyandchemistry@apu.edu for details.

Prerequisite: 3.0 GPA, department consent, and a C- or higher in the following: allied health (B.A.) majors: BIOL 251; allied health (B.A. business emphasis and B.S.) and biology majors: BIOL 280; biochemistry majors: BIOC 270 and CHEM 252; chemistry majors: CHEM 300.

CHEM 401, Physical Chemistry I, 3 Units

An advanced course covering the theoretical basis of thermodynamics, including the laws of thermodynamics and their applications. Topics include energy, enthalpy, entropy, gas laws, kinetic model of gases, phases, chemical potential, and the kinetics of chemical reactions.

Prerequisite: C in CHEM 152 and C- in MATH 161

CHEM 402, Physical Chemistry II, 3 Units

An advanced course covering the Schrodinger equation and its applications to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the underlying theories of quantum mechanics, they are applied to atomic and molecular structure, vibrational and electronic spectroscopy, and computational chemistry.

Prerequisite: C- in CHEM 401 and C- in MATH 162; Recommended: PHYC 152 or PHYC 162

CHEM 411, Physical Chemistry I Lab, 1 Unit

This is an upper-level laboratory over one semester on thermodynamics and kinetics and their applications. Laboratories include experiments, theoretical calculations, and mathematical methods recitations on the topics of partial molar volume, calorimetry, phase diagrams, electrochemistry, kinetics, colligative properties, molecular dynamics, and partial derivatives.

Special Fee Applies

Corequisite: CHEM 401

CHEM 412, Physical Chemistry II Lab, 1 Unit

This is an upper-level laboratory over one semester on quantum mechanics and its applications. Laboratories include experiments, theoretical calculations, and mathematical methods recitations on the topics of linear algebra, multivariable calculus, symmetry, probability, Planck temperature distribution, photoelectric effect, quantum dots, spectroscopy, particle in a box, and molecular orbitals.

Special Fee Applies

Corequisite: CHEM 402

CHEM 451, Advanced Organic Chemistry, 4 Units

This course covers advanced physical organic chemistry, modern organic synthesis strategies, reaction mechanisms, and bonding theories.

Prerequisite: CHEM 252

CHEM 461, Inorganic Chemistry, 3 Units

This course lays a foundation in the subjects of atomic structure, bonding theory, symmetry theory, and acid-base chemistry, which is then used to explore advanced topics involving crystalline compounds, coordination compounds, and organometallic compounds. Topics include bonding, spectroscopy, and kinetics.

Prerequisite: C- in CHEM 252

CHEM 490, Chemistry Seminar, 1 Unit

The seminar consists of reviews, reports, and discussions on current scientific literature.

Prerequisite: Senior Standing

CHEM 495, Advanced Topics in Chemistry, 3-4 Units

This course presents advance 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.

Prerequisite: Junior Standing

CHEM 497, Readings, 1-4 Units

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.

CHEM 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. May be repeated subject to department policies.

Prerequisite: Junior or senior standing and department permission.

CHEM 498H, Directed Research- Honors, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 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 subject to department policies.

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

Faculty**Chair**

Megan Prosser (<http://www.apu.edu/faculty/mprosser>), Ph.D., Biology

Professors

Matthew Berezuk (<http://www.apu.edu/faculty/mberezuk>), Ph.D., Chemistry

Scott Kinnes (<http://www.apu.edu/faculty/skinnes>), Ph.D., Biology

Jon Milhon (<http://www.apu.edu/faculty/jonmilhon>), Ph.D., Biology

Joshua Morris (<http://www.apu.edu/faculty/jmorris>), Ph.D., Biology

Sarah Richart (<http://www.apu.edu/faculty/srichart>), Ph.D., Biology

Cahleen Shrier (<http://www.apu.edu/faculty/cshrier>), Ph.D., Biology

Kathleen Tallman (<http://www.apu.edu/faculty/ktallman>), Ph.D., Biology

Associate Professors

Charles Chen (<http://www.apu.edu/faculty/cpchen>), Ph.D., Biology

Eric Davis (<http://www.apu.edu/faculty/edavis>), Ph.D., Chemistry

Kevin Sheng-Lin Huang (<http://www.apu.edu/faculty/shuang>), Ph.D., Chemistry

Carrie Miller (<http://www.apu.edu/faculty/cmiller>), Ph.D., Chemistry

Megan Prosser (<http://www.apu.edu/faculty/mprosser>), Ph.D., Biology

Willetta Toole-Simms (<http://www.apu.edu/faculty/wsimms>), Ph.D., Biology

Jennifer Young (<http://www.apu.edu/faculty/jlyoung>), Ph.D., Chemistry

Assistant Professors

Cristian Aguilar (<http://www.apu.edu/faculty/caguilar>), Ph.D., Biology

Philip Cox (<http://www.apu.edu/faculty/pcox>), Ph.D., Chemistry

Ronald Norris (<http://www.apu.edu/faculty/rnorris>), MD, Biology

Marian Saleh (<http://www.apu.edu/faculty/msaleh>), M.A., M.S., Biology

Adjunct Faculty

Samuel Bakhit, M.D., Biology

Kenneth Cairns, Biology

John Dobrenen (<http://www.apu.edu/faculty/jdobrenen>), M.A., Biology

Sarah Fiala, B.S., Biology

Margarita Hernandez, Biology

Andrew Kelso, Ph.D., Biology

Mourad Mikhail, M.D., Biology

Louise Huang (<http://www.apu.edu/faculty/lhuang>), Ph.D., Chemistry

James Ivey, M.D., Biology

Kris Kontis, Ph.D., Biology

Kathy Shyers (<http://www.apu.edu/faculty/kshyers>), M.S., Biology

Tammy Milhon, B.S., Biology

Rhonda Ramage, M.S., Biology

Matt Sanders (<http://www.apu.edu/faculty/msanders>), M.S., Biology

Ryan Somers (<http://www.apu.edu/faculty/rmsomers>), DPT, Biology

Jennifer Somers, B.S., Biology

Lisa Sommers (<http://www.apu.edu/faculty/lsommers>), M.A., Biology

Michael Thompson, Biology

Professors Emeriti

Bruce Spalding (<http://www.apu.edu/faculty/bspalding>), Ph.D., Biology

James White (<http://www.apu.edu/faculty/jwhite>), Ph.D., Chemistry

Laboratory Manager

Nicole Mulcahy-Flores, M.A.

Laboratory Technicians

Jonathan Arroyo, B.S., Research Assistant

Paige Bernal, B.S.

Mary DerMovsesian, M.A.

Elizabeth Munguia, M.S.

Paul Spielman, B.S.

Yun-Lan Wong, M.S., Research Assistant

Allied Health Major

B.A. in Allied Health: 66-68 units

B.S. in Allied Health: 64 units

The Bachelor of Arts and Bachelor of Science in Allied Health (<http://www.apu.edu/clas/programs/allied-health-major>) provide an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health professionals. The major comprises a rigorous curriculum in modern biology and is also consistent with the requirements for a broad range of allied health careers. Specifically, the B.A. provides most of the prerequisites for careers or graduate work in cytotechnology, an entry-level master's in nursing (<http://catalog.apu.edu/graduateprofessional/nursing/entry-level-masters-program/second-degree-program-entry-level-master-science-nursing-elm>), nutrition and dietetics, occupational therapy, orthotics and prosthetics, physical therapy, physical therapy assistant, and radiation technology. The B.S. degree meets most of the prerequisites for careers in chiropractic care, clinical laboratory science, and as a physician assistant. Coursework for the major combines foundational biological, chemical, and physical knowledge with a variety of applied topics including psychology, math, and electives tailored to the student's postgraduate goals.

Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.

Bachelor of Arts in Allied Health

- Students must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Students must complete each BIOC, BIOL, and CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
Biology		
BIOL 151	General Biology I ¹	4
BIOL 220 or BIOL 226	General Microbiology ² Intro to Neurobiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
BIOL 396	Topics in Biology and Christian Thought ³	1
BIOL 465	Practicum and Topics in Allied Health ⁴	4
BIOL 496	Writing 3: Ethics and the Sciences ⁵	3
Chemistry		
CHEM 151	General Chemistry I ^{1, 6}	4
CHEM 152	General Chemistry II ⁶	4
Math		
MATH 130	Introduction to Statistics ^{7, 8}	3
Physics		
PHYC 151	Physics for Life Sciences I ^{1, 6}	4
PHYC 152	Physics for Life Sciences II ⁶	4
Psychology		
PSYC 110	General Psychology ⁹	3
PSYC 290	Human Growth and Development ⁹	3
B.A. Electives, Group 1		
Select two of the following:		8
BIOL 346	Regional Human Anatomy	
CHEM 240	Introduction to Organic and Biochemistry ^{10, 11}	
KIN 363	Physiology of Exercise ¹²	
KIN 364	Kinesiology ¹²	
B.A. Electives, Group 2		
Select three of the following (at least one must be in PSYC):		9-11
BIOL 395	Biological Science Internship	

BIOL 498	Directed Research
PSYC 345	Psychology of Child and Adolescent Development ⁹
PSYC 355	Psychology of Adult Development
PSYC 360	Abnormal Psychology
PSYC 362	Research Methods in Psychology
PSYC 380	Psychology of Personality
PSYC 385	Health Psychology
PSYC 400	Multicultural Psychology ¹³
PSYC 410	Psychology of Exceptional Children
PSYC 432	Psychosocial Interventions in Pediatric Health Care
PSYC 485	Stress and Coping

Total Units 66-68

- ¹ Meets the General Education Natural Science requirement.
- ² BIOL 220 is recommended for students interested in nursing careers. BIOL 226 is recommended for students interested in physical therapy careers.
- ³ BIOL 152 meets this requirement if taken at APU.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Meets the General Education Writing 3 requirement.
- ⁶ This course may be waived with an appropriate Advanced Placement test score.
- ⁷ Meets the General Education Quantitative Literacy requirement.
- ⁸ MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, an ALEKS score of 45, or equivalent is the math prerequisite for BIOL 151; MATH 110 (with a B-), an ALEKS score of 65, or equivalent is the math prerequisite for CHEM 151.
- ⁹ Meets the General Education Social Sciences requirement.
- ¹⁰ Recommended for students interested in nursing careers.
- ¹¹ CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements of B.A. elective CHEM 240 and an additional B.A. elective.
- ¹² Recommended for students interested in physical therapy careers.
- ¹³ Meets the General Education Intercultural Competence requirement.

Bachelor of Science in Allied Health

Code	Title	Units
Biology		
BIOL 151	General Biology I ¹	4
BIOL 240	Biology of Microorganisms	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
BIOL 280	Cell Biology	4
BIOL 300	Genetics ¹⁰	4
BIOL 396	Topics in Biology and Christian Thought ²	1
BIOL 496	Writing 3: Ethics and the Sciences ³	3
Chemistry		
CHEM 151	General Chemistry I ^{1, 4}	4
CHEM 152	General Chemistry II ⁴	4
CHEM 240	Introduction to Organic and Biochemistry ⁵	4
Mathematics		
MATH 130	Introduction to Statistics ⁶	3
Note: MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, ALEKS 45 or equivalent is the math prerequisite for BIOL151. MATH 110 (B-), ALEKS 65 or equivalent is the math prerequisite for CHEM 151.		
Physics		
PHYC 151	Physics for Life Sciences I ^{1, 4}	4
PHYC 152	Physics for Life Sciences II ⁴	4
Psychology		
		3

PSYC 110	General Psychology ⁷	
OR		
PSYC 290	Human Growth and Development ⁷	
Sociology		
SOC 120	Introduction to Sociology ⁷	3
Electives		
Select one of the following:		4
BIOC 360	Principles of Biochemistry ⁸	
BIOC 270	Biomolecular Chemistry ⁸	
BIOC 370	Biomolecular Metabolism ⁸	
BIOL 320	Ecology ⁹	
BIOL 326	Neurobiology ¹⁰	
BIOL 336	Vertebrate Biology	
BIOL 350	Mammalian Physiology	
BIOL 365	Plant Biology	
BIOL 410	Molecular Biology	
BIOL 465	Practicum and Topics in Allied Health ¹⁰	
Select at least 3 units from the following: ²		3
BIOL 342	Medical Microbiology	
BIOL 390	Pre-health Seminar ¹¹	
BIOL 391	Medical Missions Practicum ¹¹	
BIOL 395	Biological Science Internship	
BIOL 435	Stewardship Ecology	
BIOL 440	Developmental Biology	
BIOL 490	Biology Seminar ¹¹	
BIOL 495	Advanced Topics in Biology	
BIOL 497	Readings ¹¹	
BIOL 498	Directed Research ¹¹	
or an additional 4-unit course from the previous Electives list above		
Total Units		64

- 1 Meets the General Education Natural Sciences requirement.
- 2 BIOL 152 meets this requirement if taken at APU.
- 3 Meets the General Education Writing 3 requirement.
- 4 This course may be waived with an appropriate Advanced Placement test score.
- 5 CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements for CHEM 240 and a 4-unit BIOL upper-division lab course.
- 6 Meets the General Education Quantitative Literacy requirement.
- 7 Meets the General Education Social Sciences requirement.
- 8 Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370. BIOC 360 is an elective option only for students who have completed CHEM 252 and CHEM 262.
- 9 Meets the General Education Civic Knowledge and Engagement requirement.
- 10 Meets the General Education Integrative and Applied Learning requirement.
- 11 Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, or BIOL 498 for elective credit.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.

5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

Allied Health Major with Integrated Bachelor's Credential

This degree program is offered collaboratively by the Department of Biology and Chemistry in the College of Liberal Arts and Sciences and the Division of Teacher Education (<http://catalog.apu.edu/graduateprofessional/education/teacher-education>) in the School of Education. Students earn a bachelor of science degree in allied health and a teaching credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 567) page of this catalog.

Bachelor's Requirements

Code	Title	Units
Biology		
BIOL 151	General Biology I ¹	4
BIOL 240	Biology of Microorganisms	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
BIOL 280	Cell Biology	4
BIOL 300	Genetics ¹⁰	4
BIOL 396	Topics in Biology and Christian Thought ²	1
BIOL 496	Writing 3: Ethics and the Sciences ³	3
Chemistry		
CHEM 151	General Chemistry I ^{1, 4}	4
CHEM 152	General Chemistry II ⁴	4
CHEM 240	Introduction to Organic and Biochemistry ⁵	4
Mathematics		
MATH 130	Introduction to Statistics ⁶	3
Note: MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, ALEKS 45 or equivalent is the math prerequisite for BIOL151. MATH 110 (B-), ALEKS 65 or equivalent is the math prerequisite for CHEM 151.		
Physics		
PHYC 151	Physics for Life Sciences I ^{1, 4}	4
PHYC 152	Physics for Life Sciences II ⁴	4
Psychology		
PSYC 110	General Psychology ⁷	3
OR		
PSYC 290	Human Growth and Development ⁷	
Sociology		
SOC 120	Introduction to Sociology ⁷	3
Electives		
Select one of the following:		4
BIOC 360	Principles of Biochemistry ⁸	
BIOC 270	Biomolecular Chemistry ⁸	
BIOC 370	Biomolecular Metabolism ⁸	
BIOL 320	Ecology ⁹	
BIOL 326	Neurobiology ¹⁰	
BIOL 336	Vertebrate Biology	
BIOL 350	Mammalian Physiology	
BIOL 365	Plant Biology	
BIOL 410	Molecular Biology	
BIOL 465	Practicum and Topics in Allied Health ¹⁰	
Select at least 3 units from the following: ²		3

BIOL 342	Medical Microbiology
BIOL 390	Pre-health Seminar ¹¹
BIOL 391	Medical Missions Practicum ¹¹
BIOL 395	Biological Science Internship
BIOL 435	Stewardship Ecology
BIOL 440	Developmental Biology
BIOL 490	Biology Seminar ¹¹
BIOL 495	Advanced Topics in Biology
BIOL 497	Readings ¹¹
BIOL 498	Directed Research ¹¹

or an additional 4-unit course from the previous Electives list above

Total Units 64

- ¹ Meets the General Education Natural Sciences requirement.
- ² BIOL 152 meets this requirement if taken at APU.
- ³ Meets the General Education Writing 3 requirement.
- ⁴ This course may be waived with an appropriate Advanced Placement test score.
- ⁵ CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements for CHEM 240 and a 4-unit BIOL upper-division lab course.
- ⁶ Meets the General Education Quantitative Literacy requirement.
- ⁷ Meets the General Education Social Sciences requirement.
- ⁸ Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370. BIOC 360 is an elective option only for students who have completed CHEM 252 and CHEM 262.
- ⁹ Meets the General Education Civic Knowledge and Engagement requirement.
- ¹⁰ Meets the General Education Integrative and Applied Learning requirement.
- ¹¹ Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, or BIOL 498 for elective credit.

Credential Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching ¹	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design ¹	3
TESP 502	Science of Teaching I: How Students Learn ¹	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners ¹	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 531	Methods of Teaching Reading and Writing (7-12)	3
TEP 532	Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2
TEP 533	The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)	3
TEP 534	Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2
TEP 561	Clinical Practice I: Single Subject Credential	2
TEP 562	Clinical Practice II: Single Subject Credential	2
Total Units		32

- ¹ Must be completed prior to beginning clinical practice.

The following courses meet the undergraduate General Education requirements within the Integrated Bachelor's/Credential Program:

- TESP 502 meets the General Education Social Sciences requirement.
- TESP 503 meets the General Education Intercultural Competence requirement.

- TESP 504 meets the General Education Civic Knowledge and Engagement requirement.
- TEP 551 and TEP 552 combined, and TEP 561 and TEP 562 combined, meet the General Education Integrative and Applied Learning requirement.

B.S. in Allied Health

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

Integrated Bachelor's Credential

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

Allied Health Major with Business Emphasis

67 units

Requirements

- Students in the allied health major with business emphasis (<https://www.apu.edu/clas/programs/allied-health-major/emphasis>) must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Students must complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
Required Core Courses		
Biology		
BIOL 151	General Biology I ¹	4
BIOL 152	General Biology II	4
BIOL 240	Biology of Microorganisms	4
BIOL 280	Cell Biology	4
BIOL 496	Writing 3: Ethics and the Sciences ²	3
Chemistry		
CHEM 151	General Chemistry I ^{1,3}	4
CHEM 152	General Chemistry II ³	4
CHEM 240	Introduction to Organic and Biochemistry	4
Math		
MATH 130	Introduction to Statistics ⁴	3
Physics		
PHYC 151	Physics for Life Sciences I ^{1,3}	4

PHYC 152	Physics for Life Sciences II ³	4
Business		
ACCT 120	Principles of Accounting I	4
MGMT 210	Principles of Management	3
MKTG 260	Principles of Marketing	3
FIN 300	Business Finance for Managers	3
or FIN 320	Principles of Corporate Finance	
ECON 251	Principles of Microeconomics	3
Required Internship Course		3
BUSI 350	Business Internship	
or BIOL 395	Biological Science Internship	
Upper-Division Electives		6
BIOC 360	Principles of Biochemistry ⁵	
BIOC 270	Biomolecular Chemistry ⁵	
BIOC 370	Biomolecular Metabolism ⁵	
BIOL 300	Genetics ⁶	
BIOL 320	Ecology ⁷	
BIOL 326	Neurobiology ⁶	
BIOL 336	Vertebrate Biology	
BIOL 342	Medical Microbiology	
BIOL 346	Regional Human Anatomy	
BIOL 350	Mammalian Physiology	
BIOL 365	Plant Biology	
BIOL 410	Molecular Biology	
BIOL 435	Stewardship Ecology	
BIOL 440	Developmental Biology	
BIOL 465	Practicum and Topics in Allied Health ⁶	
BIOL 495	Advanced Topics in Biology	
Total Units		67

- 1 Meets the General Education Natural Sciences requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 This course may be waived with an appropriate Advanced Placement test score.
- 4 Meets the General Education Quantitative Literacy requirement.
- 5 Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.
- 6 Meets the General Education Integrative and Applied Learning requirement.
- 7 Meets the General Education Civic Knowledge and Engagement requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

Biochemistry Major

70-74 units

The Department of Biology and Chemistry offers an interdisciplinary major in biochemistry (<https://www.apu.edu/clas/programs/biochemistry-major>), which serves premedical students and others who desire a current molecular emphasis in their major. The program contains a basic core of chemistry and biology courses, and courses that are cross-disciplinary in nature, such as biochemistry, physiology, and cell and molecular biology. Students enjoy 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 (<https://www.aamc.org>) has indicated that biochemistry undergraduates enjoy one of the highest acceptance rates for medical schools of the science major categories.

Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.

Requirements

- Students must complete all prerequisites for any BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Students must complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
Biochemistry		
BIOC 270	Biomolecular Chemistry	4
BIOC 370	Biomolecular Metabolism	4
Biology		
BIOL 151	General Biology I ¹	4
BIOL 280	Cell Biology	4
BIOL 496	Writing 3: Ethics and the Sciences ²	3
Chemistry		
CHEM 151	General Chemistry I ^{1, 3}	4
CHEM 152	General Chemistry II ³	4
CHEM 251	Organic Chemistry: Theory I	3
CHEM 261	Organic Chemistry - Lab	1
CHEM 252	Organic Chemistry: Theory II	3
CHEM 262	Organic Chemistry - Lab	1
CHEM 300	Quantitative Chemical Analysis - Theory	2
CHEM 310	Quantitative Chemical Analysis - Laboratory	2
Math		
MATH 165	Calculus I	3
MATH 166	Calculus II	3
Physics		
Select one of the following:		8-10
PHYC 151 & PHYC 152	Physics for Life Sciences I and Physics for Life Sciences II ^{1, 3}	
PHYC 161 & PHYC 162	Physics for Science and Engineering I and Physics for Science and Engineering II ^{1, 3}	
Research Emphasis: Additional Required Courses		
BIOC 390 or CHEM 401	Physical Biochemistry Physical Chemistry I	3
BIOL 410	Molecular Biology	4
Pre-Health Professions Emphasis: Additional Required Courses		
BIOL 152	General Biology II	4
BIOL 300	Genetics ⁴	4
BIOL 350	Mammalian Physiology	4

Required Elective Courses (see lists below)	7-10
Total Units	70-74

Code	Title	Units
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Upper-Division Electives for the Biochemistry Major

Research Emphasis: Select 10+ elective units from below (must include at least one 4-unit course and at least one CHEM course):

BIOL 300	Genetics ⁴
CHEM 320 & CHEM 330	Instrumental Analysis: Theory and Instrumental Analysis - Lab (Theory/Lab) ⁵
CHEM 402 & CHEM 412	Physical Chemistry II and Physical Chemistry II Lab
CHEM 411	Physical Chemistry I Lab
CHEM 451	Advanced Organic Chemistry
CHEM 461	Inorganic Chemistry
CHEM 495	Advanced Topics in Chemistry
Select no more than one of the following:	
BIOL 326	Neurobiology ⁴
BIOL 346	Regional Human Anatomy
BIOL 350	Mammalian Physiology
Up to 3 units combined of either 395 or 498 may count toward major elective units:	
BIOL 395	Biological Science Internship
BIOL 498	Directed Research
CHEM 395	Chemical Science Internship
CHEM 498	Directed Research

Pre-Health Professions Emphasis: Select 7+ elective units from below (must include at least one 4-unit course):

BIOC 390 or CHEM 401	Physical Biochemistry Physical Chemistry I
CHEM 320 & CHEM 330	Instrumental Analysis: Theory and Instrumental Analysis - Lab ⁵
CHEM 402	Physical Chemistry II
CHEM 411	Physical Chemistry I Lab
CHEM 451	Advanced Organic Chemistry
CHEM 461	Inorganic Chemistry
CHEM 495	Advanced Topics in Chemistry
Only one of the following courses may count toward major elective units:	
BIOL 326	Neurobiology ⁴
BIOL 336	Vertebrate Biology
BIOL 346	Regional Human Anatomy
BIOL 410	Molecular Biology
Up to 3 units combined of either 395 or 498 may count toward major elective units:	
BIOL 395	Biological Science Internship
BIOL 498	Directed Research
CHEM 395	Chemical Science Internship
CHEM 498	Directed Research

- 1 Meets the General Education Natural Science requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 This course may be waived with an appropriate Advanced Placement test score.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 CHEM 320 meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their vocation.

Biology Major

71-74 units

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 stimulate curiosity and creativity within each student to utilize basic scientific knowledge in the practical solutions of problems related to living organisms and in understanding the wonders of God's world. Biology majors (<https://www.apu.edu/clas/programs/biology-major>) specialize in upper-division courses in the areas of ecological, microbiological, molecular, neurobiological or organismal emphases.

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 students for studies leading to graduate professional degrees in medicine, dentistry, optometry, veterinary science, pharmacology, biotechnology, or biomedical research, or university teaching positions. Students desiring to matriculate into a physical therapy or physician assistant program should explore the allied health major (p. 172). Students may also want to consider APU's premedical/pre dental track (<https://www.apu.edu/clas/programs/premedical>).

Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.

Au Sable Institute of Environmental Studies

The Au Sable Institute (<http://ausable.org>) serves evangelical Christian colleges by offering environmental studies in a natural environment at multiple sites in the United States and in other countries. Azusa Pacific University students may attend the institute as part 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.

Requirements

- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major must be maintained.
- A student must complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
Biology		
BIOL 151	General Biology I ¹	4
BIOL 152	General Biology II	4
BIOL 240	Biology of Microorganisms	4
BIOL 280	Cell Biology	4
BIOL 300	Genetics ⁴	4
BIOL 496	Writing 3: Ethics and the Sciences ²	3
Chemistry		
CHEM 151	General Chemistry I ^{1,3}	4
CHEM 152	General Chemistry II	4
CHEM 251 & CHEM 261	Organic Chemistry: Theory I and Organic Chemistry - Lab	4
CHEM 252 & CHEM 262	Organic Chemistry: Theory II and Organic Chemistry - Lab	4
Mathematics		
MATH 165	Calculus I ³	3

MATH 166	Calculus II ³	3
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Physics

Select one of the following:	8-10
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PHYC 151 & PHYC 152	Physics for Life Sciences I and Physics for Life Sciences II ^{1, 3}
PHYC 161 & PHYC 162	Physics for Science and Engineering I and Physics for Science and Engineering II ^{1, 3}

Additional upper-division courses (See below)	18-19
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Total Units	71-74
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¹ Meets the General Education Natural Sciences requirement: BIOL 151 (p.), CHEM 151, (p.) PHYC 151, and PHYC 161.

² Meets the General Education Writing 3 requirement.

³ This course may be waived with an appropriate Advanced Placement test score.

⁴ Meets the General Education Integrative and Applied Learning requirement.

Ecological Emphasis (additional upper-division courses)

Select 18-19 additional units of 300- or 400-level BIOL courses, as follows:

Code	Title	Units
BIOL 320	Ecology ¹	4
BIOL 435	Stewardship Ecology	3

Units from field-study program ²	4
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Additional units from field-study program or: ³	4
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BIOL 336	Vertebrate Biology
BIOL 340	Invertebrate Biology
BIOL 350	Mammalian Physiology
BIOL 365	Plant Biology

Select at least 3 additional units from the following:	3-4
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BIOL 336	Vertebrate Biology
BIOL 340	Invertebrate Biology
BIOL 346	Regional Human Anatomy
BIOL 350	Mammalian Physiology
BIOL 365	Plant Biology

Or approved (by department chair) topics in:

BIOL 495	Advanced Topics in Biology
BIOL 498	Directed Research ⁴

Total Units	18-19
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¹ Meets the General Education Civic Knowledge and Engagement requirement.

² Four units from an approved, off-campus field-study program such as the Au Sable Institute described above.

³ Up to 4 additional units from an approved, off-campus field-study program.

⁴ Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, and BIOL 498 for elective credit.

Microbiological Emphasis (additional upper-division courses)

Select 18 additional units of 300- or 400-level BIOC or BIOL courses, as follows:

Code	Title	Units
BIOL 494	Advanced Topics in Biology (Immunology)	4

Select one of the following:	4
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BIOC 360	Principles of Biochemistry ¹
BIOC 270	Biomolecular Chemistry ¹

Select 10 additional units from the following (must include at least one 4-unit course):	10
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BIOC 370	Biomolecular Metabolism ¹
BIOL 342	Medical Microbiology ²

BIOL 395	Biological Science Internship ³	
BIOL 410	Molecular Biology	
BIOL 495	Advanced Topics in Biology (Molecular and Biochemical Basis of Disease)	
BIOL 495	Advanced Topics in Biology (Parasitology and/or Virology)	
BIOL 498	Directed Research ⁴	
Total Units		18

¹ Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

² Can be applied toward Clinical Microbiology Scientist license.

³ Approved internship in the microbiology area.

⁴ Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, and BIOL 498 for elective credit.

Molecular Emphasis (additional upper-division courses)

Select 18 additional units of 300- or 400-level BIOC or BIOL courses, as follows:

Code	Title	Units
BIOL 410	Molecular Biology	4
Select one of the following:		4
BIOC 360	Principles of Biochemistry ¹	
BIOC 270	Biomolecular Chemistry ¹	
Select 10 additional units from the following (must include at least one additional 4-unit course):		10
BIOL 370	Biomolecular Metabolism (credit will not be given for both BIOC 360 and BIOC 370) ¹	
BIOL 320	Ecology ²	
BIOL 326	Neurobiology ⁴	
BIOL 336	Vertebrate Biology	
BIOL 340	Invertebrate Biology	
BIOL 342	Medical Microbiology	
BIOL 346	Regional Human Anatomy	
BIOL 350	Mammalian Physiology	
BIOL 365	Plant Biology	
BIOL 390	Pre-health Seminar ³	
BIOL 391	Medical Missions Practicum ³	
BIOL 395	Biological Science Internship	
BIOL 435	Stewardship Ecology	
BIOL 440	Developmental Biology	
BIOL 465	Practicum and Topics in Allied Health ⁴	
BIOL 490	Biology Seminar ³	
BIOL 495	Advanced Topics in Biology	
BIOL 497	Readings ³	
BIOL 498	Directed Research ³	
BIOL 498H	Directed Research- Honors ³	
Total Units		18

¹ Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

² Meets the General Education Civic Knowledge and Engagement requirement.

³ Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, and BIOL 498 for elective credit.

⁴ Meets the General Education Integrative and Applied Learning requirement.

Neurobiological Emphasis (additional upper-division courses)

Select 18 additional units of 300- or 400-level BIOC or BIOL courses, as follows:

Code	Title	Units
BIOL 326	Neurobiology ³	4
Select one of the following:		4
BIOC 360	Principles of Biochemistry ¹	
BIOL 350	Mammalian Physiology	
Select 10 additional units from the following (must include at least one additional 4-unit course): ²		10
BIOC 360	Principles of Biochemistry ¹	
BIOC 270	Biomolecular Chemistry ¹	
BIOC 370	Biomolecular Metabolism ¹	
BIOL 336	Vertebrate Biology	
BIOL 340	Invertebrate Biology	
BIOL 342	Medical Microbiology	
BIOL 346	Regional Human Anatomy	
BIOL 350	Mammalian Physiology	
BIOL 390	Pre-health Seminar ²	
BIOL 391	Medical Missions Practicum ²	
BIOL 395	Biological Science Internship	
BIOL 410	Molecular Biology	
BIOL 440	Developmental Biology	
BIOL 465	Practicum and Topics in Allied Health ³	
BIOL 490	Biology Seminar ²	
BIOL 495	Advanced Topics in Biology	
BIOL 497	Readings ²	
BIOL 498	Directed Research ²	
BIOL 498H	Directed Research- Honors ²	
Total Units		18

¹ Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

² Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, and BIOL 498 for elective credit.

³ Meets the General Education Integrative and Applied Learning requirement.

Organismal Emphasis (additional upper-division courses)

Select 18 additional units of 300- or 400-level BIOC or BIOL courses, as follows:

Code	Title	Units
Select two of the following (only one of BIOL 336 and BIOL 346 may count toward this requirement):		8
BIOL 320	Ecology ¹	
BIOL 326	Neurobiology ⁴	
BIOL 336	Vertebrate Biology	
BIOL 346	Regional Human Anatomy	
BIOL 350	Mammalian Physiology	
BIOL 365	Plant Biology	
Select 10 additional units from the following (must include at least one additional 4-unit course): ²		10
BIOC 360	Principles of Biochemistry ³	
BIOC 270	Biomolecular Chemistry ³	
BIOC 370	Biomolecular Metabolism ³	
BIOL 320	Ecology ¹	
BIOL 326	Neurobiology ⁴	
BIOL 336	Vertebrate Biology	
BIOL 340	Invertebrate Biology	
BIOL 342	Medical Microbiology	
BIOL 346	Regional Human Anatomy	

BIOL 350	Mammalian Physiology
BIOL 365	Plant Biology
BIOL 390	Pre-health Seminar ²
BIOL 391	Medical Missions Practicum ²
BIOL 395	Biological Science Internship
BIOL 410	Molecular Biology
BIOL 435	Stewardship Ecology
BIOL 440	Developmental Biology
BIOL 465	Practicum and Topics in Allied Health ¹
BIOL 490	Biology Seminar ²
BIOL 495	Advanced Topics in Biology
BIOL 497	Readings ²
BIOL 498	Directed Research ²
BIOL 498H	Directed Research- Honors ²

Total Units

18

- ¹ Meets the General Education Civic Knowledge and Engagement requirement.
- ² Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 490, BIOL 497, and BIOL 498 for elective credit.
- ³ Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of biology.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their biology vocation.

Biology Minor

- The minimum prerequisites for the biology minor are a *B-* in CHEM 103, or a *B* in one year of high school chemistry; a *B-* in BIOL 103, or a *B* in one year of high school biology; and a *B-* in MATH 110 or equivalent. Students may not earn a biology minor if they are majoring in allied health or biochemistry.
- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major must be maintained.
- A student must complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
Lower-division Requirements		20
BIOL 151	General Biology I ¹	
BIOL 152	General Biology II	
CHEM 151	General Chemistry I ^{1,2}	
BIOL 240	Biology of Microorganisms	
BIOL 280	Cell Biology	
Upper-division Electives		6
Choose electives from the following list. These may not include units used to fulfill requirements of the student's major.		
BIOL 300	Genetics ⁴	
BIOL 320	Ecology ³	

BIOL 326	Neurobiology ⁴
BIOL 336	Vertebrate Biology
BIOL 342	Medical Microbiology
BIOL 350	Mammalian Physiology
BIOL 365	Plant Biology
BIOL 395	Biological Science Internship
BIOL 410	Molecular Biology
BIOL 435	Stewardship Ecology
BIOL 440	Developmental Biology
BIOL 495	Advanced Topics in Biology
BIOL 497	Readings
BIOL 498	Directed Research

Total Units

26

- ¹ Meets the General Education Natural Science requirement.
- ² This course may be waived with an appropriate Advanced Placement test score.
- ³ Meets the General Education Civic Knowledge and Engagement requirement.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.

Chemistry Major

65-67 units

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 also fundamental to interdisciplinary fields such as biochemistry, ecology, medicine, pharmacology, and environmental toxicology. The department offers CHEM 101, which meets General Education requirements and educates students not only in basic chemical principles, but also in how chemistry impacts the planet.

The core requirements of the chemistry major (<http://www.apu.edu/clas/programs/chemistry-major>) include a year each of general chemistry, organic chemistry, analytical chemistry (Quantitative Analysis and Instrumental Analysis), and physical chemistry. The remaining 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, an off-campus internship in industry, or a project in which the student pursues one of his/her own ideas.

The chemistry major is excellent preparation for graduate studies 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, or pharmacology.

Examples of careers students pursue 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 management (p. 546)), 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.

Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.

Requirements

- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major must be maintained.
- A student must complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
Chemistry		
BIOC 270	Biomolecular Chemistry	4
BIOL 496	Writing 3: Ethics and the Sciences ¹	3

CHEM 151	General Chemistry I ^{2,3}	4
CHEM 152	General Chemistry II ³	4
CHEM 251 & CHEM 261	Organic Chemistry: Theory I and Organic Chemistry - Lab	4
CHEM 252 & CHEM 262	Organic Chemistry: Theory II and Organic Chemistry - Lab	4
CHEM 300 & CHEM 310	Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory	4
CHEM 320 & CHEM 330	Instrumental Analysis: Theory and Instrumental Analysis - Lab ⁴	4
CHEM 401 & CHEM 411	Physical Chemistry I and Physical Chemistry I Lab	4
CHEM 402 & CHEM 412	Physical Chemistry II and Physical Chemistry II Lab	4
CHEM 461	Inorganic Chemistry	3
Select at least 6 units from the following:		6
BIOC 370	Biomolecular Metabolism	
BIOC 390	Physical Biochemistry	
CHEM 395	Chemical Science Internship ⁵	
CHEM 451	Advanced Organic Chemistry	
CHEM 495	Advanced Topics in Chemistry	
CHEM 498	Directed Research ⁵	
MATH 270	Ordinary Differential Equations	
Mathematics		
MATH 165	Calculus I ³	3
MATH 166	Calculus II ³	3
MATH 268	Multivariable Calculus	3
Physics		
Select one of the following:		8-10
PHYC 151 & PHYC 152	Physics for Life Sciences I and Physics for Life Sciences II ^{2,3}	
PHYC 161 & PHYC 162	Physics for Science and Engineering I and Physics for Science and Engineering II ^{2,3}	
Total Units		65-67

- ¹ Meets the General Education Writing 3 requirement.
- ² Meets the General Education Natural Sciences requirement.
- ³ This course may be waived with an appropriate Advanced Placement test score.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Up to 3 units of CHEM 395 and/or CHEM 498 can be counted toward graduation.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of chemistry.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their chemistry vocation.

Chemistry Minor

- The minimum prerequisites for the chemistry minor are a *B-* in CHEM 103 or a *B* in one year of high school chemistry, and a *B-* in MATH 110 or equivalent (e.g., a score of 65 on ALEKS).
- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a *C-* or better before taking the course (except as noted in the course description).
- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major must be maintained.
- A student must complete each BIOC, BIOL, or CHEM course with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.

Code	Title	Units
CHEM 151 & CHEM 152	General Chemistry I and General Chemistry II ^{1,2}	8
CHEM 251 & CHEM 252	Organic Chemistry: Theory I and Organic Chemistry: Theory II	6
CHEM 261 & CHEM 262	Organic Chemistry - Lab and Organic Chemistry - Lab	2
Upper-division Chemistry Electives		7
Elective units are to be chosen from the following list. These 7 units may not include units used to fulfill requirements of the student's major.		
BIOC 360 or BIOC 270 or BIOC 370	Principles of Biochemistry Biomolecular Chemistry Biomolecular Metabolism	
CHEM 300 & CHEM 310	Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory	
CHEM 320 & CHEM 330	Instrumental Analysis: Theory and Instrumental Analysis - Lab ³	
BIOC 390	Physical Biochemistry	
CHEM 401	Physical Chemistry I	
CHEM 402	Physical Chemistry II	
CHEM 411	Physical Chemistry I Lab	
CHEM 412	Physical Chemistry II Lab	
CHEM 451	Advanced Organic Chemistry	
CHEM 461	Inorganic Chemistry	
CHEM 495	Advanced Topics in Chemistry	

Total Units

23

- ¹ Meets the General Education Natural Science requirement.
- ² This course may be waived with an appropriate Advanced Placement test score.
- ³ Meets the General Education Integrative and Applied Learning requirement.

Department of Engineering and Computer Science

The Department of Engineering and Computer Science (<https://www.apu.edu/clas/computerscience>) offers majors in engineering (p. 206), computer science (p. 204), computer information systems (p. 196), and minors in computer science (p. 209) and computer information systems (p. 208).

Mission

The primary missions of the Department of Engineering and Computer Science at Azusa Pacific University are:

1. To offer exemplary undergraduate degree programs in engineering, computer science, and computer information systems;
2. To provide computer programming and technology courses for nonmajors;
3. To prepare students for graduate study and success in their chosen careers; and
4. To assist students in applying their knowledge and skills in service to society based on an understanding of Christian truth and values.

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. A new engineering lab is under development.

Although the university provides extensive computer lab facilities for student use, each student is encouraged to purchase a personal computer, as students with their own computers have a definite advantage in using and applying engineering and computer science instruction.

Majors

- Computer Information Systems (p. 196)
- Computer Science (p. 204)
- Engineering (p. 206)

Minors

- Computer Information Systems (p. 208)
- Computer Science (p. 209)

CS 100, Introduction to Programming, 3 Units

Students in this course are introduced to basic programming concepts using a suitable and modern programming language, with a strong emphasis on problem solving through programming fundamentals such as variables, expressions, data types, branching, loops, functions, lists, dictionaries, and file input/output. Although the course may use an object-oriented language, object-oriented principles are not covered, as the course is intended to provide non-computer-science majors the tools needed to be successful in carrying out common programming tasks in their fields, such as basic scripting, data analysis, and automation. In-class exercises and several programming projects are included.

Corequisite: MATH 110

CS 120, Introduction to Computer Science I, 4 Units

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. The object-oriented language, Java, is used, and attendance at a weekly computer lab is required. Students complete a number of programming projects. Students are also instructed on how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480), Oral Communication (CS 120+ENGR 240+ENGR 480).*

Prerequisite: MATH 110 (may be taken concurrently) or proven competence in college algebra.

CS 125, Introduction to Computer Science II, 4 Units

Lecture, 3 hours; Lab, 3 hours: This course is a continuation of object-oriented programming and other topics from CS 120. It also provides an introduction to arrays, inheritance, file I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Lab is required. Students complete a number of programming projects.

Prerequisite: CS 120

CS 150, Operating Systems, 3 Units

This course provides an introduction to the basic functions of modern operating systems, including 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.

Prerequisite: CS 120

CS 160, Discrete Structures, 3 Units

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.

Prerequisite: MATH 150

CS 205, Microcomputer Software Tools, 3 Units

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 230, Systems Programming and Operating Systems, 3 Units

This course provides an in-depth study of systems programming using the C language and Linux operating system. Applications include programming projects in threads, signals, memory, and critical sections. It also 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.

Prerequisite: CS 125

CS 240, Assembly Language Programming, 3 Units

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 125

CS 260, Algorithms and Data Structures, 3 Units

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 125, and CS 160 or MATH 280.

CS 290, Database Management Systems, 3 Units

This course covers database concepts; relational and nonrelational database systems; database environment, theory, and applications; and design, development, and implementation of database systems. Students develop a practical database project utilizing a popular database development system, and generate user interfaces and reports. Students also learn how to make persuasive technical arguments concerning common database tradeoffs that must be considered when choosing a database in a real-world project, and are instructed on how to effectively communicate technical matters orally.

Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).

Prerequisite: CS 125, and CS 160 or MATH 280.

CS 315, Fundamentals of Network Administration, 3 Units

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 125

CS 325, Telecommunications and Interfacing, 3 Units

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 125

CS 360, Computer Architecture and Organization, 3 Units

This course covers the architecture and organization of computer systems, including hardware/software design considerations, implementation, interrelationships, and performance. Fundamentals of assemblers and assembly language programming using the MIPS instruction set are included, as is the use of combinational and sequential logic in the components of CPUs, buses, and interfaces. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include CISC and RISC, as well as multiprocessor systems. Students also take part in several programming and modeling projects that model key computer architecture components.

Prerequisite: CS 260 or ENGR 240

CS 363, Web Programming, 3 Units

This course is a 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. The concepts, principles, procedures, methods, tools, and techniques used in the development and management of internet websites are covered, including 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 internet projects, serves on a development team, and implements part of one major term project.

Prerequisite: CS 125

CS 370, Compiler Construction, 3 Units

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 multistack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization.

Prerequisite: CS 260

CS 430, Artificial Intelligence, 3 Units

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. Some of the specific topics included in this course are search (informed, uninformed, adversarial, etc.), constraint satisfaction problems (CSPs), knowledge representation, probabilistic modeling and machine learning. Significant programming projects are assigned to enforce student's abilities to apply course algorithms and knowledge.

Prerequisite: CS 260

CS 435, Advanced Database Application Programming, 3 Units

PL/SQL, Oracle's programming language for stored procedures, delivers a world of possibilities for your database programs. PL/SQL supplements the standard relational database language, SQL, with a wide range of procedural features, including loops, IF-THEN statements, procedures, functions, packages, and database triggers—all closely integrated with the Oracle database server. The Oracle PL/SQL language is a flexible procedural extension to SQL and increases productivity, performance, scalability, portability, and security. In this course, students gain the practical knowledge to write PL/SQL programs, and learn to build stored procedures, design and execute modular applications, and increase the efficiency of data movement.

Prerequisite: CS 290

CS 440, Mobile App Development, 3 Units

This course provides an introduction to mobile app development, with students building several cross-platform apps using cutting-edge technologies that target the Android and iOS operating systems. Topics include authentication, component creation and layout, state management, HTTP/API requests, push notifications, navigation, datastore (or database) connection, and server-side programming using cloud-based server/serverless infrastructure.

Prerequisite: CS 260

CS 452, Internet of Things, 3 Units

This course covers the fundamental aspects of the Internet of Things (IoT), including devices, protocols, security, and product development. Through hands-on labs and projects, students develop the ability to build IoT devices and systems, and a final project showcases their ability to plan, design, and execute their own IoT devices and systems. Students become proficient in embedded programming, cross-compilation, web servers and clients, basic digital electronics, communications protocols, and special programming techniques.

Prerequisite: CS 125, and CS 230 or ENGR 240.

CS 455, Numerical Analysis, 3 Units

Numerical and approximation methods are covered, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.

Prerequisite: MATH 167, MATH 295, and CS 120

CS 460, Software Project, 3 Units

Each student in this course completes an independent project in the development of a nontrivial software system for an application of the student's choice.

Prerequisite: CS 260 and CS 290; or instructor permission

CS 465, Team Software Project, 1-3 Units

The team of students in this course completes the development of a nontrivial software system for an application of their choosing.

Prerequisite: CS 125 or instructor consent.

CS 470, Software Engineering, 3 Units

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. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: CS 260, CS 290 and at least 32 computer science units

CS 480, Senior Capstone Project, 3 Units

The primary goal for students in this course is to implement a major team-based software product based on their own software documentation and planning from the previous semester. As a secondary goal, students study and practice software engineering concepts, principles, and methodologies relevant to the implementation phase of software engineering. Students also learn how to prepare and present a technical demo aimed at "selling" their product. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*

Prerequisite: CS 470; and CS 363 or CS 440

CS 484, Cyber Security, 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes "learning by doing," requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.

Prerequisite: CS 230, CS 260

CS 491, Computer Science Internship, 1-3 Units

This course provides practical experience to students in computer science and computer information systems as they complete a computer science internship in a nonacademic facility, preferably off campus but under the joint supervision of a computer science faculty member and an outside mentor. A total of 3 units is required to satisfy the General Education Integrative and Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Sophomore standing in computer science major, and department preapproval.

CS 495, Topics in Computer Science, 3 Units

This course presents timely and new topics in computer science, with different material covered each time the course is offered. Most topics require prerequisites, which vary according to the topic. The course may be repeated for credit.

Prerequisite: Department consent (note course description).

CS 496, Writing 3: Ethics in Computer Science, 3 Units

This is a writing course that will provide you with the skills to write in several genres that are relevant to computer science such as resumes, cover letters, professional memos, research proposals. Since reading is a good way to learn to write, reading assignments are given on the topics of writing and ethics which are both applied to computer science. Weekly writing assignments based upon the reading are also required. The course culminates in a portfolio of the writing the students have accomplished through the semester. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Senior Standing and 30 credits in ECS, and Writing 2 (or equivalent)

CS 497, Readings, 1-4 Units

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 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

CS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

ENGR 101, Introduction to Engineering, 3 Units

Students in this course 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. This course also covers the impact of engineering solutions in global, economic, and societal contexts; case studies of effective civic, governmental, and social engagement by engineers; and engineering ethics.

ENGR 110, STEM as Vocation, 3 Units

This course explores two topics. The first topic is methods to apply STEM skills to solve real world challenges that have positive social impact. During your college education you will learn technical skills that can be applied for positive impact on the lives of those around you (near and globally) and to further God's Kingdom here on Earth. The second topic in this course is the exploration of intercultural skills. This is important since you will be required to work with individuals of diverse ethnic backgrounds and you may have to work across cultures. In addition, we live in a multi-ethnic society so developing these types of capabilities is a valuable life skill. *Meets the General Education Requirement: Intercultural Competence.*

ENGR 150, Introduction to Mechanics, 3 Units

This course develops in science and engineering students an understanding of forces, moments, and the states and conditions of equilibrium of rigid bodies. It also provides useful and practical insights into internal forces and friction. Further, this course deals with the motion of bodies under the action of forces with two parts: 1) kinematics, the study of motion without reference to the forces that cause motion; and 2) kinetics, which relates the action of forces on bodies to their resulting motions.

Prerequisite: MATH 161 or MATH 165, PHYC 161

ENGR 210, Engineering Thermodynamics, 3 Units

In this course students will learn classical thermodynamics and its engineering applications. Topics include energy and its transfer, properties of pure substances, 1st and 2nd laws of thermodynamics, control volume, irreversibility and availability, gas power cycles, vapor and combined power cycles, and refrigeration.

Prerequisite: PHYC 162, MATH 162 or MATH 166

ENGR 215, Electrical Circuits and Systems, 4 Units

This course covers resistive circuits with dependent and independent sources, node and loop analyses, reactive elements and circuits, steady state solution for RLC circuits with sinusoidal inputs, resistive and reactive power, three-phase systems, motors and generators, time domain analysis of circuits, transient responses, Laplace transforms, and Fourier series. Laboratory exercises include steady state and transient circuits design and measurements.

Prerequisite: MATH 166

ENGR 240, Digital Logic Systems, 4 Units

This course covers Boolean algebra, Karnaugh maps, logic gates, combinational circuit design, sequential circuits analysis and design, Register, and counter and memory system analysis and design, as well as laboratory experiments with TTL logic gates, flip-flops, and counters. Students are also instructed on how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+ENGR 240+ENGR 480).*

Prerequisite: CS 120

ENGR 245, Electronics, 4 Units

This course covers amplifier basics; multistage, feedback, and operational amplifiers; wave-shaping and waveform generation; digital electronics; bipolar and CMOS logic; and switching circuits. Laboratory exercises include significant design experience.

ENGR 271, Advanced Math for Engineers, 4 Units

This course is an introduction to topics in advanced mathematics necessary in most engineering fields. Beginning with key concepts in vector calculus and matrix algebra, the course also covers orthogonal functions, Fourier series, boundary-value problems in several coordinate systems, and the integral transform method. Additional topics may include partial differential equations and complex analysis.

Prerequisite: MATH 270

ENGR 281, Statics, 3 Units

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

ENGR 282, Dynamics, 3 Units

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.

Prerequisite: PHYC 162, PHYC 281 or instructor consent

ENGR 284, Materials, 3 Units

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

ENGR 310, Discrete Systems Modeling and Simulation, 3 Units

Discrete systems consist of processes in which discrete events occur at asynchronous times. In discrete systems, events in any component of the system may affect future events in other system components. Models of discrete systems account for the occurrences of events and the conditions necessary for events to occur. This course deals with construction of models for discrete systems, theory for the behavior of the discrete system and its components, and use of simulation software to examine the behavior of discrete systems. Topics will include modeling techniques, introduction to queueing theory, random number generation, discrete event simulation, Monte Carlo simulation, simulated data analysis, and simulation variance reduction techniques.

Prerequisite: MATH 361; CS 120

ENGR 325, Control Systems, 3 Units

This course introduces systems and their modeling and control, exploring open- and closed-loop control, feedback, transfer functions, signal flow graphs, stability, and root locus methods. Frequency response methods and Nyquist and Bode diagrams are used for system representation. PID compensators, state-space representation, and digital implementation of control systems are also studied.

Prerequisite: ENGR 215 and MATH 270.

ENGR 335, Embedded Systems, 4 Units

Embedded systems are found in most computing systems outside of traditional desktop/laptop/server computers, such as in cars, household appliances, handheld electronics, video game consoles, and wearable technologies. This course provides an introduction to programming embedded systems, covering fundamental topics such as timing diagrams, basic coding operations and datatypes (e.g., binary, hexadecimal, bitwise/shift operators, etc.), state machines (synchronous and concurrent), I/O, and peripheral connections. Laboratory experience includes microprocessor-based design projects with real hardware and electronic components.

Prerequisite: CS 125

ENGR 340, Digital Signal Processing, 3 Units

Students in this course learn about discrete-time and sampled-data signals and systems, and their representations using z-transforms, as well as digital filters, FIR and IIR filters, stability, and round-off errors. They design different types of digital filters such as Butterworth, Chebyshev, and others. The basics of discrete Fourier transforms and the fast Fourier transform (FFT) algorithm are introduced.

Prerequisite: ENGR 215

ENGR 345, Systems Engineering Principles, 3 Units

This course explores the foundations of systems engineering processes and practices, including basic systems engineering processes and the roles of systems engineering professionals in a global business environment, as well as a discussion of current systems issues. It also covers the principles of mechanical drawing and computer-aided design (CAD) for systems engineering applications.

Prerequisite: ENGR 325

ENGR 350, Computer Networks, 3 Units

This course introduces the basics of computer networks, including the seven-layer ISO model for networks, with layers 2, 3, and 4 studied in detail. Medium access control protocols and TCP/IP are presented, as well as wireless LAN standards. An introduction to emerging wireless networks is also included.

Prerequisite: ENGR 215, MATH 361

ENGR 360, Computer Architecture and Organization, 4 Units

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 CISC and RISC, as well as multiprocessor systems.

Prerequisite: CS 125, CS 240, and CS 260

ENGR 370, Cyber Physical Systems Security [Proposed], 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes "learning by doing," requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.

Prerequisite: CS 260

ENGR 380, Systems Design, 3 Units

This course examines the techniques for developing, analyzing and portraying design and life cycle systems requirements. Students will apply the principles of system design to real-world systems. Students will learn the use of tools and techniques including Quality Function Deployment and Enhanced Block Flow Diagrams.

Prerequisite: ENGR 101, ENGR 150, ENGR 210, ENGR 245

ENGR 390, Green Power Systems, 3 Units

Electric power is regarded as a necessity for modern culture, yet it is also widely recognized that the generation of electric power must be performed in a way that is ecologically responsible. This course provides students with the knowledge to design electric power systems that use energy from natural sources such as sunlight, wind, rain, tides, plants, algae, and geothermal heat. The design approach is from the system level down to the components.

ENGR 410, Engineering Management and Economics, 3 Units

This course examines strategies for management during all phases during the lifecycle of an engineering project, including initial planning, implementation, assessment, and termination. Management strategies include resource allocation, budgeting, performance monitoring, and optimizing cost and time. Economic principles including time value of money and cash flows will be applied to management topics. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: ENGR 380

ENGR 420, Decision and Risk Analysis, 3 Units

This Decision and Risk Analysis course addresses the various types of real-life assessment that must be conducted in order for a large-scale engineering project to be successful. Types of assessment that will be studied include reliability, probability of risk, decision analysis, and cost-benefit analysis. The decision-making process that accompanies these assessments must be conducted in the presence of significant uncertainty. Hence, this course will review basic principles of probability theory and statistics. Finally, because large-scale engineering projects involve a significant budget, the engineer must be conversant in the language of money, public policy, and economics. Hence this course includes a vitally important section on 'cost-benefit' analysis.

Prerequisite: MATH 361 and CS 120

ENGR 470, Senior Design Project I, 2 Units

First part of a two-semester engineering design project experience. Group-based projects and industrial sponsorship are strongly encouraged. A complete and fully documented design solution is expected at the end of this course. Use of oral and written professional communications skills is emphasized.

Prerequisite: Senior standing in the Engineering program, and instructor consent

ENGR 480, Senior Design Project II, 2 Units

This course involves the implementation of the design developed in ENGR 470, including prototyping and testing. Students are also instructed on how to prepare and present a technical demo aimed at "selling" their product. *Meets the General Education Requirement: Oral Communication (CS 120+ENGR 240+ENGR 480).*

Prerequisite: ENGR 470

ENGR 491, Engineering Internship, 1-3 Units

This course provides practical experience in engineering, with students completing a semester-long engineering project under the joint supervision of an engineering faculty member and an outside mentor. A total of 3 units are required to satisfy the General Education Integrative & Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Sophomore standing in the Engineering program, and department consent

ENGR 495, Topics in Engineering, 1-3 Units

This course presents timely and new topics in engineering. Different material is covered each time the course is offered. The course may be repeated for credit. Most topics require prerequisites, which vary according to the topic.

Prerequisite: Department Consent

ENGR 496, Writing 3: Engineering Management, Economics, and Ethics, 3 Units

This course teaches engineering program management, economics, and ethics fundamentals such as program planning, control strategies, risk assessment, work breakdown structures, and costing options, including their economic and ethical implications. The assignments for this class also teach professional writing in the field of engineering. This is accomplished using reading about technical writing, multiple writing exercises on the topic of engineering management, economics, and ethics. Interaction with other students in the process of writing, revising, editing, and proofreading is an integral part of the course. Each student will accumulate a portfolio through the semester from the various engineering management, economics, and ethics writing assignments. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Senior standing in ENGR program and C- or better in Writing 2.

Faculty

Department Chair

George Thomas (<http://www.apu.edu/faculty/gthomas>), Ph.D., Engineering

Professor

George Thomas (<http://www.apu.edu/faculty/gthomas>), Ph.D., Engineering

Associate Professor

Daniel Grissom (<http://www.apu.edu/faculty/dgrissom>), Ph.D., Computer Science

Assistant Professors

Alex Sumarsono (<http://www.apu.edu/faculty/asumarsono>), Ph.D., Engineering

Rick Sturdivant (<http://www.apu.edu/faculty/ricksturdivant>), Ph.D., Engineering

James Yeh (<http://www.apu.edu/faculty/hyeh>), Ph.D., Computer Science

Instructor

Rod Ulrich (<http://www.apu.edu/faculty/rulrich>), M.S., Lab Manager

Affiliated Faculty

Enson Chang (<http://www.apu.edu/faculty/echang>), Ph.D., Assistant Professor of Physics

Edwin Ding (<http://www.apu.edu/faculty/eding>), Ph.D., Associate Professor of Mathematics

Andre Harmse (<http://www.apu.edu/faculty/jharmse>), Ph.D., Assistant Professor of Mathematics

Theodore Szeto (<http://www.apu.edu/faculty/tszeto>), Ph.D., Associate Professor of Mathematics

Faculty Emeriti

Samuel Sambasivam (<http://www.apu.edu/faculty/ssambasivam>), Ph.D., Computer Science

Computer Information Systems Major

63 units

The Computer Information Systems(CIS) Major (<https://www.apu.edu/clas/programs/computer-information-systems-major>) provides an educational foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as 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, IS undergraduate curriculum focuses on managing information systems (the business side of IS); APU's CIS program emphasizes the application of computer technology to information systems.

To be successful in this major, knowledge of operating systems, computer networks, and database applications is recommended.

Career Opportunities

The Bachelor of Science in Computer Information Systems prepares students for advanced studies in such fields as computer information systems, computer engineering, computer security, and telecommunications.

The CIS program also offers internship opportunities to prepare students for careers following graduation. Students connect with internships at several local, national, and international businesses and organizations, and these organizations regularly return to APU seeking students for internships and employment. Employment opportunities in the areas of system networking, database management, telecommunication, and web programming are in abundance.

Requirements

Computer information systems students are required to have a laptop for classroom work. In addition to the General Education requirements, a minimum of 47 computer information systems units, 6 mathematics units, and 10 business units (for a total of 63 units) are required for the Bachelor of Science in Computer Information Systems.

Code	Title	Units
CIS Core Courses ¹		
CS 120	Introduction to Computer Science I ^{F/S, 2}	4
CS 125	Introduction to Computer Science II ^{F/S}	4
CS 160	Discrete Structures ^{F/S}	3
CS 230	Systems Programming and Operating Systems ^F	3
CS 260	Algorithms and Data Structures ^{F/S}	3
CS 290	Database Management Systems ^{F/S, 2}	3
CS 325	Telecommunications and Interfacing ^S	3
CS 470	Software Engineering ^{F, 3}	3
CS 480	Senior Capstone Project ^{S, 2}	3
CS 491	Computer Science Internship ^{F/S, 3}	3
Select at least one of the following (if both are selected, one will count as an elective)		3
CS 363	Web Programming ^S	
CS 440	Mobile App Development ^F	
Upper-division CIS Elective Courses ⁴		
Select four of the following:		12
BUSI 311	Quantitative Analysis for Management	
CS 240	Assembly Language Programming ^S	
CS 315	Fundamentals of Network Administration ^F	
CS 360	Computer Architecture and Organization ^F	
CS 363	Web Programming (If not taken as core)	
CS 370	Compiler Construction	
CS 430	Artificial Intelligence ^F	
CS 435	Advanced Database Application Programming	

CS 440	Mobile App Development (If not taken as core) ^F	
CS 452	Internet of Things ^S	
CS 455	Numerical Analysis ^S	
CS 495	Topics in Computer Science	
ENGR 240	Digital Logic Systems ^{F, 2}	
ENGR 335	Embedded Systems	
ENGR 350	Computer Networks	
Math Courses		
MATH 130	Introduction to Statistics ^{F/S, 5}	3
MATH 151	Applied Calculus I ^{F/S}	3
Business Courses		
ACCT 120	Principles of Accounting I	4
BUSI 240	Introduction to Information Systems	3
MGMT 210	Principles of Management	3
Total Units		63

- 1 The Writing 2 course provided, but not required, by the Department of Engineering and Computer Science is WRIT 242.
- 2 Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).
- 3 Meets the General Education Integrative and Applied Learning requirement.
- 4 The department recommends these computer information systems electives, but students may take any upper-division CS course (numbered 300 or above) to fulfill the requirement.
- 5 Meets the General Education Quantitative Literacy requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Students should enroll in CS 120 in their first semester of attendance within the department. It is also imperative that students determine which math course they qualify for and enroll in that course their first semester, continuing with all math courses until they have completed math requirements for the CIS program. If the student does not know which math course they qualify for, they should contact the Learning Enrichment Center (<http://www.apu.edu/lec/placement>) at (626) 815-3849 to make an appointment for placement testing.

Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) **and/or the Academic Success Center** (<http://www.apu.edu/advising>) **for all General Education advising.**

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

CS 100, Introduction to Programming, 3 Units

Students in this course are introduced to basic programming concepts using a suitable and modern programming language, with a strong emphasis on problem solving through programming fundamentals such as variables, expressions, data types, branching, loops, functions, lists, dictionaries, and file input/output. Although the course may use an object-oriented language, object-oriented principles are not covered, as the course is intended to provide non-computer-science majors the tools needed to be successful in carrying out common programming tasks in their fields, such as basic scripting, data analysis, and automation. In-class exercises and several programming projects are included.

Corequisite: MATH 110

CS 120, Introduction to Computer Science I, 4 Units

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. The object-oriented language, Java, is used, and attendance at a weekly computer lab is required. Students complete a number of programming projects. Students are also instructed on how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480), Oral Communication (CS 120+ENGR 240+ENGR 480).*

Prerequisite: MATH 110 (may be taken concurrently) or proven competence in college algebra.

CS 125, Introduction to Computer Science II, 4 Units

Lecture, 3 hours; Lab, 3 hours: This course is a continuation of object-oriented programming and other topics from CS 120. It also provides an introduction to arrays, inheritance, file I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Lab is required. Students complete a number of programming projects.

Prerequisite: CS 120

CS 150, Operating Systems, 3 Units

This course provides an introduction to the basic functions of modern operating systems, including 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.

Prerequisite: CS 120

CS 160, Discrete Structures, 3 Units

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.

Prerequisite: MATH 150

CS 205, Microcomputer Software Tools, 3 Units

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 230, Systems Programming and Operating Systems, 3 Units

This course provides an in-depth study of systems programming using the C language and Linux operating system. Applications include programming projects in threads, signals, memory, and critical sections. It also 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.

Prerequisite: CS 125

CS 240, Assembly Language Programming, 3 Units

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 125

CS 260, Algorithms and Data Structures, 3 Units

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 125, and CS 160 or MATH 280.

CS 290, Database Management Systems, 3 Units

This course covers database concepts; relational and nonrelational database systems; database environment, theory, and applications; and design, development, and implementation of database systems. Students develop a practical database project utilizing a popular database development system, and generate user interfaces and reports. Students also learn how to make persuasive technical arguments concerning common database tradeoffs that must be considered when choosing a database in a real-world project, and are instructed on how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*

Prerequisite: CS 125, and CS 160 or MATH 280.

CS 315, Fundamentals of Network Administration, 3 Units

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 125

CS 325, Telecommunications and Interfacing, 3 Units

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 125

CS 360, Computer Architecture and Organization, 3 Units

This course covers the architecture and organization of computer systems, including hardware/software design considerations, implementation, interrelationships, and performance. Fundamentals of assemblers and assembly language programming using the MIPS instruction set are included, as is the use of combinational and sequential logic in the components of CPUs, buses, and interfaces. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include CISC and RISC, as well as multiprocessor systems. Students also take part in several programming and modeling projects that model key computer architecture components.

Prerequisite: CS 260 or ENGR 240

CS 363, Web Programming, 3 Units

This course is a 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. The concepts, principles, procedures, methods, tools, and techniques used in the development and management of internet websites are covered, including 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 internet projects, serves on a development team, and implements part of one major term project.

Prerequisite: CS 125

CS 370, Compiler Construction, 3 Units

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 multistack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization.

Prerequisite: CS 260

CS 430, Artificial Intelligence, 3 Units

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. Some of the specific topics included in this course are search (informed, uninformed, adversarial, etc.), constraint satisfaction problems (CSPs), knowledge representation, probabilistic modeling and machine learning. Significant programming projects are assigned to enforce student's abilities to apply course algorithms and knowledge.

Prerequisite: CS 260

CS 435, Advanced Database Application Programming, 3 Units

PL/SQL, Oracle's programming language for stored procedures, delivers a world of possibilities for your database programs. PL/SQL supplements the standard relational database language, SQL, with a wide range of procedural features, including loops, IF-THEN statements, procedures, functions, packages, and database triggers—all closely integrated with the Oracle database server. The Oracle PL/SQL language is a flexible procedural extension to SQL and increases productivity, performance, scalability, portability, and security. In this course, students gain the practical knowledge to write PL/SQL programs, and learn to build stored procedures, design and execute modular applications, and increase the efficiency of data movement.

Prerequisite: CS 290

CS 440, Mobile App Development, 3 Units

This course provides an introduction to mobile app development, with students building several cross-platform apps using cutting-edge technologies that target the Android and iOS operating systems. Topics include authentication, component creation and layout, state management, HTTP/API requests, push notifications, navigation, datastore (or database) connection, and server-side programming using cloud-based server/serverless infrastructure.

Prerequisite: CS 260

CS 452, Internet of Things, 3 Units

This course covers the fundamental aspects of the Internet of Things (IoT), including devices, protocols, security, and product development. Through hands-on labs and projects, students develop the ability to build IoT devices and systems, and a final project showcases their ability to plan, design, and execute their own IoT devices and systems. Students become proficient in embedded programming, cross-compilation, web servers and clients, basic digital electronics, communications protocols, and special programming techniques.

Prerequisite: CS 125, and CS 230 or ENGR 240.

CS 455, Numerical Analysis, 3 Units

Numerical and approximation methods are covered, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.

Prerequisite: MATH 167, MATH 295, and CS 120

CS 460, Software Project, 3 Units

Each student in this course completes an independent project in the development of a nontrivial software system for an application of the student's choice.

Prerequisite: CS 260 and CS 290; or instructor permission

CS 465, Team Software Project, 1-3 Units

The team of students in this course completes the development of a nontrivial software system for an application of their choosing.

Prerequisite: CS 125 or instructor consent.

CS 470, Software Engineering, 3 Units

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. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: CS 260, CS 290 and at least 32 computer science units

CS 480, Senior Capstone Project, 3 Units

The primary goal for students in this course is to implement a major team-based software product based on their own software documentation and planning from the previous semester. As a secondary goal, students study and practice software engineering concepts, principles, and methodologies relevant to the implementation phase of software engineering. Students also learn how to prepare and present a technical demo aimed at "selling" their product. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*

Prerequisite: CS 470; and CS 363 or CS 440

CS 484, Cyber Security, 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes "learning by doing," requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.

Prerequisite: CS 230, CS 260

CS 491, Computer Science Internship, 1-3 Units

This course provides practical experience to students in computer science and computer information systems as they complete a computer science internship in a nonacademic facility, preferably off campus but under the joint supervision of a computer science faculty member and an outside mentor. A total of 3 units is required to satisfy the General Education Integrative and Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Sophomore standing in computer science major, and department preapproval.

CS 495, Topics in Computer Science, 3 Units

This course presents timely and new topics in computer science, with different material covered each time the course is offered. Most topics require prerequisites, which vary according to the topic. The course may be repeated for credit.

Prerequisite: Department consent (note course description).

CS 496, Writing 3: Ethics in Computer Science, 3 Units

This is a writing course that will provide you with the skills to write in several genres that are relevant to computer science such as resumes, cover letters, professional memos, research proposals. Since reading is a good way to learn to write, reading assignments are given on the topics of writing and ethics which are both applied to computer science. Weekly writing assignments based upon the reading are also required. The course culminates in a portfolio of the writing the students have accomplished through the semester. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Senior Standing and 30 credits in ECS, and Writing 2 (or equivalent)

CS 497, Readings, 1-4 Units

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 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

CS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

ENGR 101, Introduction to Engineering, 3 Units

Students in this course 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. This course also covers the impact of engineering solutions in global, economic, and societal contexts; case studies of effective civic, governmental, and social engagement by engineers; and engineering ethics.

ENGR 110, STEM as Vocation, 3 Units

This course explores two topics. The first topic is methods to apply STEM skills to solve real world challenges that have positive social impact. During your college education you will learn technical skills that can be applied for positive impact on the lives of those around you (near and globally) and to further God's Kingdom here on Earth. The second topic in this course is the exploration of intercultural skills. This is important since you will be required to work with individuals of diverse ethnic backgrounds and you may have to work across cultures. In addition, we live in a multi-ethnic society so developing these types of capabilities is a valuable life skill. *Meets the General Education Requirement: Intercultural Competence.*

ENGR 150, Introduction to Mechanics, 3 Units

This course develops in science and engineering students an understanding of forces, moments, and the states and conditions of equilibrium of rigid bodies. It also provides useful and practical insights into internal forces and friction. Further, this course deals with the motion of bodies under the action of forces with two parts: 1) kinematics, the study of motion without reference to the forces that cause motion; and 2) kinetics, which relates the action of forces on bodies to their resulting motions.

Prerequisite: MATH 161 or MATH 165, PHYC 161

ENGR 210, Engineering Thermodynamics, 3 Units

In this course students will learn classical thermodynamics and its engineering applications. Topics include energy and its transfer, properties of pure substances, 1st and 2nd laws of thermodynamics, control volume, irreversibility and availability, gas power cycles, vapor and combined power cycles, and refrigeration.

Prerequisite: PHYC 162, MATH 162 or MATH 166

ENGR 215, Electrical Circuits and Systems, 4 Units

This course covers resistive circuits with dependent and independent sources, node and loop analyses, reactive elements and circuits, steady state solution for RLC circuits with sinusoidal inputs, resistive and reactive power, three-phase systems, motors and generators, time domain analysis of circuits, transient responses, Laplace transforms, and Fourier series. Laboratory exercises include steady state and transient circuits design and measurements.

Prerequisite: MATH 166

ENGR 240, Digital Logic Systems, 4 Units

This course covers Boolean algebra, Karnaugh maps, logic gates, combinational circuit design, sequential circuits analysis and design, Register, and counter and memory system analysis and design, as well as laboratory experiments with TTL logic gates, flip-flops, and counters. Students are also instructed on how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+ENGR 240+ENGR 480).*

Prerequisite: CS 120

ENGR 245, Electronics, 4 Units

This course covers amplifier basics; multistage, feedback, and operational amplifiers; wave-shaping and waveform generation; digital electronics; bipolar and CMOS logic; and switching circuits. Laboratory exercises include significant design experience.

ENGR 271, Advanced Math for Engineers, 4 Units

This course is an introduction to topics in advanced mathematics necessary in most engineering fields. Beginning with key concepts in vector calculus and matrix algebra, the course also covers orthogonal functions, Fourier series, boundary-value problems in several coordinate systems, and the integral transform method. Additional topics may include partial differential equations and complex analysis.

Prerequisite: MATH 270

ENGR 281, Statics, 3 Units

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

ENGR 282, Dynamics, 3 Units

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.

Prerequisite: PHYC 162, PHYC 281 or instructor consent

ENGR 284, Materials, 3 Units

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

ENGR 310, Discrete Systems Modeling and Simulation, 3 Units

Discrete systems consist of processes in which discrete events occur at asynchronous times. In discrete systems, events in any component of the system may affect future events in other system components. Models of discrete systems account for the occurrences of events and the conditions necessary for events to occur. This course deals with construction of models for discrete systems, theory for the behavior of the discrete system and its components, and use of simulation software to examine the behavior of discrete systems. Topics will include modeling techniques, introduction to queueing theory, random number generation, discrete event simulation, Monte Carlo simulation, simulated data analysis, and simulation variance reduction techniques.

Prerequisite: MATH 361; CS 120

ENGR 325, Control Systems, 3 Units

This course introduces systems and their modeling and control, exploring open- and closed-loop control, feedback, transfer functions, signal flow graphs, stability, and root locus methods. Frequency response methods and Nyquist and Bode diagrams are used for system representation. PID compensators, state-space representation, and digital implementation of control systems are also studied.

Prerequisite: ENGR 215 and MATH 270.

ENGR 335, Embedded Systems, 4 Units

Embedded systems are found in most computing systems outside of traditional desktop/laptop/server computers, such as in cars, household appliances, handheld electronics, video game consoles, and wearable technologies. This course provides an introduction to programming embedded systems, covering fundamental topics such as timing diagrams, basic coding operations and datatypes (e.g., binary, hexadecimal, bitwise/shift operators, etc.), state machines (synchronous and concurrent), I/O, and peripheral connections. Laboratory experience includes microprocessor-based design projects with real hardware and electronic components.

Prerequisite: CS 125

ENGR 340, Digital Signal Processing, 3 Units

Students in this course learn about discrete-time and sampled-data signals and systems, and their representations using z-transforms, as well as digital filters, FIR and IIR filters, stability, and round-off errors. They design different types of digital filters such as Butterworth, Chebychev, and others. The basics of discrete Fourier transforms and the fast Fourier transform (FFT) algorithm are introduced.

Prerequisite: ENGR 215

ENGR 345, Systems Engineering Principles, 3 Units

This course explores the foundations of systems engineering processes and practices, including basic systems engineering processes and the roles of systems engineering professionals in a global business environment, as well as a discussion of current systems issues. It also covers the principles of mechanical drawing and computer-aided design (CAD) for systems engineering applications.

Prerequisite: ENGR 325

ENGR 350, Computer Networks, 3 Units

This course introduces the basics of computer networks, including the seven-layer ISO model for networks, with layers 2, 3, and 4 studied in detail. Medium access control protocols and TCP/IP are presented, as well as wireless LAN standards. An introduction to emerging wireless networks is also included.

Prerequisite: ENGR 215, MATH 361

ENGR 360, Computer Architecture and Organization, 4 Units

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 CISC and RISC, as well as multiprocessor systems.

Prerequisite: CS 125, CS 240, and CS 260

ENGR 370, Cyber Physical Systems Security [Proposed], 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes "learning by doing," requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.

Prerequisite: CS 260

ENGR 380, Systems Design, 3 Units

This course examines the techniques for developing, analyzing and portraying design and life cycle systems requirements. Students will apply the principles of system design to real-world systems. Students will learn the use of tools and techniques including Quality Function Deployment and Enhanced Block Flow Diagrams.

Prerequisite: ENGR 101, ENGR 150, ENGR 210, ENGR 245

ENGR 390, Green Power Systems, 3 Units

Electric power is regarded as a necessity for modern culture, yet it is also widely recognized that the generation of electric power must be performed in a way that is ecologically responsible. This course provides students with the knowledge to design electric power systems that use energy from natural sources such as sunlight, wind, rain, tides, plants, algae, and geothermal heat. The design approach is from the system level down to the components.

ENGR 410, Engineering Management and Economics, 3 Units

This course examines strategies for management during all phases during the lifecycle of an engineering project, including initial planning, implementation, assessment, and termination. Management strategies include resource allocation, budgeting, performance monitoring, and optimizing cost and time. Economic principles including time value of money and cash flows will be applied to management topics. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: ENGR 380

ENGR 420, Decision and Risk Analysis, 3 Units

This Decision and Risk Analysis course addresses the various types of real-life assessment that must be conducted in order for a large-scale engineering project to be successful. Types of assessment that will be studied include reliability, probability of risk, decision analysis, and cost-benefit analysis. The decision-making process that accompanies these assessments must be conducted in the presence of significant uncertainty. Hence, this course will review basic principles of probability theory and statistics. Finally, because large-scale engineering projects involve a significant budget, the engineer must be conversant in the language of money, public policy, and economics. Hence this course includes a vitally important section on 'cost-benefit' analysis.

Prerequisite: MATH 361 and CS 120

ENGR 470, Senior Design Project I, 2 Units

First part of a two-semester engineering design project experience. Group-based projects and industrial sponsorship are strongly encouraged. A complete and fully documented design solution is expected at the end of this course. Use of oral and written professional communications skills is emphasized.

Prerequisite: Senior standing in the Engineering program, and instructor consent

ENGR 480, Senior Design Project II, 2 Units

This course involves the implementation of the design developed in ENGR 470, including prototyping and testing. Students are also instructed on how to prepare and present a technical demo aimed at "selling" their product. *Meets the General Education Requirement: Oral Communication (CS 120+ENGR 240+ENGR 480).*

Prerequisite: ENGR 470

ENGR 491, Engineering Internship, 1-3 Units

This course provides practical experience in engineering, with students completing a semester-long engineering project under the joint supervision of an engineering faculty member and an outside mentor. A total of 3 units are required to satisfy the General Education Integrative & Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Sophomore standing in the Engineering program, and department consent

ENGR 495, Topics in Engineering, 1-3 Units

This course presents timely and new topics in engineering. Different material is covered each time the course is offered. The course may be repeated for credit. Most topics require prerequisites, which vary according to the topic.

Prerequisite: Department Consent

ENGR 496, Writing 3: Engineering Management, Economics, and Ethics, 3 Units

This course teaches engineering program management, economics, and ethics fundamentals such as program planning, control strategies, risk assessment, work breakdown structures, and costing options, including their economic and ethical implications. The assignments for this class also teach professional writing in the field of engineering. This is accomplished using reading about technical writing, multiple writing exercises on the topic of engineering management, economics, and ethics. Interaction with other students in the process of writing, revising, editing, and proofreading is an integral part of the course. Each student will accumulate a portfolio through the semester from the various engineering management, economics, and ethics writing assignments. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Senior standing in ENGR program and C- or better in Writing 2.

Computer Science Major

68-70 units

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 that are concerned with how things are. Computer science is concerned with design and synthesis more than analysis and deduction (as with 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 dedicated faculty, small classes, excellent computer labs, and up-to-date software, computer science at Azusa Pacific University is challenging, professional, intellectually stimulating, and directly applicable to current problems in society and industry.

The Computer Science Major (<https://www.apu.edu/clas/programs/computer-science-major>) 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 (in multiple languages)
3. Software engineering: principles, procedures, techniques, and applications
4. Databases
5. Operating systems
6. Computer architecture
7. Compilers

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 graduates for advanced studies in such fields as computer science, computer engineering, software engineering, and telecommunications. As a result of 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 computer science program also opens career opportunities for those who choose not to pursue a graduate degree immediately following graduation. Students can be involved in an internship program with several local, national, and international businesses and organizations. These organizations have returned to APU to seek out our students for internships and employment. Employment opportunities include careers as systems programmers, software engineers, scientific programmers, high school computer science and mathematics teachers, 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

B.S. in Computer Science students are required to have a laptop for classroom work. In addition to General Education requirements, a minimum of 47 units in computer science, 12 units in mathematics, and 9-10 units in natural sciences (for a total of 68-69 units) are required for this degree.

Code	Title	Units
Computer Science Courses ¹		
CS 120	Introduction to Computer Science I ^{F/S, 2}	4
CS 125	Introduction to Computer Science II ^{F/S}	4
CS 160	Discrete Structures ^{F/S}	3
CS 230	Systems Programming and Operating Systems ^F	3
CS 260	Algorithms and Data Structures ^{F/S}	3
CS 290	Database Management Systems ^{F/S, 2}	3
CS 360	Computer Architecture and Organization ^F	3
CS 470	Software Engineering ^{F, 3}	3
CS 480	Senior Capstone Project ^{S, 2}	3
CS 491	Computer Science Internship ^{F/S, 3}	3
Select at least one of the following (if both are selected, one will count as an elective)		3
CS 363	Web Programming ^S	
CS 440	Mobile App Development ^F	
Upper-division Computer Science Electives ⁴		
Choose four of the following:		12
CS 315	Fundamentals of Network Administration ^F	
CS 325	Telecommunications and Interfacing ^S	
CS 363	Web Programming (If not taken as core) ^S	
CS 370	Compiler Construction	
CS 430	Artificial Intelligence ^F	
CS 440	Mobile App Development (If not taken as core) ^F	
CS 435	Advanced Database Application Programming	
CS 452	Internet of Things ^S	
CS 495	Topics in Computer Science	
CS 497	Readings ^{F/S}	
CS 498	Directed Research ^{F/S}	
CS 499	Thesis/Project ^{F/S}	
ENGR 240	Digital Logic Systems ²	
ENGR 335	Embedded Systems	
ENGR 350	Computer Networks	
Math Requirements		
		12
MATH 165	Calculus I ^{F,S}	
MATH 166	Calculus II ^{F/S}	
Choose two of the following:		
MATH 295	Applied Linear Algebra ^F	
MATH 361	Probability and Statistics I ^{F/S}	
MATH 455	Numerical Analysis ^{ES}	
Natural Sciences Requirement		
		9-10
PHYC 161	Physics for Science and Engineering I ^{F, 5}	
Choose one of the following:		
PHYC 162	Physics for Science and Engineering II ^S	
CHEM 151	General Chemistry I ⁵	
BIOL 151	General Biology I ⁵	
Total Units		68-69

¹ The Writing 2 course provided, but not required, by the Department of Engineering and Computer Science is WRIT 242.

² Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).

³ Meets the General Education Integrative and Applied Learning requirement.

- ⁴ The department recommends these electives, but students may take any CS courses numbered 300 or above to meet the requirement.
- ⁵ Meets the General Education Natural Sciences requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Students must start with CS 120 Introduction to Computer Science I during their first semester at Azusa Pacific University. Math is also extremely important for students within our major. It is imperative that students determine which math course they qualify for and enroll in that course their first semester, continuing with all math courses until they have completed math requirements for the computer science major. If the student does not know which math course they qualify for, they should contact the Learning Enrichment Center (<http://www.apu.edu/lec/placement>) at (626) 815-3849 to make an appointment for placement testing.

See the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) **and/or the Academic Success Center** (<http://www.apu.edu/advising>) **for all General Education advising.**

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Engineering Major

81 units

Azusa Pacific's engineering major (<https://www.apu.edu/clas/programs/engineering-major>) equips students with a solid foundation in engineering principles that prepares them for careers in a variety of engineering fields, including aerospace, agriculture, automotive, business, computer science, defense, energy, and health care. Two concentrations areas are available: systems engineering and computer engineering. In both concentrations, substantial laboratory experiences are built into the curriculum and strong software skills are emphasized.

Engineering students are required to have a laptop for classroom work. In addition to General Education requirements, a minimum of 51 computer science/engineering units, and 30 mathematics and physics units (for a total of 81 units), are required for the Bachelor of Science in Engineering.

Code	Title	Units
Engineering Requirements ¹		
CS 120	Introduction to Computer Science I ^{2, F/S}	4
CS 125	Introduction to Computer Science II ^{F/S}	4
CS 160	Discrete Structures ^{F/S}	3
ECON 250	Principles of Macroeconomics ³	3
ENGR 150	Introduction to Mechanics ^F	3
ENGR 215	Electrical Circuits and Systems ^F	4
ENGR 240	Digital Logic Systems ^{2, F}	4
ENGR 245	Electronics ^S	4
ENGR 325	Control Systems ^F	3
ENGR 470	Senior Design Project I ^F	2
ENGR 480	Senior Design Project II ^{2, S}	2
ENGR 491	Engineering Internship (3 units needed for graduation) ^{F/S, 4}	3
Math and Physics Requirements		

MATH 165	Calculus I ^{F/S}	3
MATH 166	Calculus II ^{F/S}	3
MATH 268	Multivariable Calculus ^{F/S}	3
MATH 270	Ordinary Differential Equations ^S	4
ENGR 271	Advanced Math for Engineers ^S	4
MATH 361	Probability and Statistics I ^{F/S}	3
PHYC 161	Physics for Science and Engineering I ^{F, 5}	5
PHYC 162	Physics for Science and Engineering II ^S	5
Concentration (see below)		12

Systems Engineering Concentration⁶

ENGR 210 Engineering Thermodynamics

Choose 9 units from the following:

ENGR 310 Discrete Systems Modeling and Simulation^FENGR 345 Systems Engineering Principles^SENGR 380 Systems Design^F

ENGR 390 Green Power Systems

ENGR 420 Decision and Risk Analysis^F**Computer Engineering Concentration⁶**CS 260 Algorithms and Data Structures^{F/S}

Choose 9 units from the following:

ENGR 335 Embedded Systems

ENGR 340 Digital Signal Processing^S

ENGR 350 Computer Networks

CS 430 Artificial Intelligence^FCS 440 Mobile App Development^FCS 452 Internet of Things^S

CS 495 Topics in Computer Science

ENGR 360 Computer Architecture and Organization

Total Units	81
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- ¹ The Writing 2 course recommended, but not required, by the Department of Engineering and Computer Science is WRIT 242.
- ² Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).
- ³ Meets the General Education Social Science requirement.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Meets the General Education Natural Science and Lab requirement.
- ⁶ To receive credit for a concentration, students must take 12 units from a single concentration. Students may choose electives from either concentration to meet the unit requirement, but they will not earn a concentration.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Communicate effectively with a range of audiences.

4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Use relevant software systems and tools pertinent to modern engineering practice.

Computer Information Systems Minor

A computer information systems minor 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.

Computer information systems students are required to have a laptop for classroom work.

Code	Title	Units
CIS Core Courses ¹		
CS 120	Introduction to Computer Science I ^{F/S, 2}	4
CS 125	Introduction to Computer Science II ^{F/S}	4
CS 315	Fundamentals of Network Administration	3
ACCT 120	Principles of Accounting I	4
MGMT 210	Principles of Management	3
CIS Elective Courses		
Select two of the following: ³		6-8
CS 325	Telecommunications and Interfacing ^S	
CS 363	Web Programming ^S	
CS 430	Artificial Intelligence ^F	
CS 440	Mobile App Development ^F	
CS 452	Internet of Things ^S	
CS 495	Topics in Computer Science	
ENGR 240	Digital Logic Systems ^{F, 2}	
ENGR 335	Embedded Systems	
ENGR 350	Computer Networks	
Total Units		24-26

¹ Students earning the Computer Science major are not eligible to earn the CIS minor.

² Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).

³ CIS electives also include other CS courses numbered 230 or above.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Computer Science Minor

A minor in computer science meets the needs of the mathematically minded student specializing in computer programming. The minor comprises a fundamental understanding of the use, knowledge, function, installation, programming, and maintenance of computers, and provides graduates with a variety of technological skills needed in today's workplace.

Requirements

Computer Science students are required to have a laptop for classroom work.

Code	Title	Units
CS 120	Introduction to Computer Science I ^{F/S, 1}	4
CS 125	Introduction to Computer Science II ^{F/S}	4
CS 160	Discrete Structures ^{F/S, 2}	3
CS 260	Algorithms and Data Structures ^{F/S}	3
MATH 165	Calculus I ^{F/S}	3
Computer Science Minor Electives		6
Select two of the following:		
CS 230	Systems Programming and Operating Systems ^F	
CS 290	Database Management Systems ^{F/S, 1}	
CS 315	Fundamentals of Network Administration ^F	
CS 325	Telecommunications and Interfacing ^S	
CS 360	Computer Architecture and Organization ^F	
CS 363	Web Programming ^S	
CS 430	Artificial Intelligence ^F	
CS 440	Mobile App Development ^F	
CS 452	Internet of Things ^S	
CS 495	Topics in Computer Science	

Total Units

23

- ¹ Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).
- ² MATH 280 may be substituted for CS 160.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

There are a number of benefits of adding a minor in computer science to related fields, such as mathematics. Students should consult their department advisor or an advisor in computer science to determine how adding a computer science minor might further their educational or professional goals.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Department of English and Modern Languages

The Department of English and Modern Languages (<https://www.apu.edu/clas/english>) introduces students to significant works of the literary imagination and guides student conversational development in languages other than English. The department also helps students develop their composition and reading skills, heightens their cultural sensitivity, and encourages them to reflect deeply and express themselves creatively, all to glorify God and serve others.

Programs

The department offers an English major and minor, as well as an English Education concentration within the major for students interested in becoming English teachers. Also, exceptionally promising undergraduate English students may apply in their junior year for admission to the 4+1 B.A./M.A. degree program; once admitted, these students complete up to 9 units of 500-level graduate coursework during their senior year and complete the remaining 21 units of the M.A. in English program over the next academic year (fall, spring, and summer terms; e.g., 9 units in the fall term, 9 units in the spring term, 3 units in the summer term). For more information about this program, contact the department at (626) 812-3079.

Knowledge of a foreign language is another integral part of a liberal arts education, and to that end the department offers a Spanish major and minor, as well as introductory study in Chinese, French, German, and Japanese.

Career Opportunities

Teaching is still a strong interest of many English and language majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, and library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses, are also 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 their language skills can be applied to a different field of professional employment.

Foreign Language Proficiency General Education Requirement

Students must demonstrate proficiency in a foreign language by taking the Oral Proficiency Interview by computer (OPIc), College Level Examination Program (CLEP), or Foreign Language Achievement Testing Service (FLATS) test (<https://www.apu.edu/lec/placement/foreign/proficiency>), or by successfully completing a second-semester foreign language course. For more information regarding the proficiency requirement, contact the department or the Learning Enrichment Center (<https://www.apu.edu/lec>). Students under Academic Catalog 2015-16 and earlier should contact the department for a proctored placement assessment.

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. 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, and they may earn 1-3 units per semester. The petition can be obtained from the department or the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).

Majors

- English (p. 222)
- English: English Education concentration (p. 222)
- Spanish (p. 226)

Minors

- English (p. 224)
- Spanish (p. 228)

CHIN 101, Elementary Chinese I, 3 Units

This is the first of a two-course sequence emphasizing practical Chinese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Chinese-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

CHIN 102, Elementary Chinese II, 3 Units

This is the second of a two-course sequence emphasizing practical Chinese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Chinese-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: CHIN 101, or appropriate score on language placement exam.

ENGL 99, College Reading and Critical Thinking, 2 Units

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 Units

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 a SAT I Verbal/SAT Critical Reading score of 470 and 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 Unit

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 111, Studies in Literature, 3 Units

This course is topically driven according to the most engaging themes, ideas, or bodies of literature, helping students develop skills in literary analysis, genre recognition, and creative expression. Students learn to read, think about, and enjoy great literary works of the past and present. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: One of the following: SAT Critical Reading 480+, SAT Writing 500+, ACT Writing 8+, ACT English 20+, TESL 102, ALCI Level 4.

ENGL 211, Film Analysis and Criticism, 3 Units

This course focuses on analyzing and writing about film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students will write about films in terms of plot structure, character development, themes, genres, and literary sources. They will practice a variety of genres, from film reviews to film criticism and theory.

ENGL 212, Literary Critical Strategies, 3 Units

This course introduces majors to specialties within the discipline of English, as well as to literary theory and criticism, including but not limited to major approaches and theories such as Feminist Literary Theory, New Historicism, Marxist Literary Theory, Christian or Theological Approaches, and Postcolonial Theory. Special emphasis will be given to practice in close reading and the application of traditional and electronic research skills in the humanities.

ENGL 215, Introduction to Creative Writing, 3 Units

This course introduces students to poetry, fiction, nonfiction, and script writing, and what it takes to write successfully today in each of these genres. Wide reading introduces students to what is being done in each genre and facilitates writing in them. By the end of the semester, students complete a portfolio of several drafts of their work in each creative writing genre.

Prerequisite: C or above in WRIT 110

ENGL 222, English Literature to 1789, 3 Units

A chronological study of English literature from the beginning through the Neoclassical period is provided in this course. *Meets the General Education Requirement: Humanities: Literature.*

ENGL 224, World Literature to the Renaissance, 3 Units

In this course, students review world literature in order to broaden students' literary horizons and expand their understanding of the forms, content, and cultural contexts in which literature is written. Students discover new literatures to further explore and enjoy, and this new enjoyment sheds light on their own literary traditions. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 110

ENGL 232, English Literature Since 1789, 3 Units

English Literature Since 1789 is a 3-unit, lower-division General Education English course that provides a chronological survey of Romantic, Victorian, and Modern literature in multiple genres (poetry, fiction, drama, non-fiction), seeking to place each work in its historical and cultural context. Priority will be given to questions about the literary imagination and human culture. How does literature inspire, nourish, and sustain our search for truth, goodness, and beauty, and what difference does it make to read such literature from a thoughtful Christian perspective? This course is recommended especially for students who intend to study abroad at Oxford University. *Meets the General Education Requirement: Humanities: Literature.*

ENGL 234, World Literature Since the Renaissance, 3 Units

The goal of this class is to familiarize students with some major authors of literature outside of England and America, between 1500 and the present. The term World Literature is not meant to imply that there is a unitary literature of the world, but that literature is a product of all languages and cultures and therefore is worldwide phenomenon. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 110

ENGL 244, American Literature to 1865, 3 Units

This course is a survey of American literature from its beginnings to 1865. Students examine major writers and literary movements in America through the Civil War. Topics may include colonialism, Puritanism, religious dissent, captivity narratives, slavery, abolitionism, deism, national identity, race, gender, realism, romance, self-reliance, transcendentalism, and so on. The course also examines the role of religion in American literature and literary history, as well as minority literature that has vastly expanded the literary canon. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 110

ENGL 254, American Literature Since 1865, 3 Units

This course will be a survey of American literature from the Civil War period to the present. Topics to be discussed include the Civil War; slavery and emancipation; literary movements including realism, regionalism, naturalism, modernism, and postmodernism; race and ethnicity; immigration and assimilation; gender and sexuality; the Great Migration; lynching; consumerism and suburbanization; globalization and transnationalism; and so on. Students will read and analyze American literature in historical context, asking whether and to what extent literary texts perform cultural work in the real world. We will also consider the role that religion has played in American literature and literary history, examining such issues as belief and unbelief, religion and secularism, pluralism and tolerance. Finally, we will study various American ethnic literatures that have vastly expanded the literary canon. *Meets the General Education Requirement: Humanities: Literature.*

ENGL 301, Creative Writing: Fiction, 3 Units

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 Units

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, Creative Writing: Drama and Film, 3 Units

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 Units

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 Units

This course examines similarities and differences between film and literature, with an emphasis on film as a narrative and visual medium. Using the terms, methods, and techniques of film analysis, students will analyze and write about film and literature in terms of plot structure, character development, themes, genres, and so on. Some attention is given to theories of adaptation as well as film criticism and theory. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 110 or enrollment in the Honors College

ENGL 324H, World Literature to the Renaissance - Honors, 3 Units

Students review world literature from Confucius to Dante. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

ENGL 360, Technical and Professional Writing, 3 Units

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: WRIT 110

ENGL 361, Freelance Magazine Article Writing, 3 Units

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 Units

This course will study American ethnic literature. Students will read works by American writers from various ethnic groups in the United States (e.g. African American, Asian American, Jewish, Chicano, and Euro-American writers who address issues of race and ethnicity). Major topics include the American Dream, literary canon formation, gender, equality, race, ethnicity, immigration, multiculturalism, assimilation/acculturation, and religion. This course is intended to give you practice in close reading and literary interpretation and to emphasize the value of literature and the reading experience. English 364 aims to expand your ability to interact with American ethnic literature through analysis, interpretation, and criticism. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: WRIT 110

ENGL 374, African American Literature, 3 Units

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 Units

Students in this course undertake a representative study of Shakespeare's sonnets, dramas, comedies, histories, tragedies, and romances. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 110

ENGL 384, Women Writers, 3 Units

This course will enable students to read and analyze literary works by women, which have often been excluded by anthology editors and marginalized in survey courses. Students will also gain a broader understanding of the political, social, and cultural factors surrounding these writers and texts. Topics will vary, but might include Women Poets, Women Novelists, 19th Century British Women Writers, 20th Century American Women Writers, Medieval Women Writers, Women Writing Science Fiction.

Prerequisite: WRIT 110

ENGL 386, Contemporary Global Writers, 3 Units

Students will read short fiction, creative nonfiction, and novels by contemporary global writers of the 21st century. Students will examine assumptions about ethnic and national identities, immigration, cosmopolitanism, global citizenship, and literary cultures around the world. This class will consider the role and reputation of the United States and of Christianity abroad. Student will look at the literary techniques and use of point of view to create an insider's perspective into a culture. *Meets the General Education Requirement: Intercultural Competence, Humanities: Literature.*

Prerequisite: WRIT 110 or enrollment in the Honors College

ENGL 387, Contemporary Writers, 3 Units

This course introduces students to current trends in literature. Students will read short stories and novels by contemporary writers, paying special attention to the craft, structure, and literary techniques of their work. Students will develop strategies of literary analysis and may respond to these works with literary experimentation of their own at different points in the semester. In this course, we will also examine the role of Christianity in contemporary literature. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 110 or Honors standing

ENGL 402, Principles of Language, 3 Units

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 Units

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 Units

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.

Prerequisite: ENGL 404

ENGL 406, Writing 3: Advanced Composition, 3 Units

This course 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. It 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 Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

ENGL 410, American Novel, 3 Units

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 Units

In a workshop setting, students read, write, analyze, and critique advanced work in one of the following areas: poetry, fiction, nonfiction, or playwriting/screenwriting.

Prerequisite: One of the following: ENGL 301, ENGL 302, ENGL 303, ENGL 304

ENGL 434, Children's Literature, 3 Units

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 Units

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 Units

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the students 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: WRIT 110; ENGL 111 or ENGL 212

ENGL 466, British Novel, 3 Units

Students explore the origins and development of British fiction, reading representative novels from the 18th century to the present.

ENGL 480, Contemporary Literary Criticism, 3 Units

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, Topics in Film Analysis, 3 Units

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 Units

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 Units

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.

ENGL 489, Literary Topics, 3 Units

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 toward the Literature Concentration.

ENGL 490, Writing Internship, 3 Units

This course allows for practical application of the writing skills learned in the classroom. Internships are arranged individually for students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, or other organizations in which writing is emphasized. Enrollment is contingent upon department approval. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Instructor Consent

ENGL 491, Teaching Assistantship, 1-3 Units

The English Teaching Assistantship is a 1-3-unit, upper-division English course that provides upperclassmen with an opportunity for hands-on learning about how to plan and execute a college-level literature and/or writing course. Enrollees will be mentored one-on-one by a full-time English professor in two or more of the following tasks: Research and development of syllabi and/or lecture materials, planning and leading whole-class or small group discussion, creating and managing Student Learning Outcomes through relevant assessments, applying and/or utilizing rubrics, course-related record-keeping, and offering scaffolding to struggling students.

Prerequisite: at least 6 units of ENGL at the 200 level or above

ENGL 496, English and the Professions, 3 Units

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. Assigned readings, class discussions, and required essays allow students to practice skills acquired in the major and articulate faith integration. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Writing 2

ENGL 497, Readings, 1-4 Units

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 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

ENGL 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

ENGL 500, The Christian Imagination, 3 Units

Students in this course will explore the history of Christian Aesthetics, especially as it applies to the reading and writing of literature. They will engage with thinkers representing a broad range of historical periods, geographic locations, and faith traditions, seeking to understand various ways that Christians have understood the role of the arts in church and culture. After surveying this variety of approaches, students will begin refining their own convictions about the relationship between literature and faith and begin articulating their own sense of vocation as writers, readers, scholars, critics, and teachers. Students will respond to the extensive reading in this class by writing a scholarly paper.

ENGL 510, Literature and the Bible, 3 Units

Students in this course develop critical strategies for using the Bible as a tool for literary study, learning various ways the Bible has been read as literature, as well as the special challenges of reading the Bible as a sacred text. They gain expertise in bringing the Bible into conversation with secular literature and culture in ways that open rather than shut down dialogue. They also examine biblical imagery, symbols, archetypes, and other storytelling devices in literary and other texts, making applications to genres pertinent to their concentration - for example, poetry and the Bible, parables in film and literature, or critical analysis of biblical archetypes in the work of a particular author or group of authors.

ENGL 520, Literature and Theology, 3 Units

Students in this course read, discuss, and critically analyze literary texts that deal directly or implicitly with religious themes. The main goal is to integrate the study of literary texts with insights gleaned from Christian theology and the Bible; to that end, students familiarize themselves with one or several theological themes within the Christian tradition and develop this theme (or cluster of themes) through analysis of one or several literary texts. The culminating project is a publishable (or conference-worthy) critical paper that examines one or several literary texts from a theologically informed Christian perspective. Theological themes vary according to the interests of students and faculty; previous topics included secularism and the sacred, the problem of evil, materialism vs. supernaturalism, sacramental imagination, social justice, poverty, the sacred land, Christ figures, prodigal sons and daughters, and illness, suffering, and death.

ENGL 530, British Literature Seminar, 3 Units

This course studies various special topics in British literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in British literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 540, American Literature Seminar, 3 Units

This course studies various special topics in American literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in American literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 550, World Literature Seminar, 3 Units

This course studies various special topics in world literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in comparative literature and literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 560, Creative Writing Seminar, 3 Units

The creative writing workshop will enable students to create original texts in a creative genre (poetry, fiction, creative nonfiction, playwriting, screenwriting, or hybrid genres) by studying existing texts in that genre, exploring writing craft, and working through revision techniques.

ENGL 568, Writing for Religious Audiences, 3 Units

Millions of readers across the world enjoy works written specifically for a Christian audience. The daily devotional magazine *The Upper Room*, for example, has a worldwide readership of 2 million. Charles Stanley's *In Touch* magazine has a readership of 1 million for the print and online versions of the publication. Students in this course will learn to write for this large Christian audience and how to market their work to editors and agents. They will focus on the types of articles that are particularly open to freelance writers, such as book reviews, personal experience articles, and personal profiles. They will also learn and practice the process of writing a book proposal and sample chapters for a non-fiction book targeted to the Christian market. Students will participate in an off-campus professional writers conference where they will pitch their article or book ideas to editors and agents.

ENGL 570, Graduate Research Methods in English, 3 Units

The goal of this class is to help students make the intellectual and emotional transition from undergraduate to graduate work, empower students with the key skills they will need during their graduate work, and prepare them for work and/or further study beyond the MA. The course will introduce students to graduate level standards for doing and presenting research in English and its related disciplines. It will enlarge and deepen students' repertoire of skills in effectively using available research tools, including library databases, WorldCat, Link+, etc. Students will build on the skills acquired as undergraduates in finding, critically evaluating, analyzing, and synthesizing primary and secondary sources in order to make a contribution to the existing scholarly discourse. Students will learn to recognize how and where their individual interests and worldview intersect with, challenge, and speak to the larger academic community. Students will also learn to formulate, deepen, and pursue graduate level questions of scholarly interest over a sustained period of time. This class will prepare students for their other graduate level classes in the MA program and equip students to function as independent scholars outside the umbrella of a professor's guidance. Students who intend to pursue doctoral work, the legal field, or other careers involving research are strongly encouraged to take this class. Students who have been away from study for more than a year are also strongly encouraged to take this class.

ENGL 580, Critical Theory Seminar, 3 Units

This course introduces students to critical theory in the context of a specific theme, theoretical movement, or literary topic. Students will examine and practice models of critique and cultural analysis, considering how literature and language develops in particular social and material conditions. Topics will cover both major theoretical movements in critical theory, such as post-structuralism, reader-response, queer theory, hermeneutics, and post-colonial studies, as well as emerging theoretical approaches, such as affect studies, critical race studies, eco-criticism, historical phenomenology, new formalism, and transnational studies. Course assignments are designed to equip students with the knowledge and skills required to do interdisciplinary work in literary studies.

ENGL 590, Writing Center Pedagogy and Practice, 3 Units

In this course, students will explore the pedagogical theory behind writing centers and, at a basic level, composition courses. Students will also learn to apply the theory in their own interactions with students, potentially in Azusa Pacific University's Writing Center while enrolled in the Master's program, and/or in their future careers. In addition, students will come to better understand the complexities of writing processes, what successful writing processes look like, process and post-process theory, and how to improve their own processes.

ENGL 591, Literature Pedagogy for Adult Audiences, 3 Units

In this course, students will deepen their work of developing the literary mind as they apply their knowledge of literature to processes of planning, implementing, assessing, and reflecting on lessons, materials (including media), and curricula for adolescent and adult learners. To accomplish these competencies, students will read, discuss, and critically analyze texts and media that deal directly or implicitly with the study of literature, learning theory (e.g., envisionment, transactional theory of the literary work, formalism), and the Common Core State Standards. They will practice research-based teaching pedagogy that addresses the needs of diverse learners (e.g., generational, cultural, linguistic, learning styles, learning needs) at the secondary or college level. Observation of, and interviews with, expert teachers, coupled with curricular (lesson and syllabus) planning, teaching, research, discussion, application, and assessment will provide students with a practical foundation for teaching from a theologically-informed Christian perspective.

ENGL 592, Introduction to Composition Studies, 3 Units

This course provides an introduction to the rich, diverse field that is Composition studies today. The focus in the course is on learning about pedagogy that encourages effective writing, though some reading in theory is recommended to deepen awareness of how unexamined theory can lead to ineffective classroom practices. Topics of focus will include teaching process, understanding discourse models, using assessment for effective learning, studying composition historiographies, understanding how social, expressivist, and cognitive approaches to writing and language are important to pedagogies, understanding post-process theories of rhetoric, and learning new and various ways to assess writing.

ENGL 598, Thesis/Portfolio, 3 Units

Students in this seminar will write a forty to sixty page thesis that examines a well-focused question or problem through an informed context that is critical, theoretical, and/or historical. Students focusing on creative or professional writing may choose to develop a portfolio consisting of various original works of fiction, poetry, creative non-fiction, or material formatted for presentation on the stage or screen. To this portfolio of original creative efforts students will append a brief (five to ten page) commentary or critical paper discussing the aesthetic, philosophical, psychological, and/or theological dimensions of their work.

Prerequisite: Sixty percent of MA coursework completed

ENGL 599, Independent Study, 1-3 Units

In this course students pursue a program of individual study with a supervising faculty member on a subject or interest not covered in regular course offerings, which is developed in consultation with the faculty member and approved by the department chair.

FREN 101, Elementary French I, 3 Units

This is the first in a two-course sequence emphasizing practical French communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the French-speaking world. Classes meet three hours weekly, and utilize a lecture format.

Meets the General Education Requirement: Foreign Language.

FREN 102, Elementary French II, 3 Units

This is the second of a two-course sequence emphasizing practical French communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the French-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: FREN 101, or appropriate score on language placement test.

FREN 201, Intermediate French I, 3 Units

This two-course sequence is a continuation of FREN 101/ FREN 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.

Prerequisite: FREN 101, FREN 102, or an appropriate French CLEP Exam score, or department consent

FREN 202, Intermediate French II, 3 Units

This course is a continuation of FREN 201.

Prerequisite: FREN 201, or an appropriate French CLEP Exam score, or department consent

FREN 301, Advanced French Conversation, 3 Units

This courses optimizes students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics.

Prerequisite: FREN 202

FREN 311, The French-speaking World, 3 Units

This course surveys the histories and cultures of the various French-speaking societies of the world, with primary emphasis upon 20th-century France. The class is conducted in French.

Prerequisite: FREN 202

FREN 320, Advanced French Composition, 3 Units

In this writing course, students learn composition techniques and creative writing in the French language. Various writing styles are covered.

Prerequisite: FREN 202

FREN 495, Special Topics in French, 3 Units

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

GERM 101, Elementary German I, 3 Units

This is the first of a two-course sequence emphasizing practical German communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the German-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

GERM 102, Elementary German II, 3 Units

This is the second of a two-course sequence emphasizing practical German communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the German-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: GERM 101, or appropriate score on language placement exam.

GERM 201, Intermediate German I, 3 Units

This two-course sequence is a continuation of GERM 101/ GERM 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.

Prerequisite: GERM 101, GERM 102, an appropriate German CLEP Exam score, or department consent

GERM 202, Intermediate German II, 3 Units

This course is a continuation of GERM 201.

Prerequisite: GERM 201, or an appropriate German CLEP Exam score, or department consent

JAPA 101, Elementary Japanese I, 3 Units

This is the first of a two-course sequence emphasizing practical Japanese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces the cultural world of Japan. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

JAPA 102, Elementary Japanese II, 3 Units

This is the second of a two-course sequence emphasizing practical Japanese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces the cultural world of Japan. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: JAPA 101, or appropriate score on language placement exam.

SPAN 101, Elementary Spanish I, 3 Units

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Spanish-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

SPAN 102, Elementary Spanish II, 3 Units

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Spanish-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: SPAN 101, or appropriate score on language placement exam.

SPAN 103, Elementary Spanish I for Healthcare Professionals, 3 Units

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

SPAN 104, Elementary Spanish II for Healthcare Professionals, 3 Units

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: SPAN 103 or equivalent

SPAN 201, Intermediate Spanish I, 3 Units

This two-course sequence is a continuation of SPAN 101/ SPAN 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.

Prerequisite: SPAN 101, SPAN 102, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

SPAN 202, Intermediate Spanish II, 3 Units

This course is a continuation of SPAN 201.

Prerequisite: SPAN 201, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

SPAN 250, Intermediate Conversation and Writing Abroad, 3 Units

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.

Prerequisite: SPAN 201 and SPAN 202

SPAN 250H, Intermediate Conversation and Writing Abroad - Honors, 3 Units

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.

Prerequisite: SPAN 201 and SPAN 202. Must also be a student admitted to the Honors College and be considered a member in "active" status.

SPAN 301, Spanish Conversation and Community, 3 Units

This course optimizes students' conversational abilities in Spanish, reinforcing grammatical structures and emphasizing communication skills, which are concurrently put in practice through service learning. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: SPAN 202

SPAN 301H, Advanced Spanish - Honors, 3 Units

This course is designed to optimize students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics.

Prerequisite: SPAN 201 and SPAN 202. Must also be a student admitted to the Honors College and be considered a member in "active" status.

SPAN 305, Spanish for Heritage Speakers, 3 Units

This course is for native/heritage speakers of Spanish. It gives them opportunities to use their conversational skills in the community and to reinforce their reading and writing skills. It advances awareness and understanding of their cultural heritage.

Prerequisite: SPAN 202

SPAN 310, Advanced Language-Study Practicum, 3 Units

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.

Prerequisite: SPAN 201 and SPAN 202

SPAN 310H, Advanced Language-Study Practicum - Honors, 4 Units

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.

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

SPAN 311, Civilization of Spain, 3 Units

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. Class is conducted in Spanish.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 312, Latin American Civilization, 3 Units

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.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 315, Politics and Society in Latin America, 3 Units

This course studies political and social themes from across contemporary Latin America, equipping students to become active global citizens. Specific topics of this course vary. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: SPAN 202

SPAN 330, History and Civilization of the Spanish-speaking World, 4 Units

This course introduces students to the history and civilization of Spain and Latin America. Class is conducted in Spanish.

Prerequisite: WRIT 204. Recommended: SPAN 301

SPAN 350, Public Speaking in Spanish, 3 Units

This course teaches oral communication in Spanish. Students will learn how to speak with professionalism in the language, as well as how to research, outline, and deliver speeches and presentations. *Meets the General Education Requirement: Oral Communication.*

Prerequisite: SPAN 202

SPAN 421, Survey of Spanish Literature, 3 Units

The development of literature from El Cid and the recently discovered jarchas through the 20th 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.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 422, Survey of Latin American Literature, 3 Units

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.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 431, Spanish Language Poetry and Short Story, 3 Units

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.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 432, Literary Masters, 4 Units

This course provides students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. *Meets the General Education Requirement: Humanities: Literature.*

Prerequisite: WRIT 204 or department consent. SPAN 301 recommended

SPAN 440, Spanish Applied Linguistics, 3 Units

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.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 450, Spanish Language Pedagogy, 3 Units

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.

Prerequisite: SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

SPAN 460, Writing 3: Survey of the Literature of the Spanish-speaking World, 4 Units

This course offers an overview of the progressive evolution of the Hispanic literary tradition, introducing the major authors and movements up to the twentieth century. It builds on the skills developed in Writing 1 and Writing 2, teaching students how to write professional-quality scholarly articles in the field of Hispanic literary history. Class is conducted in Spanish. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: WRIT 204; SPAN 330 and SPAN 432 are recommended

SPAN 480, Spanish Capstone Seminar, 3 Units

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 project. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Spanish majors only; Senior standing

SPAN 494, Internship, 3 Units

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 I Undergraduate Enrollment Services Center.

Prerequisite: SPAN 201 and SPAN 202

SPAN 495, Special Topics in Spanish, 3 Units

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 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

Faculty

Department Chair

Windy Petrie (<http://www.apu.edu/faculty/wpetrie>), Ph.D.

Professors

Thomas Allbaugh (<http://www.apu.edu/faculty/tallbaugh>), Ph.D.

Joseph Bentz (<http://www.apu.edu/faculty/jbentz>), Ph.D.

Patricia Brown (<http://www.apu.edu/faculty/plbrown>), Ph.D.

Mark Eaton (<http://www.apu.edu/faculty/meaton>), Ph.D.

Emily Griesinger (<http://www.apu.edu/faculty/egriesinger>), Ph.D.

Andrea Ivanov-Craig (<http://www.apu.edu/faculty/aivanovcraig>), Ph.D.

Carole Lambert (<http://www.apu.edu/faculty/clambert>), Ph.D.

Christopher Noble (<http://www.apu.edu/faculty/cnoble>), Ph.D.

Windy Petrie (<http://www.apu.edu/faculty/wpetrie>), Ph.D.

Associate Professors

Sarah Adams (<http://www.apu.edu/faculty/sadams>), Ph.D.

Michael Clark (<http://www.apu.edu/faculty/mclark>), Ph.D.

James Fujitani (<http://www.apu.edu/faculty/jfujitani>), Ph.D.

Marcela Rojas (<http://www.apu.edu/faculty/mrojas>), Ph.D.

Matthew Smith (<http://www.apu.edu/faculty/mjsmith>), Ph.D.

Aroldo Solorzano (<http://www.apu.edu/faculty/asolorzano>), Ph.D.

Caleb Spencer (<http://www.apu.edu/faculty/cspencer>), Ph.D.

Derek Updegraff (<http://www.apu.edu/faculty/dupdegraff>), Ph.D.

Assistant Professor

Kristen Sipper (<http://www.apu.edu/faculty/ksipper>), Ph.D.

Faculty Emeriti

Nancy Brashear (<http://www.apu.edu/faculty/nbrashear>), Ph.D.

Eric Drewry (<http://www.apu.edu/faculty/edrewry>), JD, Ph.D.

David Esselstrom (<http://www.apu.edu/faculty/desselstrom>), Ph.D.

June Hamlow (<http://www.apu.edu/faculty/jhamlow>), M.A.

Maximo Rossi (<http://www.apu.edu/faculty/mrossi>), Ph.D.

Adjunct Faculty

Gail Bouslough, Ph.D.

Jonathan Catalan, M.A.

Chiung-Li Chang, M.A.

Edgar Escoto, M.A.

Elizabeth Hauff, M.A.

Paulina Martinez, M.A.

Yumi Parks, M.A.

Michael Pereira, M.A.

William Ripley, M.A.

Douglas Smith, M.A.

English Major

45-70 units

Students can choose to pursue a traditional B.A. in English, or a B.A. in English with an English Education concentration (see tables below). Learn more about APU's English major (<https://www.apu.edu/clas/programs/english-major>).

Requirements

Traditional English Major

Code	Title	Units
Literary Critical Strategies Requirement		3
ENGL 212	Literary Critical Strategies ^{F/S}	
Literary History Requirement		9
Select three of the following:		
ENGL 222	English Literature to 1789 ^{1, F}	
ENGL 232	English Literature Since 1789 ^{1, S}	
ENGL 244	American Literature to 1865 ^{1, F}	
ENGL 254	American Literature Since 1865 ^{1, S}	
ENGL 410	American Novel ^{EF}	
ENGL 466	British Novel ^{OF}	
Global, Ethnic, and Identity Literatures		6
Select two of the following:		
ENGL 224	World Literature to the Renaissance ^{1, F}	
ENGL 234	World Literature Since the Renaissance ^{1, S}	
HUM 322	Core Texts in Literature ¹	
ENGL 364	American Ethnic Literature ^{2, OF}	
ENGL 374	African American Literature ^{EF}	
ENGL 384	Women Writers ^{EF}	
ENGL 386	Contemporary Global Writers ^{3, ES}	
Writing Requirement		3
Select one of the following:		
ENGL 301	Creative Writing: Fiction ^S	
ENGL 302	Creative Writing: Poetry ^S	
ENGL 303	Creative Writing: Drama and Film ^S	
ENGL 304	Creative Writing: Creative Nonfiction ^F	
ENGL 360	Technical and Professional Writing ^{OF}	
ENGL 361	Freelance Magazine Article Writing ^{ES}	
Composition and Linguistics Requirement		3
Select one of the following:		
ENGL 402	Principles of Language ^{F/S}	
ENGL 404	Approaches to Grammar ^F	
ENGL 405	American English Language History ^{ES}	
ENGL 406	Writing 3: Advanced Composition ^{4, F/S}	
ENGL 435	Social and Psychological Aspects of Language ^{EF}	
Intensive Seminar Requirement		3
Select one of the following:		
ENGL 480	Contemporary Literary Criticism ^S	
ENGL 487	Literary Movements ^S	
ENGL 488	Significant Authors ^F	
ENGL 489	Literary Topics ^F	
Integrative and Applied Learning		3
Select one of the following:		

ENGL 490	Writing Internship ^{5, F/S}	
ENGL 496	English and the Professions ^{5, F/S}	

English Electives	15
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Select an additional 15 units of ENGL courses numbered 300 and above. English majors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their major.

Total Units	45
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- 1 Meets the General Education Humanities: Literature requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Humanities: Literature or Intercultural Competence requirement.
- 4 Meets the General Education Writing 3 requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

English Major: English Education Concentration

All English Education students must complete the lower-division and upper-division core requirements below, as well as all requirements for the concentration.

English Education students must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their major. For admissions to the APU teaching credential program (<http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education>), English Education students must maintain a grade-point average of at least 3.0. NOTE: Appropriate substitutions or transfer credits for the English Education concentration must be approved by the department chair. This is a CCTC-approved program that waives the English CSET exam.

Code	Title	Units
Lower-division Core Courses		
ENGL 212	Literary Critical Strategies ^{F/S}	3
ENGL 222	English Literature to 1789 ^{1, F}	3
ENGL 232	English Literature Since 1789 ^{1, S}	3
ENGL 254	American Literature Since 1865 ^{1, S}	3
ENGL 224	World Literature to the Renaissance ^{1, F}	3
ENGL 234	World Literature Since the Renaissance ^{1, S}	3
ENGL 244	American Literature to 1865 ^{1, F}	3
Upper-division Core Courses		
ENGL 402	Principles of Language ^{F/S}	3
Select one of the following:		
ENGL 301	Creative Writing: Fiction ^S	
ENGL 302	Creative Writing: Poetry ^S	
ENGL 303	Creative Writing: Drama and Film ^S	
ENGL 304	Creative Writing: Creative Nonfiction ^F	
Select one of the following:		
ENGL 487	Literary Movements ^S	3
ENGL 488	Significant Authors ^F	
ENGL 489	Literary Topics ^F	
English Education Courses		
ENGL 377	Shakespeare ^{1, F}	3
ENGL 404	Approaches to Grammar ^F	3
ENGL 405	American English Language History ^{ES}	3
ENGL 406	Writing 3: Advanced Composition ^{2, F/S}	3
ENGL 436	Adolescent Literature ^S	3
Select one of the following:		
ENGL 364	American Ethnic Literature ^{3, OF}	
ENGL 374	African American Literature ^{EF}	
ENGL 384	Women Writers ^{EF}	
ENGL 386	Contemporary Global Writers ^{4, ES}	
ENGL 387	Contemporary Writers ¹	

ENGL 434	Children's Literature ^{F/S}	
Select one of the following:		3
ENGL 361	Freelance Magazine Article Writing ^{ES}	
JOUR 210	News Writing and Reporting	
Select one of the following:		3
THTR 110	Introduction to Acting	
THTR 115	Introduction to Theater ⁵	
THTR 355	Theater Education, K-12	
Additional Requirements		
PSYC 290	Human Growth and Development ⁶	3
POLI 150	American Government ^{7, 8}	3
or HIST 151	United States History to 1877	
In addition, students must complete field experience by taking:		
EDLS 405	Diversity in the Classroom ³	3
EDLS 200	Introduction to Teaching as a Profession K-12 ⁷	4
or EDLS 202	Introduction to Teaching as a Profession (7-12)	
EDLS 495	Foundations of Education Capstone ⁹	3
Total Units		70

- 1 Meets the General Education Humanities: Literature requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Humanities: Literature or Intercultural Competence requirement.
- 5 Meets the General Education Humanities: Fine Arts requirement.
- 6 Meets the General Education Social Sciences requirement.
- 7 Meets the General Education Civic Knowledge and Engagement requirement.
- 8 HIST 151 meets the General Education Humanities: History requirement.
- 9 Meets the General Education Integrative and Applied Learning requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Writing: Write with effective and appropriate focus, development, and voice.
2. Literary Knowledge: Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Theory: Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Faith Integration: Articulate Christian perspectives on faith and life.

English Minor

18 units

The English minor allows students to experience three foundational courses in the discipline, and the opportunity to customize a package of upper-division electives in literature, creative writing, or professional writing to suit their needs and interests. English minors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward the minor.

Code	Title	Units
Literary Critical Strategies Requirement		3
ENGL 212	Literary Critical Strategies	
Literary History Requirement		6
Select two of the following:		
ENGL 222	English Literature to 1789 ¹	
ENGL 232	English Literature Since 1789 ¹	
ENGL 234	World Literature Since the Renaissance ¹	
ENGL 244	American Literature to 1865 ¹	
ENGL 254	American Literature Since 1865 ¹	
ENGL 410	American Novel	
ENGL 466	British Novel	
Electives		9
Select 9 units from any upper-division ENGL courses not already taken.		
ENGL 301	Creative Writing: Fiction	
ENGL 302	Creative Writing: Poetry	
ENGL 303	Creative Writing: Drama and Film	
ENGL 304	Creative Writing: Creative Nonfiction	
ENGL 311	Film and Literature ¹	
ENGL 360	Technical and Professional Writing	
ENGL 361	Freelance Magazine Article Writing	
ENGL 364	American Ethnic Literature ²	
ENGL 374	African American Literature	
ENGL 377	Shakespeare ¹	
ENGL 384	Women Writers	
ENGL 386	Contemporary Global Writers ³	
ENGL 387	Contemporary Writers ¹	
ENGL 402	Principles of Language	
ENGL 404	Approaches to Grammar	
ENGL 405	American English Language History	
ENGL 406	Writing 3: Advanced Composition ⁴	
ENGL 425	Advanced Creative Writing	
ENGL 434	Children's Literature	
ENGL 435	Social and Psychological Aspects of Language	
ENGL 436	Adolescent Literature	
ENGL 480	Contemporary Literary Criticism	
ENGL 486	Topics in Film Analysis	
ENGL 487	Literary Movements	
ENGL 488	Significant Authors	
ENGL 489	Literary Topics	
ENGL 490	Writing Internship ⁵	
ENGL 491	Teaching Assistantship	
ENGL 496	English and the Professions ⁵	
ENGL 497	Readings	
ENGL 498	Directed Research	
ENGL 499	Thesis/Project	

Total Units

18

- ¹ Meets the General Education Humanities: Literature requirement.
- ² Meets the General Education Intercultural Competence requirement.
- ³ Meets the General Education Humanities: Literature or Intercultural Competence requirement.

- ⁴ Meets the General Education Writing 3 requirement.
- ⁵ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Write with effective and appropriate focus, development, and voice.
2. Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Articulate Christian perspectives on faith and life.

Spanish Major

33 units

Spanish is one of the most widely spoken languages in the world, and Los Angeles is one of the world's largest Spanish-speaking cities. There is a growing need for people with linguistic and cultural skills to work in increasingly globalized communities. Indeed, a recent study stated that bilingual speakers earn 10-15 percent more than those who speak only English. The Spanish program is designed to fill this need. It works well as a double-major, with low unit requirements and high compatibility with many career paths. It equips business professionals, healthcare professionals, community workers, journalists—anyone interested in other cultures—to thrive in the diversity of our planet.

The Spanish major (<https://www.apu.edu/clas/programs/spanish-major>) at Azusa Pacific University offers opportunities to serve in local Spanish-speaking communities through internships and hands-on coursework, or to go abroad through international programs (p. 101) in Costa Rica, Ecuador, and Spain. 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.

Mission Statement

The Spanish program guides student development in Spanish conversation, develops reading and compositional skills, introduces major Spanish-language literary works, heightens cultural sensitivity, and encourages creative and reflective thinking with respect to the history and civilization of Hispanic countries, all to better serve God through service to others.

Off-campus Study

As part of the Spanish language learning experience, Spanish majors and minors are strongly encouraged to study away for one term. The Department of English and Modern Languages (<http://www.apu.edu/clas/modernlanguages>) offers study away programs in Costa Rica and Ecuador. 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

In addition to teaching, myriad other public contact fields may require some proficiency in Spanish. Foreign student advisors, pastors/ministers, immigration inspectors, translators/interpreters, import/export managers, diplomats, speech pathologists, customs inspectors, social/medical services, law enforcement, 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.

Requirements

Spanish majors are strongly encouraged to complete one study term abroad and to complete SPAN 201/SPAN 202 or its equivalent prior to departure. Majors and minors in the Department of English and Modern Languages must maintain a minimum cumulative GPA of 2.0 in all university coursework.

Code	Title	Units
Core Courses		
(23 units beyond SPAN 101, SPAN 102, or equivalent) ¹		
SPAN 201	Intermediate Spanish I ^F	
SPAN 202	Intermediate Spanish II ^S	
SPAN 432	Literary Masters ^{2, F}	
SPAN 460	Writing 3: Survey of the Literature of the Spanish-speaking World ^{3, S}	
SPAN 480	Spanish Capstone Seminar ^{4, S}	
		24

WRIT 204	Writing 2: Writing for the Humanities in Spanish ^{5, S}	
SPAN 330	History and Civilization of the Spanish-speaking World ^F	
Conversational Skills		3
Select one from the following:		
SPAN 250	Intermediate Conversation and Writing Abroad (abroad in a Spanish-speaking country)	
SPAN 301	Spanish Conversation and Community ^{6, F}	
SPAN 305	Spanish for Heritage Speakers ^F	
SPAN 310	Advanced Language-Study Practicum (abroad in a Spanish-speaking country)	
Electives		6
Select two from the following list. A course taken to meet the above courses may not also count for elective credit.		
Spanish Courses		
HIST 235	Cultural History/Travel Study (If taken in Costa Rica or Ecuador Program) ⁶	
SPAN 310	Advanced Language-Study Practicum (abroad in a Spanish-speaking country)	
SPAN 315	Politics and Society in Latin America ^{7, OS}	
SPAN 350	Public Speaking in Spanish ^{8, OF}	
SPAN 440	Spanish Applied Linguistics ^{EF}	
SPAN 450	Spanish Language Pedagogy	
SPAN 494	Internship	
SPAN 495	Special Topics in Spanish (may be repeated for credit) ^{ES}	
SPAN 497	Readings	
Global Learning Term coursework (completed anywhere in the Spanish-speaking world)		
GLBL 325	Family Organization	
GLBL 335	Global Internship	
GLBL 340	Community Life	
GLBL 350	Writing 3: Global Study Project ³	
Total Units		33

- ¹ See the General Education Requirements page (p. 131). Students who are native speakers of Spanish or have 3-4 years of high school Spanish should take the Spanish Placement or CLEP (p. 95) exam to waive elementary Spanish, then consult with an adviser before entering intermediate or upper-division work.
- ² Meets the General Education Humanities: Literature requirement.
- ³ Meets the General Education Writing 3 requirement.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Meets the General Education Writing 2 requirement.
- ⁶ Meets the General Education Intercultural Competence requirement.
- ⁷ Meets the General Education Civic Knowledge and Engagement requirement.
- ⁸ Meets the General Education Oral Communication requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate strong abilities in the four language skills (reading, writing, speaking, listening), attaining at least the ACTFL Advanced-Low level.
2. Knowledge: Distinguish and describe the countries of the Spanish-speaking world, and describe their history and cultural achievements.
3. Literature: Critically analyze literary texts and construct thoughtful, textually-supported interpretations.
4. Intercultural Competence: Interact with people of Spanish-speaking communities with understanding and cultural sensitivity.

Spanish Minor

Students in the Spanish minor are required to take 18-20 units beyond the prerequisites of SPAN 101 and SPAN 102 (or the equivalencies). Majors and minors in the Department of English and Modern Languages must maintain a minimum cumulative GPA of 2.0 in all university coursework.

Code	Title	Units
Core Courses		9
(9 units beyond SPAN 102, or equivalent) ^{1,2}		
SPAN 201	Intermediate Spanish I ^F	
SPAN 202	Intermediate Spanish II ^S	
WRIT 204	Writing 2: Writing for the Humanities in Spanish ^{3, S}	
Conversational Skills		3
Select one of the following:		
SPAN 250	Intermediate Conversation and Writing Abroad	
SPAN 301	Spanish Conversation and Community ^{4, F}	
SPAN 305	Spanish for Heritage Speakers ^F	
SPAN 310	Advanced Language-Study Practicum	
Electives		6-8
Select two from the following list. A course taken to meet the above Subject Courses may not count for elective credit.		
HIST 235	Cultural History/Travel Study (If taken in Costa Rica or Ecuador Program) ⁴	
SPAN 310	Advanced Language-Study Practicum	
SPAN 315	Politics and Society in Latin America ^{5, OS}	
SPAN 330	History and Civilization of the Spanish-speaking World ^F	
SPAN 350	Public Speaking in Spanish ^{6, OF}	
SPAN 432	Literary Masters ^{7, F}	
SPAN 440	Spanish Applied Linguistics ^{EF}	
SPAN 460	Writing 3: Survey of the Literature of the Spanish-speaking World ^{8, S}	
Total Units		18-20

¹ Meets the General Education Foreign Language requirement.

² See General Education Requirements page (p. 131). Students who are native speakers of Spanish or have 3-4 years of high school Spanish should take the Spanish Placement or CLEP (p. 95) exam to waive SPAN 101/SPAN 102, then consult with an advisor before entering intermediate or upper-division work.

³ Meets the General Education Writing 2 requirement.

⁴ Meets the General Education Intercultural Competence requirement.

⁵ Meets the General Education Civic Knowledge and Engagement requirement.

⁶ Meets the General Education Oral Communication requirement.

⁷ Meets the General Education Humanities: Literature requirement.

⁸ Meets the General Education Writing 3 requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Department of Global Studies, Sociology, and TESOL

Department Overview

The Department of Global Studies, Sociology, and TESOL (<https://www.apu.edu/clas/globalstudies>) offers the sociology major and two minors: sociology, and Teaching English to Speakers of Other Languages (TESOL). For program descriptions, click the Programs tab above and select the appropriate major or minor.

Major

- Sociology (p. 234)

Minors

- Sociology (p. 236)
- TESOL (p. 237)

GLBL 101, Self-Directed Language Learning I, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement.

GLBL 102, Self-Directed Language Learning II, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement.

Prerequisite: GLBL 101

GLBL 120, Contemporary Global Issues, 3 Units

Focusing on cities in the Majority World, this course introduces key concepts in global studies. Global issues are surveyed and analyzed, such as urbanization, income inequality, environment degradation, conflict and migration; and cultural, economic, and political causes are discussed. Drawing on research in sociology, global urbanism, and sustainable development, students consider contributing factors and assess prospects for constructive global engagement. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

GLBL 201, Anthropology for Everyday Life, 3 Units

This course equips students with a practical methodology for exploring the social and cultural reality of group members within local communities: the development of cross-cultural relationships combined with reflection on anthropological concepts and experiences. Students prepare to enter relationships of mutual learning with peoples throughout the world. *Meets the General Education Requirement: Intercultural Competence.*

GLBL 260, Intercultural Communication, 3 Units

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. *Meets the General Education Requirement: Intercultural Competence.*

GLBL 300, Self-Directed Language Learning, 3 Units

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

GLBL 305, Peoples and Places, 3 Units

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 315, Urban Society, 3 Units

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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

GLBL 318, Immigration and Integration, 3 Units

An introduction to immigration in the United States, its recent history, theories, and legal aspects, with attention to the integration of immigrant communities into the socio-economic fabric of Los Angeles and beyond. The course addresses the present state of the national immigration debate and encourages students to apply and integrate their faith perspectives on the issues. *Meets the General Education Requirement: Intercultural Competence.*
Prerequisite: GLBL 315

GLBL 320, Global Engagement in the 21st Century, 3 Units

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 Los Angeles Term or instructor consent

GLBL 325, Family Organization, 3 Units

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, Community Transformation, 6 Units

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 Program.

GLBL 335, Global Internship, 6 Units

The Global Internship is an extended, structured service experience within a cross-cultural setting addressing community-identified needs. Students work under expert supervision for a minimum of 150 hours, integrating disciplinary study with direct interaction and personal reflection and writing. The course aims to improve students' global knowledge and intercultural competence, while guiding them in making a modest contribution to community improvement. Course is only available through the Global Learning Term (GLT) program.
Prerequisite: GLBL 305

GLBL 340, Community Life, 3 Units

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 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 Units

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, Writing 3: Global Study Project, 3 Units

Students carry out a self-designed study/research project within an intercultural setting on topics of public concern. The course provides conceptual and practical tools for designing the inquiry under the combined direction of an academic advisor and an on-site guide. Course is only available through the Global Learning Term (GLT) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Prerequisite: Writing 2 and GLBL305

GLBL 355, Principles and Practice of Community Engagement, 3 Units

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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

GLBL 365, Women and Globalization, 3 Units

This course critically examines the relationship between women and globalization. Globalization is analyzed from an historical perspective focusing on its antecedents in capitalism and modernity. While drawing from the fields of economics, history, and political science, this class examines the intersection of women and globalization primarily from an anthropological and global perspective. Topics to be read, discussed, and analyzed include capitalism, globalization, development, transnational migration, labor, media, the environment, and religion.

GLBL 399, Global Seminar, 3 Units

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 Units

Sustainable Societies is a seminar-style upper-division and applied course focused on creating communities that are socially equitable, economically expansive, culturally adaptive, and ecologically sustainable. Practical themes in the "sustainability conversation" are linked to cross-cultural field experiences and post-college vocational planning. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Junior standing

GLBL 425, Integration and Formation Seminar, 1 Unit

Integration and Formation takes students through the process of integrating their study away experiences with their spiritual, ethical, and vocational development. It provides study away 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. May be taken for 0 units by petition only.

Prerequisite: Completed Study Away Program or Instructor consent. Instructor or department consent must be obtained to drop course.

GLBL 465, Globalization and Development, 3 Units

A brief historical perspective on globalization is presented, focusing on the transitions from premercantilism 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 201

GLBL 495, Special Topics, 3 Units

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. Course may be repeated as the topic varies up to 9 units, or three times.

Prerequisite: GLBL 301

GLBL 496, Global Studies Senior Seminar, 3 Units

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.

Prerequisite: Senior standing, GLBL 201, or Instructor's consent, completion of the majority of God's Word requirement, and upper-division writing intensive course.

GLBL 497, Readings, 1-4 Units

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 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

Prerequisite: Junior or Senior Standing

GLBL 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no 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.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

SOC 120, Introduction to Sociology, 3 Units

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. The key learning outcome will be the acquisition of a Sociological Perspective and the ability to analyze social life in a sociological manner.

Meets the General Education Requirement: Social Science.

SOC 120H, Introduction to Sociology - Honors, 3 Units

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 Requirement: Social Science.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

SOC 225, Contemporary Social Problems, 3 Units

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 Units

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.

SOC 298, Basic Sociological Theory, 3 Units

The function of theory and the contributions to modern sociological thought by the principal sociologists of the 19th and 20th centuries are considered. The application of theory to contemporary social concerns is investigated.

Prerequisite: SOC 120

SOC 358, Human Diversity, 3 Units

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. *Meets the General Education Requirement: Intercultural Competence.*

SOC 359, Immigrant L.A., 3 Units

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 Units

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 361, Education and Society, 3 Units

This course introduces the Sociology of Education, examining the relationship between schooling and the larger society. Taking a comparative and historical perspective on education as a social institution, the course examines major issues in the field, concentrating on the role of education in cultural transmission, socialization, and performance- as well as the use of education in legitimating social inequality and transmitting morals and values. The course also explores the structure of educational systems as institutional bureaucracies and organizations. Students apply their learning in a scholarly sociological analysis of a current educational policy or practice.

Prerequisite: SOC 120

SOC 404, Community, 3 Units

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 Units

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 relationships, 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

Prerequisite: SOC 120 or SOC 358, and Junior or Senior Standing.

SOC 410, Field Internships, 4 Units

This course offers students the opportunity to gain supervised work experience through internships with professional organizations working to address contemporary social problems. Students are introduced to and placed in internship organizations that have been approved by the course professor, with placements varying from international to local organizations. Various approaches to researching social problems and developing research projects involving solutions to those problems are introduced and explored. Students conduct their own fieldwork in coordination with the course professor and internship supervisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: SOC 120 and junior standing.

SOC 425, Social Movements, 3 Units

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 Units

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 Units

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 Units

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, SOC 298

SOC 471, Writing 3: Qualitative Social Research Methods, 3 Units

This course in basic 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. As a Writing 3 course, students are assigned structured assignments with multiple drafts that will lead to a final piece of professional writing in the field of sociology. Writing is assessed throughout the course by the instructor and through peer review. The final product is presented as one would present it at a professional conference. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: SOC 298 and Writing 2

SOC 472, Quantitative Social Research Methods, 3 Units

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: B in MATH 130

SOC 495, Special Topics, 3 Units

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.

Prerequisite: SOC 120, SOC 298

SOC 496, Senior Seminar: Faith and Social Issues, 3 Units

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?

Prerequisite: SOC 358, Senior standing, completion of the majority of the units required for God's Word and the Christian Response, and completion of the majority of course work in the major, and upper-division writing intensive course

SOC 497, Readings, 1-4 Units

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

TESL 100, Academic English for Multilingual Undergraduates, 4 Units

Academic English for Multilingual Undergraduates prepares multilingual undergraduate students for three primary academic language tasks of undergraduate study - academic writing, presentations, and seminar speaking. The course focuses on both written and spoken academic English. To the extent possible, assignments will be tied to the students' undergraduate coursework. This course is taken prior to WRIT 110.

TESL 101, English for Academic Purposes I, 4 Units

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 Units

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 345, Second-language Pedagogy I, 3 Units

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 456, Teaching Practicum, 3 Units

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.

Faculty

Department Chair

Richard Robison (<http://www.apu.edu/faculty/rrobison>), Ph.D., TESOL

Professors

Nori Henk (<http://www.apu.edu/faculty/nhenk>), Ph.D.

Paul Hertig (<http://www.apu.edu/faculty/phertig>), Ph.D., Global Studies

Carrie Peirce (<http://www.apu.edu/faculty/cpeirce>), Ph.D., Sociology

Richard Robison (<http://www.apu.edu/faculty/rrobison>), Ph.D., TESOL

Richard Slimbach (<http://www.apu.edu/faculty/rslimbach>), Ph.D., Global Studies

Mary Shepard Wong (<http://www.apu.edu/faculty/mwong>), Ph.D., TESOL

Associate Professors

Tasha Bleistein (<http://www.apu.edu/faculty/tbleistein>), Ph.D., TESOL

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

David Miyahara (<http://www.apu.edu/clas/faculty/dmiyahara>), Ph.D., Sociology

Adjunct Faculty

CyBelle Barthelmess (<http://www.apu.edu/faculty/cbarthelmess>), Ed.D. (Cand.), Global Studies

Adrijana Sekulovic, Ph.D., Sociology

Teresa Ubovich, M.A., Sociology

Professor Emeritus

Richard Christopherson (<http://www.apu.edu/faculty/rchristophers>), Ph.D., Sociology

Sociology Major

42 units

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 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 major (<https://www.apu.edu/clas/programs/sociology-major>) 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.

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 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 42 units is required for the major. A minimum grade-point average of 2.0 is required in these courses.

Code	Title	Units
Core Courses		
Required courses should be taken in the following sequence:		
SOC 120	Introduction to Sociology ¹	3
SOC 298	Basic Sociological Theory	3
SOC 358	Human Diversity ²	3
MATH 130	Introduction to Statistics ³	3
Select one of the following:		3
SOC 471	Writing 3: Qualitative Social Research Methods ^{4, F}	
SOC 472	Quantitative Social Research Methods ^S	
Elective Courses		
Select 21 units from the following:		21
GLBL 201	Anthropology for Everyday Life ²	
PSYC 320	Social Psychology ⁵	
SOC 225	Contemporary Social Problems	
SOC 230	Comparative Family Systems	
SOC 359	Immigrant L.A.	
SOC 360	Sociology of Religion ^{OS}	
SOC 361	Education and Society ^F	
SOC 404	Community ^S	
SOC 405	The Sociology of Gender	
SOC 410	Field Internships ⁶	
SOC 425	Social Movements ^{ES}	
SOC 455	Crime and Delinquency	
SOC 464	Social Stratification ^F	
SOC 468	Contemporary Social Theory ^{OS}	
SOC 495	Special Topics	
SOC 496	Senior Seminar: Faith and Social Issues ^{OF}	
SOC 497	Readings	
Select 6 units from the following: ⁷		6
ETHN 355	The Asian American Experience	
ETHN 356	The African American Experience	
ETHN 357	The Chicano(a)/Latino(a) Experience	
GLBL 330	Community Transformation	

PSYC 110	General Psychology ¹
SOCW 251	Social Welfare Policy and Service
SOCW 350	Aging: Implications for Policy and Practice
SOCW 351	Child Welfare
SOCW 410	Family Violence

Total Units 42

- 1 Meets the General Education Humanities: Social Sciences requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Quantitative Literacy requirement.
- 4 Meets the General Education Writing 3 requirement.
- 5 Prerequisite: PSYC 110
- 6 Meets the General Education Integrative and Applied Learning requirement.
- 7 Includes courses not taken from elective list above.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand and evaluate social research, and also to 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, 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. Gain a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.
6. Describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

Sociology Minor

Requirements

18 units

Code	Title	Units
Core Courses		
SOC 120	Introduction to Sociology ¹	3
SOC 298	Basic Sociological Theory	3
Elective Courses		
Select 12 units from the following:		12
GLBL 201	Anthropology for Everyday Life ²	
MATH 130	Introduction to Statistics ³	
PSYC 320	Social Psychology	
SOC 225	Contemporary Social Problems	
SOC 230	Comparative Family Systems	
SOC 358	Human Diversity ²	
SOC 359	Immigrant L.A. ^{OS}	
SOC 360	Sociology of Religion ^{OS}	
SOC 361	Education and Society ^F	

SOC 404	Community ^S
SOC 405	The Sociology of Gender
SOC 410	Field Internships ⁴
SOC 425	Social Movements ^{ES}
SOC 455	Crime and Delinquency
SOC 464	Social Stratification ^F
SOC 468	Contemporary Social Theory ^{OS}
SOC 471	Writing 3: Qualitative Social Research Methods ^{5, F}
SOC 472	Quantitative Social Research Methods ^S
SOC 495	Special Topics
SOC 496	Senior Seminar: Faith and Social Issues ^{OF}
SOC 497	Readings

Total Units

18

- 1 Meets the General Education Humanities: Social Sciences requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Quantitative Literacy requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 3 requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand and evaluate social research, and also to 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, 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. Utilize a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.
6. Describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

TESOL Minor

The undergraduate minor in TESOL is especially suited to students majoring in English (p. 222), Spanish (p. 226), or liberal studies (p. 570) (education), but is open to all students. Students who complete the minor will receive an undergraduate TESOL Certificate, and those who choose the option to take graduate-level courses TESL 545 and TESL 557 will have completed the requirements for the graduate TEFL Certificate (<http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tefl-online>), which they may choose to receive in place of the undergraduate TESOL 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 at least one of the required courses for the M.A. in TESOL (<http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tesol-certificate-tesol-oncampus-ma>).

- 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 this 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

- Students must achieve at least a 2.0 grade-point average in the six courses.
- Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 American Government.

Code	Title	Units
ENGL 402	Principles of Language	3
ENGL 404	Approaches to Grammar	3
ENGL 406	Writing 3: Advanced Composition ¹	3
Select one of the following:		3
TESL 345	Second-language Pedagogy I	
TESL 545	Second-language Pedagogy I ²	
Select one of the following:		3
TESL 456	Teaching Practicum	
TESL 557	Reflective Teaching ²	
Select one of the following:		3
ENGL 435	Social and Psychological Aspects of Language	
TESL 505	Second-language Acquisition ²	
Total Units		18

¹ Meets the General Education Writing 3 requirement.

² Senior standing required, and approval must be obtained from the department chair of the student's major, in order to take graduate-level courses.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition on both individual and contextual variables.
2. Describe the linguistic structures and development of English.
3. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach both oral and written English.
4. Evaluate language teaching materials and use them in lesson planning.

Department of History and Political Science

Mission Statement

The Department of History and Political Science (<http://www.apu.edu/clas/historypolisci>) at Azusa Pacific University:

1. Offers undergraduate degree programs in political science, history, international relations, and social science, and a single subject waiver for a teaching credential in social science.
2. Provides General Education courses in history and political science consistent with the outcomes of a liberal arts education.
3. Prepares students for graduate study, law school, and success in their chosen careers.

Department Overview

This department offers majors in history (p. 247), international relations (p. 251), political science (p. 249), and social science (p. 252), and minors in classics (p. 253), history (p. 254), international relations (p. 255), political science (p. 256), and prelaw (p. 257). The department is also home to chapters of the national political science honor society, Pi Sigma Alpha; the national history honor society, Phi Alpha Theta; and the international legal community honor society, Phi Delta Phi.

Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education.

The department's programs strive to:

- Develop intellectual curiosity.
- Equip students with the abilities to write and speak well, think critically, and judge wisely.
- Enable students to distinguish justice from injustice.
- Teach students the legitimate purposes and necessary limits of political power.
- Provide students historical perspective for making judgments in the present.
- Instruct students in human possibilities and limits.
- Prepare students for careers calling for clear, cogent reasoning.
- Familiarize students with other cultures and times.
- Make available to students the knowledge that is needed by citizens and political leaders.
- Prepare students to teach various social science disciplines.

Students who want to earn up to 9 units in their major through the American Studies Program (<https://www.bestsemester.com/locations-and-programs/washingtondc/asp>) in Washington, DC, may do so by arrangement with the Department of History and Political Science.

Majors

- History (p. 247)
- International Relations (p. 251)
- Political Science (p. 249)
- Social Science (p. 252)

Minors

- Classics (p. 253)
- History (p. 254)
- International Relations (p. 255)
- Political Science (p. 256)
- Prelaw (p. 257)

HIST 120, World Civilizations to 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the General Education Requirement: Humanities: History.*

HIST 121, World Civilizations Since 1648, 3 Units

Lecture 3 hours; discussion 1 hour. This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the General Education Requirement: Humanities: History.*

HIST 151, United States History to 1877, 3 Units

This course surveys the political and cultural history of the United States up to 1877. 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 Requirement: Humanities: History.*

HIST 152, United States History Since 1877, 3 Units

This course surveys the political and cultural history of the United States from 1877 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 Requirement: Humanities: History.*

HIST 201, World Civilizations and Geography to 1648, 3 Units

This survey course incorporates human geography as a crucial means to understand the narrative of histories, religions, migrations, and forms of government of people and civilizations from the ancient times to 1648. In doing so, this course aims to study the distribution, processes, and effects of the human population on our planet during this time period.

Prerequisite: Liberal Studies Majors Only

HIST 202, United States History to 1930, 3 Units

This course surveys the political and cultural history of the United States from its colonial origins to 1930. Subject matter includes concepts of government and analysis of political institutions. This course meets the state requirements in U.S. history and government.

Prerequisite: Liberal Studies Majors Only

HIST 210, World Geography, 3 Units

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 235, Cultural History/Travel Study, 3 Units

This interdisciplinary course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the respective country, region, or continent. The course is taught by one or more 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. May be repeated for credit as topics/locations vary. *Meets the General Education Requirement: Intercultural Competence.*

HIST 238, History of California, 3 Units

Students in this course 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 300, Writing 3: Introduction to Historical Studies, 3 Units

This course instructs students in historical methodology, focusing on the skills necessary for historical research and writing, and a foundational knowledge of historiography. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

HIST 311, Ancient Greece, 3 Units

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Greece. 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 Units

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Rome. Covers Republican and Imperial Rome, the Pax Romana, 3rd Century Crisis, and the Christianization and Fall of Rome.

HIST 320, Modern Africa, 3 Units

This course explores the political, social, cultural, and religious history of Africa from the trans-Atlantic slave trade to the present.

Prerequisite: HIST 120 or HIST 121 recommended

HIST 325, Topics in French History, 3 Units

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. Taking a 100-level history course or FREN 101 prior to this course is recommended.

Prerequisite: 100-Level History course or FREN 101 recommended

HIST 334, History of American Foreign Affairs, 3 Units

This course is a study of American foreign affairs and international relations from 1776 to the present.

HIST 335, Cultural History/Travel Study, 3 Units

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 Units

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 Units

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 Units

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. *Meets the General Education Requirement: Intercultural Competence.*

HIST 350, Medieval Europe, 3 Units

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

HIST 352, Renaissance and Reformation, 3 Units

This course is a study of Europe from the 15th century to 1648. It covers intellectual, social, and political changes, and religious revolt and wars.

HIST 357, Enlightenment Europe, 3 Units

This course studies European history from 1648-1789. 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 Units

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 Units

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 Units

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 Units

This course covers the historical foundations of the early modern and modern Middle East, beginning with later Ottoman history (18th 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 Units

This course covers the historical dynamics of the Israeli-Palestinian conflict from the beginnings of early Zionist thought and settlement in the late 19th century to the present day.

HIST 368, A Year in Time, 3 Units

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 resources in historical research and writing. The course may be repeated for credit with a change of topic or year studied

HIST 374, Colonial Era, 3 Units

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 Units

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 Units

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 Units

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 Units

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

HIST 389, Modern American Intellectual History, 3 Units

This course introduces students to some of the most important ideas, thinkers, and intellectual debates that have shaped life in the United States from the late nineteenth century through the present. Through a study of movements including pragmatism, progressivism, liberalism, and conservatism, the course examines the role of science, philosophy, and religion in providing intellectual foundations for liberal democracy. It also examines the relationship between modernity and postmodernity, and traces the growth of the American university system as a primary institutional site for intellectual life

HIST 392, Colonial Latin America, 3 Units

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of Colonial America (c. 1460s-1820s), with particular emphasis on the role of Christianity in the development, success, and failure of the Spanish imperial project in the New World.

Prerequisite: HIST 120

HIST 393, Ritual and Re-enactment in Modern Latin America, 3 Units

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of modern Latin America (c. 1820s-present), from its colonial legacy to its nation-building period, revolutions and coups to modern manifestations, with special emphasis on its relationship to the United States and developments in local Christianity.

Prerequisite: HIST 121

HIST 401, Humanities Seminar, 6 Units

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 Units

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 Units

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 Units

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

HIST 420, Topics in Cinema and History, 3 Units

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.

Prerequisite: WRIT 110

HIST 484, Historical Themes, 3 Units

Subject matter for this course varies and may include topics in non-Western, European, and United States history. This course may be repeated for credit.

HIST 497, Readings, 1-4 Units

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 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

HIST 499, Thesis/Project, 1-4 Units

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a 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 course.

Prerequisite: HIST 300 or instructor consent, and senior standing.

HIST 499H, Thesis/Project - Honors, 3 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis and communication. The one-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 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 and upper-division writing intensive course completed. Must also be a student admitted to the Honors College and be considered a member in "active" status.

HUM 201, Intercultural Knowledge and Competence, 3 Units

This course employs a team-taught, transdisciplinary approach to expanding students' intercultural knowledge and experience in three stages. First, through a study of core texts in the humanities, it studies a chronologically arranged variety of cultural perspectives on the meaning and value of the natural world. Second, it punctuates this study with affective experience in a new cultural setting (typically by visiting with a representative from local Native American or Armenian communities). Third, it requires students to reflect upon and analyze their own culturally structured environmental attitudes. *Meets the General Education Requirement: Intercultural Competence.*

HUM 202, Civic Knowledge and Engagement, 3 Units

This course employs a team-taught, transdisciplinary approach to expanding students' understanding of and commitment to civic engagement in three stages. First, through a study of core texts in the humanities, it examines a chronologically arranged variety of perspectives on the ethical responsibility of humans to their natural environment. Second, it punctuates this study with affective experience in the pristine Ansel Adams Wilderness, an experience that provides a hands-on encounter with the magnificently fragile world God has charged us to nurture. Finally, this course requires students to reflect upon and analyze their own civic responsibilities toward the environment through a final research project. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

HUM 221, Core Texts in History, 3 Units

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 an integrative, interdisciplinary fashion. 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 Requirement: Humanities: History.*

HUM 222, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. 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 Requirement: Humanities: Literature.*

HUM 223, Core Texts in Aesthetics, 3 Units

A study of the creative process and of 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. 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 Requirement: Humanities: Fine Arts.*

HUM 224, Core Texts in Philosophy, 3 Units

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. 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 Requirement: Philosophy.*

HUM 321, Core Texts in History, 3 Units

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 an integrative, interdisciplinary fashion. 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 Requirement: Humanities: History.*

HUM 322, Core Texts in Literature, 3 Units

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. 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 Requirement: Humanities: Literature.*

HUM 323, Core Texts in Aesthetics, 3 Units

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. 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 Requirement: Humanities: Fine Arts.*

HUM 324, Core Texts in Philosophy, 3 Units

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. 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 Requirement: Philosophy.*

HUM 325, Core Texts in Christianity, 3 Units

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. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Theology.*

POLI 150, American Government, 3 Units

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 Requirement: Civic Knowledge and Engagement.*

POLI 160, Introduction to Politics, 3 Units

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life.

POLI 180, Intro to International Relations, 3 Units

This course introduces students to the academic study of international relations, beginning with classical discussions about the interaction of peoples, continuing to focus on modern nations and their trade, diplomacy, foreign aid and conflicts. Students will consider the challenges faced within particular world regions beyond the West, with units on Latin America, Africa, Asia, Middle East, and their particular regional opportunities. Also covered are particular problems of international relations of our time - nuclear/chemical/biological weapons, terrorism, and cyber conflict, as well as international opportunities including strategies to achieve greater economic development, trade, and communication.

POLI 210, Current Events, 3 Units

Students explore selected current domestic and foreign policy issues.

POLI 220, State and Local Government, 3 Units

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

POLI 250, Introduction to Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

POLI 260, Introduction to Legal Transactions, 3 Units

This course provides an overview of personal and business legal transactions, introducing students to the importance of the law, concepts of business formation and transactions, corporations, contracts, intellectual property, cyberlaw, employment law, bankruptcy, and estate planning.

POLI 271, Political Topics, 3 Units

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 eight units may be earned for participation in seminars offered by the American Studies Program.

POLI 300, Writing 3: Research and Writing, 3 Units

This writing-intensive course emphasizes the research and writing skills common to the disciplines of history and political science. It is strongly recommended that students take this course before taking any other 300- or 400-level history or political science courses. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

POLI 310, Political Geography, 3 Units

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 Units

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 325, Seminar in International Relations, 3 Units

This course facilitates focused inquiry into one or more pre-announced subjects relating to current international relations. Possible topics include nuclear weapons, cybersecurity, or humanitarian relief assistance. This course may be repeated for credit as the topic varies.

Prerequisite: POLI 180 or instructor's consent

POLI 326, Civil Rights and Civil Liberties, 3 Units

Students analyze Supreme Court decisions related to the Bill of Rights and the 14th Amendment.

Prerequisite: POLI 150 or instructor consent

POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, 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 consent

POLI 351, Constitutional Law: Criminal Justice, 3 Units

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th 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 consent

POLI 352, Constitutional Law: National Powers, 3 Units

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 consent

POLI 353, Seminar on Legal Studies, 3 Units

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: POLI 350 or POLI 351 or POLI 352 or instructor consent

POLI 360, Classical Political Thought, 3 Units

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 Units

This course is a study of major political thinkers from the 16th century to the present.

POLI 376, The American Founding, 3 Units

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 and POLI 160 or instructor consent

POLI 380, Terrorism and Counterterrorism, 3 Units

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 381, Theories of International Relations, 3 Units

This course is a detailed examination of the major classical, modern, and postmodern theoretical schools of thought that inform the study of International Relations. Readings include original classic treatises and monograph length statements of theory, alongside recent publications.

Prerequisite: POLI 180 or Instructor consent

POLI 382, Diplomacy and Foreign Policy, 3 Units

This course provides a comprehensive examination of theoretical approaches to the analysis of foreign policy, as well as an examination of the conduct of U.S. diplomacy abroad. Case studies are used to illustrate analytical models, and active learning through team-based simulation emphasizes the practical aspects of negotiation and statecraft.

Prerequisite: POLI 180 or instructor's consent

POLI 383, National Security, 3 Units

This course addresses the definition and pursuit of national security by means of a thorough-going review of essential offices and institutions, assessing the relevant policymaking process, exploring principles of strategic theory, and defining symmetric and asymmetric security threats.

Prerequisite: POLI 180 or instructor's consent

POLI 385, Politics of Developing Countries, 3 Units

This course considers the governmental 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 Units

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 Units

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 Units

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 consent

POLI 405, The American Presidency, 3 Units

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 consent

POLI 410, Congress, 3 Units

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 consent

POLI 415, The Federal Judiciary, 3 Units

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 consent

POLI 420, Women in Politics, 3 Units

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

POLI 421, Regional Studies, 3 Units

This course is a comparative political analysis of a specific global region (e.g., Middle East, Eastern Europe, East Asia, Central America, etc.), with empirical emphases on the region's political history, forms of government, security problems, and cultural dynamics. As regions covered will vary, the course may be repeated for credit.

Prerequisite: POLI 180 or instructor's consent

POLI 422, International Organizations, 3 Units

This course examines the variety of modern international organizations, and their respective missions and operations. Organizations with legal, security, economic, health, civil-society, and judicial portfolios are considered.

Prerequisite: POLI 180 or instructor's consent

POLI 450, Principles and Practice of Research Design, 3 Units

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 upper division writing intensive course

POLI 471, Political Topics, 3 Units

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: foundations of liberty, nuclear arms, religion and politics, and presidential elections. This course may be repeated for credit, as the topic varies.

POLI 496, Senior Seminar: Religion and Politics, 3 Units

This seminar focuses on the ethical, political, and historical implications of ideas in their historical context and in contemporary society. Students consider significant ideas and concepts, their integration and interaction with other disciplines and the Christian faith, and consider application of those ideas to current political, social or moral problems. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, completion of Writing 3 (HIST 300 or POLI 300).

POLI 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

POLI 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

POLI 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

Faculty

Department Chair

Daniel C. Palm (<http://www.apu.edu/faculty/dpalm>), Ph.D., Political Science

Professors

Daniel C. Palm (<http://www.apu.edu/faculty/dpalm>), Ph.D., Political Science

Bryan Lamkin (<http://www.apu.edu/faculty/blamkin>), Ph.D., History

Associate Professors

Verónica Gutiérrez (<http://www.apu.edu/faculty/vgutierrez>), MFA, Ph.D., History

Bradley Hale (<http://www.apu.edu/faculty/bhale>), Ph.D., History

Douglas Hume (<http://www.apu.edu/faculty/dhume>), JD, Political Science

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Michael Hestrin, JD

Chris Jennings, JD

Dong-wook Lee, Ph.D.

Kenneth Leonardo, M.A.

Stephen Nelson, M.A.

Brian Plummer (<http://www.apu.edu/faculty/bplummer>), Ph.D.

History Major

39 units

Introduction

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 (<https://www.apu.edu/clas/programs/history-major>) prepares students for 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

To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

Code	Title	Units
Core Courses		
HIST 120	World Civilizations to 1648 ^{1,2}	3
HIST 121	World Civilizations Since 1648 ¹	3
HIST 151	United States History to 1877 ¹	3
HIST 152	United States History Since 1877 ¹	3
HIST 300	Writing 3: Introduction to Historical Studies ³	3
POLI 496	Senior Seminar: Religion and Politics ⁴	3
Subject Courses		
Select courses totaling 6 units from each of the following subfields:		
History of America ⁵		6
HIST 334	History of American Foreign Affairs	
HIST 342	The American West	
HIST 346	History of American Immigration ⁶	
HIST 374	Colonial Era	
HIST 376	The Revolution and the Republic	
HIST 380	Civil War and Reconstruction	
HIST 382	Emergence of Modern America	
HIST 386	Modern America	
HIST 389	Modern American Intellectual History	
History of Asia, Africa, Latin America, and the Middle East ⁵		6
HIST 320	Modern Africa	
HIST 360	History of the Middle East I: Early and Medieval Islam	
HIST 361	History of the Middle East II: Modern Middle East	
HIST 365	History of the Israeli-Palestinian Conflict	
HIST 392	Colonial Latin America	
HIST 393	Ritual and Re-enactment in Modern Latin America	
History of Europe ⁵		6
HIST 311	Ancient Greece	
HIST 312	Ancient Rome	
HIST 325	Topics in French History	
HIST 350	Medieval Europe	
HIST 352	Renaissance and Reformation	
HIST 357	Enlightenment Europe	
HIST 358	Europe 1789-1914	
HIST 359	Europe 1914-1992	
Elective Courses ⁷		
Select one 3-unit HIST elective from any of the above subfields or from the following:		3
HIST 210	World Geography	
HIST 238	History of California	
HIST 368	A Year in Time	
HIST 401	Humanities Seminar	
HIST 420	Topics in Cinema and History	
HIST 484	Historical Themes	

HIST 497	Readings
HIST 498	Directed Research
HIST 499	Thesis/Project

Total Units 39

- 1 Meets the General Education Humanities: History requirement.
- 2 Completion of the honors humanities major or minor satisfies the HIST 120 requirement.
- 3 Meets the General Education Writing 3 requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Depending on the variable topic, the following courses may also count for this area: HIST 368, HIST 401, HIST 420, HIST 484.
- 6 Meets the General Education Intercultural Competence requirement.
- 7 Completion of the honors humanities major or minor satisfies the elective course requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas, and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Analyze primary and secondary sources and develop a historical argument based on them.
4. Articulate how a Christian worldview informs the study of history.

Political Science Major

45 units

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 (<http://www.apu.edu/clas/programs/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

To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

Code	Title	Units
Core Courses		
POLI 150	American Government ¹	3
POLI 160	Introduction to Politics	3
POLI 180	Intro to International Relations	3
POLI 300	Writing 3: Research and Writing ²	3
POLI 399	Political Science Practicum ³	3
POLI 496	Senior Seminar: Religion and Politics ⁴	3
Select one of the following:		
MATH 130	Introduction to Statistics ⁵	3
ECON 250	Principles of Macroeconomics ⁶	3
Subject Courses		
Select two courses in each of the following subfields:		18
American Institutions		
POLI 405	The American Presidency	
POLI 410	Congress	

POLI 415	The Federal Judiciary
Comparative/International	
HIST 334	History of American Foreign Affairs
POLI 320	Comparative Politics
POLI 383	National Security
Political Philosophy	
POLI 360	Classical Political Thought
POLI 363	Modern Political Thought
POLI 376	The American Founding
Elective Courses	
Select two electives from the list below. A course taken to meet the above subject courses may not also count for elective credit.	
	6
HIST 334	History of American Foreign Affairs
POLI 220	State and Local Government
POLI 250	Introduction to Criminal Law
POLI 260	Introduction to Legal Transactions
POLI 310	Political Geography
POLI 325	Seminar in International Relations
POLI 350	Constitutional Law: Fundamental Freedoms
POLI 351	Constitutional Law: Criminal Justice
POLI 352	Constitutional Law: National Powers
POLI 353	Seminar on Legal Studies
POLI 360	Classical Political Thought
POLI 363	Modern Political Thought
POLI 376	The American Founding
POLI 380	Terrorism and Counterterrorism
POLI 381	Theories of International Relations
POLI 382	Diplomacy and Foreign Policy
POLI 383	National Security
POLI 385	Politics of Developing Countries
POLI 390	History and Politics of the Non-Western World
POLI 400	Seminar on American Politics
POLI 405	The American Presidency
POLI 410	Congress
POLI 415	The Federal Judiciary
POLI 420	Women in Politics
POLI 421	Regional Studies
POLI 422	International Organizations
POLI 450	Principles and Practice of Research Design
POLI 471	Political Topics
POLI 497	Readings
POLI 498	Directed Research
POLI 499	Thesis/Project

Total Units

45

- 1 Meets the General Education Civic Knowledge and Engagement requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Up to 8 units may be earned over the course of several semesters or during one semester. Only 6 units are counted toward the political science major and 3 units toward the political science minor. The remaining 2 units count as general elective credits toward graduation.
- 4 Meets the General Education Integrative and Applied learning requirement.
- 5 Meets the General Education Quantitative Literacy requirement.
- 6 Meets the General Education Social Sciences requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. American Government: Explain the principles, purposes, and main features of American government.
2. International Politics: Explain the main features of international politics.
3. Political Philosophy: Analyze the writing of major thinkers in the history of political philosophy.
4. Christian Foundation: Articulate a Christian understanding of politics and government.
5. Professional Writing: Demonstrate ability to write and cite sources to professional standards within the discipline.

International Relations Major

50 units

The international relations major (<https://www.apu.edu/clas/programs/international-relations-major>) prepares students to be effective leaders in their community, nation, and the world. Students learn to make sense of global events, to identify the degree to which peaceful interactions and political crises shape the world, and to articulate Christian perspectives on relations between peoples and nations. The international relations major prepares students for many vocations through rigorous training in international politics, philosophy, history, geography, diplomacy, and security studies.

Career Opportunities

International relations majors are prepared for a variety of careers in the public and private sectors, in fields such as government, diplomatic relations, and economic negotiations. These include vocations in the federal government focusing on foreign policy formulation or analysis, aid programs, and development and cultural exchange, as well as careers dedicated to national security issues such as counterterrorism and cybersecurity. In the private sector, some students find the major useful as they prepare for careers in international business and commerce, while others have used the major as preparation for nonprofit development enterprises in agriculture and food production, or toward improving delivery of health services and clean water. Still others devote their time and energy to stopping human rights abuses including human trafficking.

Requirements

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in program courses.

Code	Title	Units
Core Requirements		
POLI 150	American Government ¹	3
POLI 160	Introduction to Politics	3
POLI 180	Intro to International Relations	3
POLI 300	Writing 3: Research and Writing ²	3
HIST 334	History of American Foreign Affairs	3
POLI 496	Senior Seminar: Religion and Politics ³	3
Foreign Language Requirement: IR majors must complete two years (four semesters) of college-level study in the same modern foreign language (French, German, Spanish, Italian, or other modern language approved by the department chair). Refer to the course catalog at home.apu.edu to see which courses are available.		14
Subject Requirements: Upper-Division Core (select 9 units from the following)		9
POLI 310	Political Geography	
POLI 320	Comparative Politics	
POLI 325	Seminar in International Relations	
POLI 380	Terrorism and Counterterrorism	
POLI 381	Theories of International Relations	
POLI 382	Diplomacy and Foreign Policy	
POLI 383	National Security	
POLI 385	Politics of Developing Countries	
POLI 421	Regional Studies	
POLI 422	International Organizations	
Electives (select at least 9 units from the following courses not selected above)		9
ECON 357	Economics of the Developing World	
ECON 371	Comparative Economics	
ECON 372	International Trade and Finance	

GLBL 465	Globalization and Development ⁴
HIST 320	Modern Africa
HIST 357	Enlightenment Europe
HIST 358	Europe 1789-1914
HIST 359	Europe 1914-1992
HIST 393	Ritual and Re-enactment in Modern Latin America
POLI 310	Political Geography
POLI 320	Comparative Politics
POLI 325	Seminar in International Relations
POLI 380	Terrorism and Counterterrorism
POLI 381	Theories of International Relations
POLI 382	Diplomacy and Foreign Policy
POLI 383	National Security
POLI 385	Politics of Developing Countries
POLI 390	History and Politics of the Non-Western World
POLI 399	Political Science Practicum
POLI 405	The American Presidency
POLI 421	Regional Studies
POLI 422	International Organizations
POLI 471	Political Topics
POLI 497	Readings

Total Units

50

- 1 **Meets the General Education Civic Knowledge and Engagement requirement.**
- 2 **Meets the General Education Writing 3 requirement.**
- 3 Meets the General Education Integrative and Applied Learning requirement.
- 4 Must have taken the prerequisite to enroll.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. American Government: Explain the principles, purposes, and main features of American government.
2. International Politics: Explain the main features of international politics.
3. Theory and Foreign Policy: Articulate the main schools of thought respecting international relations and describe the principal interests and ideas that inform U.S. foreign policy.
4. Political Philosophy: Analyze the writing of major thinkers in the history of political philosophy.
5. Christian Foundation: Articulate a Christian understanding of politics and government.
6. Professional Writing: Demonstrate ability to write and cite sources to professional standards within the discipline.

Social Science Major

58 units

The social science major (<http://www.apu.edu/clas/programs/social-science-major>) primarily prepares students to teach history, political science, geography, economics, sociology, and psychology at the high school or junior high school level. This major provides future teachers with an integrated study of these social sciences, which helps develop analytical skills, comparative perspectives, critical judgement, and a knowledge base about the world around them. Additionally, the major introduces students to teaching methodologies. The social science major is a subject-matter program in social science approved by the California Commission on Teacher Credentialing (<https://www.ctc.ca.gov>), allowing students to bypass the CSET exams that would otherwise be required by the state of California.

Career Opportunities

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in history, education, government service, journalism, publishing, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available to social science majors.

Requirements

Students must maintain at least a 2.0 grade-point average in major courses.

Code	Title	Units
ECON 250	Principles of Macroeconomics ¹	3
ECON 251	Principles of Microeconomics	3
EDLS 405	Diversity in the Classroom ²	3
HIST 120	World Civilizations to 1648 ³	3
HIST 121	World Civilizations Since 1648 ³	3
HIST 151	United States History to 1877 ³	3
HIST 152	United States History Since 1877 ³	3
HIST 210	World Geography	3
HIST 338	History of California	3
POLI 150	American Government ⁴	3
POLI 496	Senior Seminar: Religion and Politics ⁵	3
PSYC 290	Human Growth and Development ¹	3
RELG 200	World Religions ²	3
HIST 300	Writing 3: Introduction to Historical Studies ⁶	3
One Upper-division History Course (HIST 3XX or 4XX)		3
One Upper-division Political Science Course (POLI 3XX or 4XX)		3
Select one of the following:		3
PSYC 110	General Psychology ¹	
SOC 120	Introduction to Sociology ¹	
Select one of the following:		4
EDLS 200	Introduction to Teaching as a Profession K-12 ⁴	
EDLS 202	Introduction to Teaching as a Profession (7-12) ⁴	
Select one of the following:		3
HIST 320	Modern Africa	
HIST 360	History of the Middle East I: Early and Medieval Islam	
POLI 390	History and Politics of the Non-Western World	
Total Units		58

- ¹ Meets the General Education Social Science requirement.
- ² Meets the General Education Intercultural Competence requirement.
- ³ Meets the General Education Humanities: History requirement.
- ⁴ Meets the General Education Civic Knowledge and Engagement requirement.
- ⁵ Meets the General Education Integrative and Applied learning requirement
- ⁶ Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Explain the principles, purposes, and main features of American government.
4. Articulate how a Christian worldview informs the study of history.

Classics Minor

The classics minor consists of 20-23 units arranged as described below. No more than 6 units of required or elective courses may count toward both the classics minor and another major or minor.

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in major courses.

Code	Title	Units
Core Requirements		
Choose either Ancient Greece or Ancient Rome:		3
HIST 311	Ancient Greece	
HIST 312	Ancient Rome	
Choose either Classical Greek or Latin:		8
GRKC 200 & GRKC 201	Elementary Classical Greek I and Elementary Classical Greek II ¹	
LTN 200 & LTN 201	Elementary Latin I and Elementary Latin II ¹	
Electives		
Select three of the following courses not taken above (at least one must be upper division):		9-12
GRKC 200	Elementary Classical Greek I ¹	
GRKC 201	Elementary Classical Greek II ¹	
HON 240	Core I (counts as 2 of 3 elective courses)	
LTN 200	Elementary Latin I ¹	
LTN 201	Elementary Latin II ¹	
PHIL 315	History of Ancient Philosophy	
POLI 360	Classical Political Thought	
UBBL 451	New Testament World	
With department approval:		
HUM 221 or HUM 321	Core Texts in History ² Core Texts in History	
HUM 222 or HUM 322	Core Texts in Literature ³ Core Texts in Literature	
HUM 223 or HUM 323	Core Texts in Aesthetics ⁴ Core Texts in Aesthetics	
HUM 224 or HUM 324	Core Texts in Philosophy ⁵ Core Texts in Philosophy	
Total Units		20-23

¹ Meets the General Education Foreign Language Proficiency requirement when LTN 200 and 201, or GRKC 200 and 201 are taken together.

² Meets the General Education Humanities: History requirement.

³ Meets the General Education Humanities: Literature requirement.

⁴ Meets the General Education Humanities: Fine Arts requirement.

⁵ Meets the General Education Philosophy requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of the basic forms, syntax, and vocabulary of classical Greek and Latin.
2. Describe the laws, religion, art and architecture, philosophy, and government forms of ancient Greece or ancient Rome.
3. Articulate a Christian perspective of truth and life.

History Minor

To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

Code	Title	Units
Core		
Select one of the following:		3
HIST 120	World Civilizations to 1648 ^{1,2}	
HIST 121	World Civilizations Since 1648 ¹	
Select one of the following:		3

HIST 151	United States History to 1877 ¹
HIST 152	United States History Since 1877 ¹
HIST 202	United States History to 1930 ³

Electives

Select four of the following: 12

HIST 311	Ancient Greece
HIST 312	Ancient Rome
HIST 320	Modern Africa
HIST 325	Topics in French History
HIST 334	History of American Foreign Affairs
HIST 342	The American West
HIST 346	History of American Immigration ⁴
HIST 350	Medieval Europe
HIST 352	Renaissance and Reformation
HIST 357	Enlightenment Europe
HIST 358	Europe 1789-1914
HIST 359	Europe 1914-1992
HIST 360	History of the Middle East I: Early and Medieval Islam
HIST 361	History of the Middle East II: Modern Middle East
HIST 365	History of the Israeli-Palestinian Conflict
HIST 368	A Year in Time
HIST 374	Colonial Era
HIST 376	The Revolution and the Republic
HIST 380	Civil War and Reconstruction
HIST 382	Emergence of Modern America
HIST 386	Modern America
HIST 389	Modern American Intellectual History
HIST 392	Colonial Latin America
HIST 393	Ritual and Re-enactment in Modern Latin America
HIST 401	Humanities Seminar
HIST 420	Topics in Cinema and History
HIST 484	Historical Themes
HIST 497	Readings
HIST 498	Directed Research
HIST 499	Thesis/Project

Total Units 18

- ¹ Meets the General Education Humanities: History requirement.
² Completion of the honors humanities major or minor satisfies the HIST 120 requirement.
³ For Liberal Studies majors only.
⁴ Meets the General Education Intercultural Competence requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas, and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Analyze primary and secondary sources and develop a historical argument based on them.
4. Articulate how a Christian worldview informs the study of history.

International Relations Minor

21 units

No more than 6 units may be in common with the student's major. To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in program courses.

Code	Title	Units
Core Courses		
POLI 150	American Government ¹	3
POLI 180	Intro to International Relations	3
HIST 334	History of American Foreign Affairs	3
Elective Courses		
Select at least two of the following:		6
POLI 310	Political Geography	
POLI 320	Comparative Politics	
POLI 380	Terrorism and Counterterrorism	
POLI 382	Diplomacy and Foreign Policy	
POLI 383	National Security	
POLI 385	Politics of Developing Countries	
Select two of the following:		6-12
ECON 357	Economics of the Developing World	
ECON 371	Comparative Economics	
ECON 372	International Trade and Finance	
HIST 320	Modern Africa	
HIST 357	Enlightenment Europe	
HIST 358	Europe 1789-1914	
HIST 359	Europe 1914-1992	
HIST 360	History of the Middle East I: Early and Medieval Islam	
HIST 361	History of the Middle East II: Modern Middle East	
POLI 310	Political Geography	
POLI 320	Comparative Politics	
POLI 380	Terrorism and Counterterrorism ²	
POLI 382	Diplomacy and Foreign Policy	
POLI 383	National Security	
POLI 385	Politics of Developing Countries ²	
POLI 390	History and Politics of the Non-Western World	
POLI 421	Regional Studies	
POLI 422	International Organizations	
POLI 471	Political Topics ³	
POLI 497	Readings	

Total Units 21

¹ Meets the General Education Civic Knowledge and Engagement requirement.

² If not taken as an elective in section above.

³ With department approval.

Political Science Minor

21 units

Requirements

Select seven courses (21 units total), of which no more than 6 units may be in common with the student's major.

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in major courses.

Code	Title	Units
Core Courses		
POLI 150	American Government ¹	3
POLI 160	Introduction to Politics	3
POLI 180	Intro to International Relations	3
Elective Courses		
Select a minimum of four of the following:		12
HIST 334	History of American Foreign Affairs	
POLI 220	State and Local Government	
POLI 250	Introduction to Criminal Law	
POLI 310	Political Geography	
POLI 320	Comparative Politics	
POLI 325	Seminar in International Relations	
POLI 350	Constitutional Law: Fundamental Freedoms	
POLI 351	Constitutional Law: Criminal Justice	
POLI 352	Constitutional Law: National Powers	
POLI 353	Seminar on Legal Studies	
POLI 360	Classical Political Thought	
POLI 363	Modern Political Thought	
POLI 376	The American Founding	
POLI 380	Terrorism and Counterterrorism	
POLI 382	Diplomacy and Foreign Policy	
POLI 383	National Security	
POLI 385	Politics of Developing Countries	
POLI 390	History and Politics of the Non-Western World	
POLI 399	Political Science Practicum	
POLI 400	Seminar on American Politics	
POLI 405	The American Presidency	
POLI 410	Congress	
POLI 415	The Federal Judiciary	
POLI 420	Women in Politics	
POLI 421	Regional Studies	
POLI 422	International Organizations	
POLI 450	Principles and Practice of Research Design	
POLI 471	Political Topics	
POLI 497	Readings	
POLI 498	Directed Research	
POLI 499	Thesis/Project	
Total Units		21

¹ Meets the General Education Civic Knowledge and Engagement requirement.

Prelaw Minor

21 units

Requirements

No more than 6 units from the minor may be in common with the student's major. To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

Code	Title	Units
Core Courses		
POLI 150	American Government ¹	3

POLI 415	The Federal Judiciary	3
Electives		
A total of five courses are required.		15
Select at least three of the following:		
POLI 250	Introduction to Criminal Law	
POLI 260	Introduction to Legal Transactions	
POLI 350	Constitutional Law: Fundamental Freedoms	
POLI 351	Constitutional Law: Criminal Justice	
POLI 352	Constitutional Law: National Powers	
POLI 353	Seminar on Legal Studies	
Select at least one of the following:		
POLI 360	Classical Political Thought	
POLI 363	Modern Political Thought	
POLI 376	The American Founding	
Total Units		21

¹ Meets the General Education Civic Knowledge and Engagement requirement.

Department of Mathematics, Physics, and Statistics

Mission Statement

The Department of Mathematics, Physics, and Statistics (<http://www.apu.edu/clas/mathphysics>) at Azusa Pacific University:

1. Offers undergraduate programs in mathematics, applied mathematics, physics, and statistics, as well as a single subject waiver for a teaching credential in mathematics;
2. Provides General Education (p. 131) mathematics and science courses consistent with the outcomes of a liberal arts education;
3. Prepares students for graduate study or success in their chosen careers; and
4. Offers a Master of Science in Applied Statistics and Analytics (<http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/math-physics-statistics/applied-statistics-and-analytics-ms>) degree program.

Math and Physics Fellowships

Each year, the Department of Mathematics, Physics, and Statistics awards two four-year fellowships (p. 48) to incoming freshmen. For more information, contact the department at (626) 815-6470 or mathphysics@apu.edu.

Majors

- Applied Mathematics (B.S.) (p. 267)
- Mathematics (B.A.) (p. 272)
- Mathematics (B.A.) with Integrated Credential (p. 273)
- Mathematics (B.S.) (p. 270)
- Physics (B.S.) (p. 276)

Minors

- Mathematics (p. 277)
- Physics (p. 278)
- Statistics (p. 279)

Mathematics Placement

APU uses the ALEKS PPL (<http://www.apu.edu/lec/placement/math/about-aleks>) system to determine the best initial math placement for most students who need to take a math course (whether to satisfy the General Education Quantitative Literacy requirement or a major or minor requirement). Students who need to use ALEKS (<http://www.apu.edu/lec/placement/math/using-aleks>) are encouraged to take an initial diagnostic assessment (<http://www.apu.edu/lec/placement/math/start-aleks>) at home and then to work in their personalized Prep and Learning Module (<http://www.apu.edu/lec/>)

placement/math/prep-learning-module) to review. They will then be able to take the assessment again (up to four times total) in order to achieve their best possible score.

Math Course Prerequisites

Prerequisites for common math courses are as follows:

Course(s)	Prerequisite(s)
MATH 90: Foundations of Mathematical Reasoning	ALEKS 15-29
MATH 95: Intermediate Algebra	ALEKS 30-44 or MATH 90
MATH 99: Self-Paced Mathematics Lab	ALEKS 0-29
MATH 115: Mathematics in Society MATH 130: Introduction to Statistics	ALEKS 30-100 or MATH 90
MATH 110: College Algebra UNRS 299: Statistics and Data Management for Nursing and Health Care	ALEKS 45-100 or MATH 95
MATH 149: Fundamentals of Precalculus MATH 150: Precalculus MATH 151: Applied Calculus I	ALEKS 60-100 or MATH 110
MATH 165: Calculus I	ALEKS 75-100 or MATH 149 (which may be taken concurrently) or MATH 150

Math Test Score Equivalents

The table below shows how various test scores translate into APU math placement and/or course credit:

Scores	Results
<ul style="list-style-type: none"> SAT Math (640 or higher on NEW version) SAT Math (620 or higher on OLD version) ACT Math (27 or higher) High School Calculus (at least one semester with a grade of B or higher) High School Precalculus (at least one semester with a grade of A- or higher) 	Treated as if you have passed MATH 110 College Algebra at the level of B- or higher
<ul style="list-style-type: none"> CLEP College Algebra, Precalculus, or Calculus (50) IB Mathematics (5, 6, or 7) AP Calculus AB or BC (3, 4, or 5) 	Treated as if you have passed MATH 110 College Algebra at the level of B- or higher; credit granted
<ul style="list-style-type: none"> AP Statistics (3, 4, or 5) 	Credit granted for MATH 130 Introduction to Statistics
<ul style="list-style-type: none"> ALEKS (65-100) 	Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher
<ul style="list-style-type: none"> ALEKS (60-64) 	Treated as if you have passed MATH 110 College Algebra at the level of C or higher (fails to meet the grade minimum of B- required as a prerequisite for CHEM 151 or to apply to any of the majors in the School of Business and Management other than the B.A. in Business Management)

MATH 90, Foundations of Mathematical Reasoning, 3 Units

This course prepares students for MATH 95 Intermediate Algebra, MATH 115 Mathematics in Society, or MATH 130 Introduction to Statistics. Topics include proportional reasoning; financial decision making; chance, risk, and probability; and algebraic modeling. Students practice reading, analyzing, and writing about quantitative texts; using spreadsheets to make efficient calculations; and solving algebraic equations to make predictions and decisions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

Prerequisite: An appropriate score on the APU mathematics placement assessment.

MATH 95, Intermediate Algebra, 3 Units

This course prepares students for the General Education Quantitative Literacy courses. 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 mathematical modeling with quadratic functions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

Prerequisite: MATH 90 or an appropriate score on the APU mathematics placement assessment

MATH 99, Self-paced Mathematics Lab, 1 Unit

This course is an alternative to MATH 90 for students who prefer an individualized developmental math experience. An adaptive online learning system enables students to skip topics they have already mastered and work at their own pace on the topics they need to learn, with support from a faculty member. The goal is to help students test out of MATH 90 in order to accelerate their path toward a General Education Quantitative Literacy course. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

Prerequisite: ALEKS math placement score of 0-29 (or no ALEKS score).

MATH 100, Mathematics Seminar I, 1 Unit

An exploration of the historical interactions between Christian faith and the development of science and mathematics. The course begins with several short guest lectures introducing the questions that animate various fields of mathematical inquiry. Readings and seminar discussions then focus on three questions: "When, how, and why did people find mathematics in nature?", "Why is there so much mathematics in nature?", and "Can everything be explained by mathematics?" The course concludes with student presentations on the role of faith in the life and work of certain famous mathematicians and scientists.

MATH 110, College Algebra, 3 Units

A study of basic college algebra, including various elementary functions (linear, polynomial, rational, radical, exponential, and logarithmic), their properties and graphs, and equations and systems of equations. Emphasis is placed on using algebraic concepts to model and analyze real-world phenomena. *Meets the General Education Requirement: Quantitative Literacy (Math).*

Prerequisite: MATH 95 or an appropriate score on the APU mathematics placement assessment

MATH 115, Mathematics in Society, 3 Units

This course helps students to make sense of quantitative information commonly encountered in everyday life in society. Students use mathematical methods and spreadsheets to analyze data from real newspaper articles in order to deepen their understanding of societal issues and personal financial management. Mathematical topics include estimation, unit conversions, percentages, indices, weighted averages, statistical summaries, linear and exponential models, and probabilities. These tools are used to analyze issues such as carbon footprints, crime rates, currency conversions, taxes, minimum wages, inflation, grade point averages, salary distributions, electricity bills, climate change predictions, interest and depreciation, gambling, insurance, screening for diseases, and DNA evidence. *Meets the General Education Requirement: Quantitative Literacy (Math).*

Prerequisite: MATH 90 or an appropriate score on the APU mathematics placement assessment

MATH 120, Contemporary Mathematics, 3 Units

An overview of various mathematical topics and their connections to modern society. Topics differ from those covered in the typical school mathematics sequence and may include voting theory, graphs and networks, modular arithmetic, symmetry, statistics and probability, infinity and cardinality, fractals and chaos, and others. Emphasis is placed on conceptual understanding, solid reasoning, and clear communication, rather than on algebraic manipulation. *Meets the General Education Requirement: Quantitative Literacy (Math).*

Prerequisite: MATH 95 or an appropriate score on the APU mathematics placement assessment

MATH 130, Introduction to Statistics, 3 Units

This course is an introduction to the basic concepts and practices of statistics, including frequency distributions; graphs; central tendency; variation; probability; binomial, normal, t, and chi-square distributions; confidence intervals; hypothesis testing; correlation; regression; and ANOVA. *Meets the General Education Requirement: Quantitative Literacy (Math).*

Prerequisite: MATH 90 or an appropriate score on the APU mathematics placement assessment.

MATH 149, Fundamentals of Precalculus, 1 Unit

This course is a condensed alternative to MATH 150 designed for biology, biochemistry, and chemistry majors. Topics include circle trigonometry and sinusoidal functions, right-triangle trigonometry, and trigonometric equations and identities, as well as a brief review of exponential and logarithmic equations.

Prerequisite: MATH 110 or an appropriate score on the APU mathematics placement assessment. Only students with a declared major or interest in biology, biochemistry, or chemistry are permitted to register for this class.

MATH 150, Precalculus, 3 Units

This course prepares students for the calculus sequence. Topics include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques.

Prerequisite: MATH 110 or an appropriate score on the APU mathematics placement assessment

MATH 151, Applied Calculus I, 3 Units

An introduction to the calculus of a single variable with a focus on applications. Topics include elementary functions (linear, exponential, logarithmic, power, and periodic), differentiation, and optimization.

Prerequisite: MATH 110 or an appropriate score on the APU mathematics placement assessment

MATH 152, Applied Calculus II, 3 Units

A continuation of MATH 151 combining further study of calculus with an introduction to probability and statistics. Problem solving in the biological sciences is emphasized. Topics include integration, substitution, separable differential equation solutions and equilibria, discrete-time dynamical systems, probability, and the descriptive statistics of discrete and continuous random variables.

Prerequisite: MATH 151

MATH 161, Calculus I, 5 Units

An introduction to the calculus of a single variable. Topics include limits, continuity, differentiation, integration, and the Fundamental Theorem of Calculus, with application to rates of change, the shape of a graph, optimization, areas, and volumes.

Prerequisite: MATH 150 or an appropriate score on the APU mathematics placement assessment

MATH 162, Calculus II, 4 Units

A continuation of MATH 161. Topics include the calculus of exponential, trigonometric, and hyperbolic functions and their inverses, integration methods, arc length and surface area, parametric and polar curves, sequences, and series.

Prerequisite: MATH 161 with a C- or better

MATH 165, Calculus I, 3 Units

Students in this course learn the theory and applications of the derivative, a mathematical tool used to calculate instantaneous rates of change. Topics include limits, continuity, interpretation and computation of derivatives, shapes of graphs, optimization, related rates, and parametric equations.

Prerequisite: MATH 150 or an appropriate score on the APU mathematics placement assessment or MATH 149 (May be taken concurrently)

MATH 166, Calculus II, 3 Units

Students in this course learn the theory and applications of the integral, a mathematical tool used to calculate the net change in a quantity over time. Topics include the definite integral, antiderivatives, the Fundamental Theorem of Calculus, integration techniques and applications, area and volume, arc length and surface area, and polar coordinates. The course concludes with a brief introduction to differential equations.

Prerequisite: C- or better in MATH 165

MATH 167, Sequences and Series, 1 Unit

This course introduces the powerful method of representing a function as a "polynomial of infinite degree." Topics include sequences and series, tests for convergence, power series, intervals of convergence, Taylor series, and applications.

Prerequisite: MATH 166 (May be taken concurrently)

MATH 199, Calculus Fundamentals for Statistics, 1 Unit

This course introduces fundamental topics in calculus required for understanding statistical theory and methods, including the interpretation of derivatives and integrals, rules for single-variable differentiation and integration, applications to optimization, moments and areas, and basic multivariable differentiation and integration.

Prerequisite: Acceptance into M.S. in Applied Statistics and Analytics program.

MATH 200, Mathematics Seminar II, 1 Unit

An exploration of the value and purpose of mathematical work. Students engage with Christian perspectives on the value of work and culture in general, then assess a variety of viewpoints regarding the value of mathematical work in particular. These readings and conversations prepare students to develop and articulate an understanding of how mathematics could contribute to their personal vocation, calling, or life purpose.

Prerequisite: MATH 100

MATH 201, Mathematics Concepts for Elementary Teachers, 3 Units

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 250, Data Analysis, 3 Units

This course features hands-on experience using statistical tools to answer real-world questions. Students design and implement a short survey and analyze their results. Emphasis is on analysis of actual survey data using statistical software. Statistical topics include numerical/graphical summaries, measures of association, and statistical techniques to include chi-square tests, t-tests, ANOVA, and regression. Focus is on interpretation, not calculation.

Prerequisite: MATH 130 or MATH 361

MATH 263, Multivariable Calculus, 4 Units

An introduction to the calculus of several variables. Topics include vectors, lines, and planes in three dimensions, vector-valued functions, partial and directional derivatives, Lagrange multipliers, multiple integration in rectangular, polar, cylindrical, and spherical coordinate systems, vector fields, line integrals, Green's Theorem, curl and divergence, surface integrals, Stokes' Theorem, and the Divergence Theorem.

Prerequisite: MATH 162

MATH 268, Multivariable Calculus, 3 Units

Students in this course learn about the calculus of functions of several variables. Topics include surfaces and contour diagrams, vectors, partial and directional derivatives, optimization and Lagrange multipliers, and multiple integration in rectangular, polar, cylindrical, and spherical coordinate systems.

Prerequisite: C- or better in MATH 166

MATH 269, Vector Calculus, 2 Units

Students in this course learn about the calculus of vector fields, leading to several higher-dimensional versions of the Fundamental Theorem of Calculus. Topics include parametrized curves; vector fields and flow; line integrals, gradients, and path-independence; Green's Theorem; divergence, flux integrals, and the Divergence Theorem; curl and Stokes' Theorem; and parametrized surfaces and change of coordinates.

Prerequisite: C- or better in MATH 268

MATH 270, Ordinary Differential Equations, 4 Units

This course is an introduction to ordinary differential equations and their applications. Topics include first and second order equations, Laplace transform, systems of differential equations, phase plane analysis, Sturm-Liouville boundary value problems, and introduction to numerical methods.

Prerequisite: MATH 268

MATH 280, Discrete Mathematics and Proof, 3 Units

This course is a rigorous introduction to discrete mathematics with an emphasis on problem solving and proof writing, preparing students to construct valid mathematical arguments in upper-division courses. Topics include mathematical logic and set theory; direct and indirect proof; proofs with conjunctions, disjunctions, and quantifiers; relations; equivalence relations and partitions; functions and invertibility; and mathematical induction. Lecture, 3 hours; Discussion, 1 hour.

Prerequisite: MATH 165

MATH 290, Linear Algebra, 3 Units

An introduction to matrix algebra, vector spaces, and linear transformations. Topics include systems of linear equations, subspaces, linear independence, bases and dimension, abstract vector spaces, orthogonality, least-squares methods, inner product spaces, determinants, eigenvalues, and diagonalization.

Prerequisite: MATH 268 or MATH 280

MATH 295, Applied Linear Algebra, 3 Units

This course is an introduction to the analysis of numerical computations in linear algebra, including solutions of linear systems, QR decomposition, computation of eigenvalues and eigenvectors, and singular value decomposition.

Prerequisite: MATH 166

MATH 299, Linear Algebra Fundamentals for Statistics, 1 Unit

This course introduces fundamental topics in linear algebra required for statistical courses, including linear and generalized linear models, vectors and matrices, basic matrix operations, methods to solve linear systems, LU/QR decomposition, singular value decomposition, and computation of eigenvalues and eigenvectors.

Prerequisite: Acceptance into M.S. in Applied Statistics and Analytics program.

MATH 301, Mathematics for Secondary Teachers, 3 Units

A survey of the 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 Units

This course is a study of Euclidean and hyperbolic geometries and their transformations and models. Students learn to write proofs within an axiomatic system and to form conjectures using interactive geometry software.

Prerequisite: MATH 166

MATH 350, Statistical Models, 3 Units

A study of investigative statistics emphasizing the process of data collection and data analysis relevant for science, social science, and mathematics students. The course incorporates case studies from current events and interdisciplinary research, taking a problem-based approach to learn how to determine which statistical techniques are appropriate. Topics include nonparametric tests, designing an experiment, multiple regression models, and Bayesian data analysis. Ethics in data analysis and reporting will be considered from a Christian perspective. Additionally, the course includes learning to program using a statistical software package.

Prerequisite: MATH 250

MATH 361, Probability and Statistics I, 3 Units

This course is an introduction to probability and the theory and application of statistics. Topics include probability spaces, counting methods, discrete and continuous distributions, moments, conditional distributions, correlation, the Central Limit Theorem, estimation, and hypothesis testing.

Prerequisite: MATH 166

MATH 362, Probability and Statistics II, 3 Units

A continuation of MATH 361. This course develops additional applications of statistics, including estimation, hypothesis testing, and single and multiple linear regression. Nonparametric and Bayesian methods are introduced.

Prerequisite: MATH 361

MATH 370, Partial Differential Equations, 3 Units

An introduction to Fourier analysis and analytical techniques for solving partial differential equations, with application to physical phenomena.

Prerequisite: MATH 268 and MATH 270

MATH 375, Dynamical Systems, 3 Units

An introduction to phase plane analysis of first order differential equations and to bifurcations in continuous and discrete systems, with application to various branches of science.

Prerequisite: MATH 270

MATH 390, Number Theory, 3 Units

A study of elementary number theory, with an overview of the history of mathematics. Number theory topics include primes, divisibility, factorization, Diophantine problems, residue systems, theorems of Fermat and Euler, and continued fractions.

Prerequisite: MATH 280

MATH 400, Abstract Algebra, 3 Units

An introduction to groups and rings. Group theory topics include subgroups, cyclic groups, permutation groups, cosets and normal subgroups, factor groups, and homomorphisms. Ring theory topics include subrings and ideals, integral domains and fields, factor rings, and homomorphisms.

Prerequisite: MATH 280 with a C- or better

MATH 450, Real Analysis, 3 Units

This course is an advanced study of the real number system. Topics include completeness, convergence of sequences and series, topology of the real line, continuity, the Intermediate Value Theorem, differentiation, and the Mean Value Theorem.

Prerequisite: MATH 167 and a C- or better in MATH 280

MATH 455, Numerical Analysis, 3 Units

Numerical and approximation methods are covered, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.

Prerequisite: MATH 167, MATH 295, and CS 120

MATH 460, Topology, 3 Units

An introduction to topological spaces and their applications. Topics include bases, interior 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 Units

This course is an introduction to the calculus of functions of one complex variable. Topics include elementary functions, limits, differentiability, series, contour integrals, Cauchy's theorem, conformal mapping, and selected applications.

Prerequisite: MATH 167 and MATH 268

MATH 480, Writing 3: Mathematical Reading, Writing, and Presentation, 3 Units

In this seminar, students critically analyze journal articles in the field, receive writing instruction, write research and argumentative papers, and prepare effective mathematical presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Junior or Senior Standing

MATH 495, Advanced Topics in Mathematics, 1-3 Units

This course engages students in focused study of an advanced topic which is not covered in the regular curriculum. The topic varies from semester to semester based on student interest. Possible topics include differential geometry, combinatorics, mathematical modeling, advanced linear algebra, game theory, cryptography, etc. This course may be taken more than once as the topic changes.

Prerequisite: Prerequisite(s) will vary depending upon the topic.

MATH 496, Mathematics Senior Seminar, 3 Units

In this culminating mathematics seminar, students wrestle with an outward-focused question-"How can I apply what I have learned in order to make a difference in the world?"-as well as an inward-focused question-"How can I develop the strength of character that will sustain me in living a life of mission?" Through research and reflection, students develop personal vision for how they will deploy their mathematical skills to do God's work in the world. At the same time, students engage with readings, seminar discussions, and spiritual practices that support the long-term growth of character and virtue. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: MATH 250, MATH 480 (waived for Honors College students), and senior standing.

MATH 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

MATH 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

MATH 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

PHYC 100, Conceptual Physics, 2 Units

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 112, Physics for Difference Makers, 4 Units

This course examines fundamental concepts of physics with illustrations of how these concepts have led to technologies that have drastically changed the world and impacted modern life. The course also examines the nature of science, scientific methods, and how science informs decision-making on questions important to society. This course does not carry credit toward a science major or minor. *Meets the General Education Requirement: Civic Knowledge and Engagement, Natural Science.*

Special Fee Applies

PHYC 115, Physical Science for Teachers, 3 Units

This course focuses on three fundamental concepts of physics: conservation of energy, Newton's laws, and waves. Students will engage in practices of science such as performing experiments, collecting and analyzing data, developing models, and writing and evaluating explanations. Students will also examine the nature of science and learning. Course content is aligned with content, practices, and cross-cutting concepts of the Next Generation Science Standards. This course is intended for Liberal Studies majors and does not meet the APU General Education requirement in Natural Science.

PHYC 125, Earth Science Concepts and Applications, 3 Units

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 Units

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. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

PHYC 140, Introduction to Astronomy, 4 Units

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. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

PHYC 151, Physics for Life Sciences I, 4 Units

Lecture, 3 hours; Lab, 3 hours: This noncalculus physics course develops the topics of translational and rotational mechanics and provides an introduction to thermodynamics. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Prerequisite: MATH 110 or an equivalent score on the APU mathematics placement assessment. High school geometry and trigonometry are highly recommended.

PHYC 152, Physics for Life Sciences II, 4 Units

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 Units

Students in this course are introduced to various areas of physics using basic differential and integral calculus. Topics include kinematics, Newton's laws, conservation of energy, conservation of momentum, and rotation. Lecture, 4 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

Corequisite: MATH 165 or equivalent calculus background; high school physics or university-level conceptual physics strongly recommended.

PHYC 162, Physics for Science and Engineering II, 5 Units

Students in this course are introduced to various areas of physics using basic differential and integral calculus. Topics include oscillations, electricity, and magnetism. Lecture, 4 hours; lab, 3 hours.

Special Fee Applies

Prerequisite: PHYC 161 and MATH 166 (may be taken concurrently)

PHYC 211, Teaching and Learning Physics, 3 Units

During their first semester as learning assistants, students in this course learn about the fundamentals of effective physics teaching, including common challenges for physics learners, active engagement strategies, assessment techniques, and how to support diverse learners, design assignments, and plan courses and lessons.

Prerequisite: PHYC 162 and instructor consent;

Corequisite: PHYC 213 for Physics Secondary Education Track or no corequisite if not in Physics Secondary Education Track

PHYC 212, Readings for Teaching Physics, 1 Unit

In this course, students identify challenges they observe during their experiences as learning assistants in PHYC 213 Physics Teaching Practicum, which is a corequisite to this course. Using readings drawn from physics education research literature, students identify and implement solutions to these challenges.

Prerequisite: PHYC 162 and instructor permission.

Corequisite: PHYC 213

PHYC 213, Physics Teaching Practicum, 1 Unit

In this course, students serve as learning assistants under the supervision of an instructor in a physics course. Learning assistants observe and reflect on effective physics teaching practices and assist learners in engaging with and understanding course content. Concurrent enrollment in PHYC 211 (recommended for first-time enrolled) or PHYC 212 (recommended for repeat enrollments) is required.

Prerequisite: PHYC 162 and instructor permission.

Corequisite: PHYC 211 or PHYC 212

PHYC 263, Physics for Science and Engineering III, 5 Units

Students in this course 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. Lecture, 4 hours; lab, 3 hours.

Special Fee Applies

Prerequisite: PHYC 161

PHYC 300, Physics Research Seminar, 1 Unit

This course surveys the major fields of modern physics research in a seminar format, with special attention to how physicists identify research questions and plan for research. The course culminates in a research proposal for the student's thesis. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: PHYC 263

PHYC 361, Electricity and Magnetism, 3 Units

Students in this course study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of the Laplace and Poisson equations, and electromagnetic waves.

Prerequisite: PHYC 162, MATH 268, and MATH 269

PHYC 370, Waves and Optics, 3 Units

Students in this course study mechanical and electromagnetic waves and explore topics such as geometric optics, wave propagation, interference, diffraction, polarization, coherence, and holography, as well as topics from nonlinear optics.

Prerequisite: PHYC 263, MATH 268, and MATH 270 (may be taken concurrently).

PHYC 380, Classical Mechanics, 4 Units

Students in this course apply mathematical methods commonly used in physics modeling and analysis to the study of particles experiencing linear and quadratic drag, momentum, energy, driven oscillations, central force motion, rigid-body rotation, and Lagrangian dynamics. The mathematical methods used include infinite series, complex numbers, linear algebra, curvilinear coordinates, vector calculus, Fourier analysis, partial differential equations, variational calculus, and numerical methods.

Prerequisite: PHYC 161, MATH 167, MATH 268, MATH 269, and MATH 270

PHYC 401, Thermodynamics, 3 Units

Students in this course 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.

Prerequisite: PHYC 263 and MATH 268 (may be taken concurrently)

PHYC 431, Computational Methods for Physics, 3 Units

Students in this course develop numerical modeling skills to solve representative problems in mechanics, quantum mechanics, thermal physics, and electromagnetism. The problems solved include multibody dynamics under gravity, Laplace's equation, the wave equation, the Ising model, the time-independent Schrodinger equation, and molecular dynamics.

Prerequisite: CS 120, MATH 268, MATH 270

PHYC 440, Quantum Mechanics, 3 Units

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.

Prerequisite: MATH 270 and PHYC 370, or instructor consent

PHYC 470, Writing 3: Advanced Laboratory, 3 Units

This course prepares students for writing scientific journal articles and presenting scientific results to a technical audience. This course also acquaints students with advanced laboratory and analysis techniques. Activities include instruction and practice in scientific writing and presenting scientific information orally. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Special Fee Applies

Prerequisite: PHYC 263, Writing 2, and junior or senior standing, or Instructor's consent

PHYC 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

PHYC 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

PHYC 499, Physics Thesis, 1-4 Units

The student engages in an original research project in collaboration with a faculty member. Projects may be experimental, theoretical, or computational in nature. Projects will expand upon learning from previous courses in the major and apply that learning to make a novel contribution to the field.

Successful completion of the course will result in completion of a journal-style article and/or professional-level poster presentation. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: PHYC 300

Faculty

Department Chair

Bradley McCoy (<http://www.apu.edu/faculty/bmccoy>), Ph.D., Physics

Professors

Mark Arvidson (<http://www.apu.edu/faculty/marvidson>), Ph.D., Mathematics

Christopher Bassey (<http://www.apu.edu/faculty/cbassey>), Ph.D., Physics

Bryant Mathews (<http://www.apu.edu/faculty/bmathews>), Ph.D., Mathematics

Bradley McCoy (<http://www.apu.edu/faculty/bmccoy>), Ph.D., Physics

Associate Professors

Enson Chang (<http://www.apu.edu/faculty/echang>), Ph.D., Physics

Edwin Ding (<http://www.apu.edu/faculty/eding>), Ph.D., Mathematics

Sharon McCathern (<http://www.apu.edu/faculty/smccathern>), Ph.D., Mathematics

Theodore Szeto (<http://www.apu.edu/faculty/tszeto>), Ph.D., Mathematics

Sandor Volkan-Kacso (<http://www.apu.edu/faculty/skacso>), Ph.D., Physics

Assistant Professor

Andre Harmse (<http://www.apu.edu/faculty/jharmse>), Ph.D., Mathematics

Lecturer

Elizabeth Rivas (<http://www.apu.edu/faculty/erivas>), M.A., Mathematics

Affiliated Faculty

Kathleen Bacer (<http://www.apu.edu/faculty/kbacer>), Ed.D., Mathematics

Donald Isaak (<http://www.apu.edu/faculty/disaak>), Ph.D., Physics

Adjunct Faculty

Brian Croissant, M.S.

Andrea Hammond, M.A.

Erica Kristy, B.A.

Anna Kwak, Ed.D.

Douglas McElroy, Ph.D.

Derek Morrison, M.A.

Steven Moser, M.S.

Danielle Nazaroff, M.A.

Leonard Popp, M.S.

Yeojin Rho, M.A.

Amanda Sinner, M.A.

Molly Swanson, M.A.

Alyssa Thornton, B.S.

Applied Mathematics Major

58-63 units

Applied mathematics majors (<https://www.apu.edu/clas/programs/applied-math-major>) learn to solve problems from a variety of disciplines by developing mathematical models, applying computational algorithms, and analyzing results. The applied mathematics major allows students to choose either the standard track or one of three concentrations:

- Actuarial Science Concentration
- Computer Science Concentration
- Physics Concentration

Students majoring in applied mathematics are encouraged to consider a minor in statistics.

Career Opportunities

This major prepares students to be quantitative experts in a variety of fields: actuarial science, computer science, physics, university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. APU mathematics graduates have gone on to prestigious graduate schools and have moved into attractive industry positions.

Students preparing to teach mathematics at the secondary level or to pursue graduate studies in pure mathematics are encouraged to consider the mathematics major instead of the applied mathematics major.

Requirements

Code	Title	Units
MATH 165	Calculus I	3
MATH 166	Calculus II	3
MATH 167	Sequences and Series ^F	1
MATH 250	Data Analysis ^F	3
MATH 268	Multivariable Calculus	3
MATH 270	Ordinary Differential Equations ^S	4
MATH 295	Applied Linear Algebra ^F	3
MATH 361	Probability and Statistics I	3
MATH 455	Numerical Analysis ^{ES}	3
MATH 480	Writing 3: Mathematical Reading, Writing, and Presentation ^{1, F}	3
MATH 496	Mathematics Senior Seminar ^{2, S}	3
CS 120	Introduction to Computer Science I ³	4
Choose the standard track or one of the concentrations below		22-27
Total Units		58-63

Standard Applied Mathematics Track

Code	Title	Units
Standard Applied Mathematics Track Requirements		
MATH 269	Vector Calculus ^{EF}	2
MATH 370	Partial Differential Equations ^{OS}	3
MATH 375	Dynamical Systems ^{OF}	3
MATH 470	Complex Analysis ^{ES}	3
PHYC 161	Physics for Science and Engineering I ^{4, F}	5
CS 125	Introduction to Computer Science II	4
Select at least 3 units from the following:		3-5
MATH 362	Probability and Statistics II ^{EF}	
MATH 495	Advanced Topics in Mathematics	
PHYC 162	Physics for Science and Engineering II ^S	
PHYC 431	Computational Methods for Physics ^{OF}	
Total Units		23-25

Actuarial Science Concentration

Code	Title	Units
Actuarial Science Concentration Requirements		
MATH 362	Probability and Statistics II ^{EF}	3
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
ECON 250	Principles of Macroeconomics ⁵	3
ECON 251	Principles of Microeconomics	3
FIN 320	Principles of Corporate Finance	3

FIN 330	Financial Analysis	3
Total Units		22

Computer Science Concentration

Code	Title	Units
Computer Science Concentration Requirements		
MATH 269	Vector Calculus ^{EF}	2
CS 125	Introduction to Computer Science II	4
CS 160	Discrete Structures	3
CS 260	Algorithms and Data Structures	3
PHYC 161	Physics for Science and Engineering I ^{4, F}	5
Select 6 units from the following:		6
MATH 495	Advanced Topics in Mathematics	
CS 290	Database Management Systems	
CS 360	Computer Architecture and Organization	
CS 430	Artificial Intelligence	
CS 435	Advanced Database Application Programming	
Total Units		23

Physics Concentration

Code	Title	Units
Physics Concentration Requirements		
MATH 269	Vector Calculus ^{EF}	2
MATH 370	Partial Differential Equations ^{OS}	3
PHYC 161	Physics for Science and Engineering I ^{4, F}	5
PHYC 162	Physics for Science and Engineering II ^S	5
PHYC 263	Physics for Science and Engineering III ^F	5
PHYC 380	Classical Mechanics ^{EF}	4
Select 3 units from the following:		3
MATH 375	Dynamical Systems ^{OF}	
MATH 470	Complex Analysis	
MATH 495	Advanced Topics in Mathematics	
PHYC 361	Electricity and Magnetism ^{ES}	
PHYC 401	Thermodynamics ^{OS}	
PHYC 431	Computational Methods for Physics ^{OF}	
Total Units		27

- 1 Meets the General Education Writing 3 requirement.
- 2 Meets the General Education Integrative and Applied Learning requirement.
- 3 Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
- 4 Meets the General Education Natural Sciences requirement.
- 5 Meets the General Education Social Sciences requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
3. Use mathematical models to analyze cross-disciplinary problems.
4. Employ appropriate technology and computational techniques.
5. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

Mathematics Major (B.S.)

58-60 units

The mathematics major (<https://www.apu.edu/clas/programs/math-major>) at Azusa Pacific University provides students with a strong foundation in the mathematics of continuous change (calculus and analysis), of pattern and symmetry (linear and abstract algebra), of space (geometry and topology), of chance (probability), and of data (statistics). The major focuses on depth of conceptual understanding, rigorous mathematical proof, and problem-solving strategies. While this major does treat applications of mathematics and includes courses in physics and computer science, the emphasis is on theory. Students who prefer a focus on applications are encouraged to choose the applied mathematics major.

A 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, but the B.S. degree requires a minor in physics (p. 278), chemistry (p. 188), or computer science (p. 209) (see these subject areas for requirements and course descriptions).

Career Opportunities

The mathematics major prepares students to be quantitative experts in a variety of fields: secondary or university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. Mathematics is also an excellent major for quantitatively minded students who want to go into business (see the finance minor (p. 558)), medicine (see the premedical program (p. 158)) or law (see the prelaw minor (p. 257)). Math majors have some of the highest rates of acceptance to graduate schools in all three of these fields.

APU mathematics graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, been selected for Teach for America and Math for America, and moved into attractive industry positions.

Students preparing for a career in actuarial science, industrial mathematics, mathematical physics, or computer science are encouraged to consider the applied mathematics major.

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. Completion of the Secondary Math Education Track (see below) waives the CSET exam for entrance into a credentialing program.

Requirements

Code	Title	Units
Required Courses		
MATH 165	Calculus I	3
MATH 166	Calculus II	3
MATH 167	Sequences and Series ^F	1
MATH 250	Data Analysis ^F	3
MATH 268	Multivariable Calculus	3
MATH 270	Ordinary Differential Equations ^S	4
MATH 280	Discrete Mathematics and Proof ^F	3
MATH 290	Linear Algebra ^S	3
MATH 400	Abstract Algebra ^{ES}	3
MATH 450	Real Analysis ^{EF}	3
MATH 480	Writing 3: Mathematical Reading, Writing, and Presentation ^{F, 1}	3
MATH 496	Mathematics Senior Seminar ^{S, 2}	3
PHYC 161	Physics for Science and Engineering I ^{F, 3}	5

CS 120	Introduction to Computer Science I ⁴	4
Total Units		44

In addition to the required courses above, complete one of the tracks below. You must also complete a minor in physics, chemistry, or computer science.

Code	Title	Units
General Mathematics Track		
Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 162 and CS 125.		14
MATH 269	Vector Calculus ^{EF}	
MATH 340	Geometry ^S	
MATH 361	Probability and Statistics I	
MATH 390	Number Theory ^{OF}	
MATH 460	Topology ^{OS}	
MATH 470	Complex Analysis ^{ES}	
MATH 495	Advanced Topics in Mathematics	
PHYC 162	Physics for Science and Engineering II ^S	
CS 125	Introduction to Computer Science II	
Total Units		14

Code	Title	Units
Secondary Math Education Track		
Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program.		
MATH 130	Introduction to Statistics ⁵	3
MATH 301	Mathematics for Secondary Teachers ^{OF}	3
MATH 340	Geometry ^S	3
MATH 390	Number Theory ^{OF}	3
EDLS 202	Introduction to Teaching as a Profession (7-12) ⁶	4
Total Units		16

- ¹ Meets the General Education Writing 3 requirement.
- ² Meets the General Education Integrative and Applied Learning requirement.
- ³ Meets the General Education Natural Science requirement.
- ⁴ Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
- ⁵ Meets the General Education Quantitative Literacy requirement.
- ⁶ Meets the General Education Civic Knowledge and Engagement requirement.

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S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

Mathematics Major (B.A.)

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A 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, but the B.S. degree requires a minor in physics (p. 278), chemistry (p. 188), or computer science (p. 209). (See these subject areas for requirements and course descriptions.)

Career Opportunities

The mathematics major prepares students to be quantitative experts in a variety of fields: secondary or university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. Mathematics is also an excellent major for quantitatively minded students who want to go into business (see the finance minor (p. 558)), medicine (see the premedical program (p. 158)) or law (see the prelaw minor (p. 257)). Math majors have some of the highest rates of acceptance to graduate schools in all three of these fields.

APU mathematics graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, been selected for Teach for America and Math for America, and moved into attractive industry positions.

Students preparing for a career in actuarial science, industrial mathematics, mathematical physics, or computer science are encouraged to consider the applied mathematics major.

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. Completion of the Secondary Math Education Track (see below) waives the CSET exam for entrance into a credentialing program.

Requirements

Code	Title	Units
Required Courses		
MATH 165	Calculus I	3
MATH 166	Calculus II	3
MATH 167	Sequences and Series ^F	1
MATH 250	Data Analysis ^F	3
MATH 268	Multivariable Calculus	3
MATH 270	Ordinary Differential Equations ^S	4
MATH 280	Discrete Mathematics and Proof ^F	3
MATH 290	Linear Algebra ^S	3
MATH 400	Abstract Algebra ^{ES}	3
MATH 450	Real Analysis ^{EF}	3
MATH 480	Writing 3: Mathematical Reading, Writing, and Presentation ^{1, F}	3
MATH 496	Mathematics Senior Seminar ^{2, S}	3
PHYC 161	Physics for Science and Engineering I ^{3, F}	5
CS 120	Introduction to Computer Science I ⁴	4
Total Units		44

In addition to the required courses above, complete one of the tracks below.

Code	Title	Units
General Mathematics Track		
Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 162 and CS 125.		14
MATH 269	Vector Calculus ^{EF}	

MATH 340	Geometry ^S	
MATH 361	Probability and Statistics I	
MATH 390	Number Theory ^{OF}	
MATH 460	Topology ^{OS}	
MATH 470	Complex Analysis ^{ES}	
MATH 495	Advanced Topics in Mathematics	
PHYC 162	Physics for Science and Engineering II ^S	
CS 125	Introduction to Computer Science II	
Total Units		14

Code	Title	Units
Secondary Math Education Track		
Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program.		
MATH 130	Introduction to Statistics ⁵	3
MATH 301	Mathematics for Secondary Teachers ^{OF}	3
MATH 340	Geometry ^S	3
MATH 390	Number Theory ^{OF}	3
EDLS 202	Introduction to Teaching as a Profession (7-12) ⁶	4
Total Units		16

- ¹ Meets the General Education Writing 3 requirement.
- ² Meets the General Education Integrative and Applied Learning requirement.
- ³ Meets the General Education Natural Sciences requirement.
- ⁴ Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
- ⁵ Meets the General Education Quantitative Literacy requirement.
- ⁶ Meets the General Education Civic Knowledge and Engagement requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

Mathematics Major (B.A.) with Integrated Credential

This degree program is offered collaboratively by the Department of Mathematics, Physics, and Statistics in the College of Liberal Arts and Sciences and the Division of Teacher Education in the School of Education. Students earn a bachelor of arts degree in mathematics and a single-subject teaching credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 567) page of this catalog.

Major Requirements

Code	Title	Units
Required Courses		
MATH 165	Calculus I	3
MATH 166	Calculus II	3
MATH 167	Sequences and Series ^F	1
MATH 250	Data Analysis ^F	3
MATH 268	Multivariable Calculus	3
MATH 270	Ordinary Differential Equations ^S	4
MATH 280	Discrete Mathematics and Proof ^F	3
MATH 290	Linear Algebra ^S	3
MATH 400	Abstract Algebra ^{ES}	3
MATH 450	Real Analysis ^{EF}	3
MATH 480	Writing 3: Mathematical Reading, Writing, and Presentation ^{1, F}	3
MATH 496	Mathematics Senior Seminar ^{2, S}	3
PHYC 161	Physics for Science and Engineering I ^{3, F}	5
CS 120	Introduction to Computer Science I ⁴	4
Total Units		44

In addition to the required courses above, complete one of the tracks below.

Code	Title	Units
General Mathematics Track		
Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 162 and CS 125.		14
MATH 269	Vector Calculus ^{EF}	
MATH 340	Geometry ^S	
MATH 361	Probability and Statistics I	
MATH 390	Number Theory ^{OF}	
MATH 460	Topology ^{OS}	
MATH 470	Complex Analysis ^{ES}	
MATH 495	Advanced Topics in Mathematics	
PHYC 162	Physics for Science and Engineering II ^S	
CS 125	Introduction to Computer Science II	
Total Units		14

Code	Title	Units
Secondary Math Education Track		
Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program.		
MATH 130	Introduction to Statistics ⁵	3
MATH 301	Mathematics for Secondary Teachers ^{OF}	3
MATH 340	Geometry ^S	3
MATH 390	Number Theory ^{OF}	3
EDLS 202	Introduction to Teaching as a Profession (7-12) ⁶	4
Total Units		16

¹ Meets the General Education Writing 3 requirement.

² Meets the General Education Integrative and Applied Learning requirement.

³ Meets the General Education Natural Sciences requirement.

⁴ Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.

⁵ Meets the General Education Quantitative Literacy requirement.

⁶ Meets the General Education Civic Knowledge and Engagement requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Credential Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching ¹	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design ¹	3
TESP 502	Science of Teaching I: How Students Learn ¹	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners ¹	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 531	Methods of Teaching Reading and Writing (7-12)	3
TEP 532	Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2
TEP 533	The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)	3
TEP 534	Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2
TEP 561	Clinical Practice I: Single Subject Credential	2
TEP 562	Clinical Practice II: Single Subject Credential	2
Total Units		32

¹ Must be completed prior to beginning clinical practice.

The following courses meet the undergraduate General Education requirements within the Integrated Bachelor's/Credential Program:

- TESP 502 meets the General Education Social Sciences requirement.
- TESP 503 meets the General Education Intercultural Competence requirement.
- TESP 504 meets the General Education Civic Knowledge and Engagement requirement.
- TEP 551 and TEP 552 combined, and TEP 561 and TEP 562 combined, meet the General Education Integrative and Applied Learning requirement.

B.A. in Mathematics

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

Teaching Credential

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.

5. Assess student learning.
6. Develop as a professional educator.

Physics Major

58-68 units

Physics is the foundation for most science and engineering disciplines. By understanding the behavior of matter and energy at a fundamental level, physicists are equipped to further our knowledge of the universe through research and to apply knowledge to new technologies and engineering.

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 (<https://www.apu.edu/clas/programs/physics-major>) is appropriate for students who plan to teach physics, work in industrial or government engineering or research, or pursue graduate studies in physics or a 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

Code	Title	Units
Physics Core (Required)		
PHYC 161	Physics for Science and Engineering I ^{1, F}	5
PHYC 162	Physics for Science and Engineering II ^S	5
PHYC 263	Physics for Science and Engineering III ^F	5
PHYC 470	Writing 3: Advanced Laboratory ^{2, OS}	3
CHEM 151	General Chemistry I ¹	4
MATH 165	Calculus I	3
MATH 166	Calculus II	3
MATH 268	Multivariable Calculus	3
MATH 270	Ordinary Differential Equations ^S	4
Total Units		35

In addition to the required courses above, complete one of the tracks below:

Code	Title	Units
General Physics Track		
PHYC 300	Physics Research Seminar ^{3, S}	1
PHYC 361	Electricity and Magnetism ^{ES}	3
PHYC 370	Waves and Optics ^{OF}	3
PHYC 380	Classical Mechanics ^{EF}	4
PHYC 401	Thermodynamics ^{OS}	3
PHYC 431	Computational Methods for Physics ^{OF}	3
PHYC 440	Quantum Mechanics ^{ES}	3
PHYC 499	Physics Thesis ^{3, F}	2
MATH 167	Sequences and Series ^F	1
MATH 269	Vector Calculus ^{EF}	2
CS 120	Introduction to Computer Science I	4
Choose one of the following:		4
BIOL 151	General Biology I ¹	
CHEM 152	General Chemistry II	
ENGR 215	Electrical Circuits and Systems	

Physics Core	35
Total Units	68

Code	Title	Units
Physics Secondary Education Track		
BIOL 101	Introduction to Biology ¹	3
PHYC 125	Earth Science Concepts and Applications	3
PHYC 211	Teaching and Learning Physics ^F	3
PHYC 212	Readings for Teaching Physics ⁴	2
PHYC 213	Physics Teaching Practicum ⁵	3
Upper-division Electives		
Choose three of the following:		9
PHYC 361	Electricity and Magnetism ^{ES}	
PHYC 370	Waves and Optics ^{OF}	
PHYC 380	Classical Mechanics ^{EF}	
PHYC 401	Thermodynamics ^{OS}	
PHYC 431	Computational Methods for Physics ^{OF}	
PHYC 440	Quantum Mechanics ^{ES}	
Physics Core		35
Total Units		58

- 1 Meets the General Education Natural Sciences requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 1 unit of PHYC 300 and 2 units of PHYC 499 meet the General Education Integrative and Applied Learning requirement.
- 4 1-unit course taken twice.
- 5 1-unit course taken three times.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use mathematical methods to solve quantitative physics problems.
2. Use qualitative reasoning to explain physics phenomena.
3. Draw conclusions from experimental data with measurement uncertainty.
4. Use laboratory apparatus to conduct experiments and collect data.
5. Analyze features of physical models (e.g. by approximation methods, computational methods, etc.).
6. Reconcile scientific and biblical worldviews.

Mathematics Minor

19 units

Students interested in the mathematics minor may also wish to consider the statistics minor (p. 279)—students are permitted to earn both.

Code	Title	Units
Requirements ¹		
MATH 165	Calculus I	3
MATH 166	Calculus II	3

MATH 167	Sequences and Series ^F	1
Electives		12
Select at least 12 units from below; at least two courses must be at the 200 level.		
MATH 268	Multivariable Calculus	
MATH 270	Ordinary Differential Equations ^S	
MATH 280	Discrete Mathematics and Proof ^F	
MATH 290	Linear Algebra ^{2, S}	
MATH 295	Applied Linear Algebra ^{2, F}	
MATH 340	Geometry ^S	
MATH 361	Probability and Statistics I	
MATH 370	Partial Differential Equations ^{OS}	
MATH 375	Dynamical Systems ^{OF}	
MATH 390	Number Theory ^{OF}	
MATH 400	Abstract Algebra ^{ES}	
MATH 450	Real Analysis ^{EF}	
MATH 455	Numerical Analysis ^{ES}	
MATH 460	Topology ^{OS}	
MATH 470	Complex Analysis ^{ES}	
MATH 495	Advanced Topics in Mathematics	
Total Units		19

¹ Students earning the mathematics major or applied mathematics major are not eligible to earn the mathematics minor.

² It is not permitted to count both MATH 290 and MATH 295 toward the mathematics minor.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

Physics Minor

21 units

The physics minor is ideal for students majoring in mathematics, engineering, computer science, chemistry, or biology.

Requirements

Code	Title	Units
Physics Courses		
PHYC 161	Physics for Science and Engineering I ^{1, F}	5
PHYC 162	Physics for Science and Engineering II ^S	5
PHYC 263	Physics for Science and Engineering III ^F	5

Select 6 units from the following:

6

PHYC 361	Electricity and Magnetism ^{ES}
PHYC 370	Waves and Optics ^{OF}
PHYC 380	Classical Mechanics ^{EF}
PHYC 401	Thermodynamics ^{OS}
PHYC 431	Computational Methods for Physics ^{OF}
PHYC 440	Quantum Mechanics ^{ES}

Total Units

21

¹ Meets the General Education Natural Sciences requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use mathematical methods of solve quantitative physics problems
2. Use qualitative reasoning to explain physics phenomena
3. Draw conclusions from experimental data with measurement uncertainty
4. Use laboratory apparatus to conduct experiments and collect data
5. Analyze features of physical models (e.g. by approximation methods, computational methods, etc.)
6. Reconcile scientific and biblical worldviews

Statistics Minor

Students with any major or minor are eligible to earn the statistics minor. In particular, a student is permitted to earn the statistics minor and the mathematics minor.

Code	Title	Units
MATH 165	Calculus I	3
MATH 166	Calculus II	3
MATH 250	Data Analysis ^F	3
MATH 350	Statistical Models ^{ES}	3
MATH 361	Probability and Statistics I	3
MATH 362	Probability and Statistics II ^{EF}	3
Choose one of the following:		3
MATH 290	Linear Algebra ^S	
MATH 295	Applied Linear Algebra ^F	

Total Units

21

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
3. Use mathematical models to analyze cross-disciplinary problems.
4. Employ appropriate technology and computational techniques.

College of the Arts

Azusa Pacific's College of the Arts aims to further artistic collaboration and integration and expand the impact of the arts on campus, in local communities, and around the world, and encompasses the School of Music (p. 281) and the School of Visual and Performing Arts (p. 389), along with the Department of Communication Studies (<http://catalog.apu.edu/graduateprofessional/cota/visual-performing-arts/communication-studies>). Within the college, art, cinema, communications, design, music, and theater students work in an environment that supports excellence and artistic integrity firmly grounded in the Christian faith. Among the full-time faculty are numerous industry professionals who bring decades of experience to the classroom.

The School of Music offers bachelor's degree programs in Commercial Music (B.M.) (p. 329), Composition (B.M.) (p. 375), Music Education (B.M.) (p. 384), Music Theory (B.A.) (p. 372), Performance (B.A. (p. 338) and B.M. (p. 341)), and Music and Worship (B.M.) (p. 378). The School of Visual and Performing Arts encompasses the Departments of Art (p. 390), Cinematic Arts (p. 402), Design (p. 440), and Theater Arts (p. 448), and includes bachelor degree programs in Acting for the Stage and Screen (BFA) (p. 453), Animation and Visual Effects (B.A.) (p. 413), Art (B.A. (p. 397) and BFA (p. 400)), Cinematic Arts (B.A.) (p. 416), Cinematic Arts Production (BFA) (p. 419), Games and Interactive Media (B.A.) (p. 420), Design Studies (B.A.) (p. 444), Screenwriting (B.A.) (p. 422), and Theater Arts (B.A.) (p. 455). The Department of Communication Studies offers bachelor degree programs in Communication Studies (B.A.) (p. 433), Journalism (B.A.) (p. 435), and Public Relations (B.A.) (p. 437).

All programs housed in the College of the Arts provide students with practical techniques, knowledge, analytical skills, preparation for professional success, and a solid integration of faith and scholarship that allow them to practice their craft and positively impact the world.

Faculty

Dean

Stephen P. Johnson (<http://www.apu.edu/faculty/stephenjohnson>), DMA

Associate Deans

John E. Simons (<http://www.apu.edu/faculty/jesimons>), DMA, Associate Dean of Graduate Studies, College of the Arts

Lyrica Taylor (<http://www.apu.edu/faculty/ltaylor>), Ph.D., Associate Dean of Undergraduate Studies, School of Visual and Performing Arts

School of Music

Mission

The School of Music, housed within the College of the Arts (p. 281) 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

The School of Music offers students rich artistic experiences and training in the fields of commercial music (p. 329), music composition (p. 375), theory (p. 372), music education (p. 384), music and worship (p. 378), performance (p. 337), and worship leadership (p. 388). The school, comprising the Department of Commercial Music (p. 306), the Department of Music Studies (p. 348), and the Department of Music Performance (p. 337), includes more than 20 full-time faculty and offers seven undergraduate majors and two minors.

Program Learning Outcomes

Students who complete a music degree program are able to do the following:

PLO 1: Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.

PLO 2: Contextual Understanding: Demonstrate an understanding of music in historical, cultural, and stylistic contexts.

PLO 3: Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.

PLO 4: Career-Oriented Application: Demonstrate career-oriented application of skills.

PLO 5: Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Majors

- Bachelor of Music in Commercial Music (p. 329)
- Bachelor of Music in Composition (p. 375)
- Bachelor of Arts in Music: Music Theory (p. 372)
- Bachelor of Music in Music and Worship (p. 378)
- Bachelor of Arts in Music: Performance (p. 338)
- Bachelor of Music in Performance (p. 341)
- Bachelor of Music in Music Education (Pre-Teacher Certification) (p. 384)

Minors

- Music (p. 389)
- Worship Leadership (p. 388)

MUS 1B1, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1B2, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1C1, Applied Composition Class, 1-4 Units

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.

Special Fee Applies

Prerequisite: MUS 121 and MUS 296 (may be taken concurrently)

MUS 1D1, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1D2, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1S1, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1S2, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1W1, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1W2, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 4B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 4B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 4D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 4D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 99, Beginning Musicianship, 1 Unit

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 Units

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 Unit

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 Unit

This is a continuation of MUS 101. This course may be repeated for credit.

Prerequisite: MUS 101

MUS 103, Beginning Piano Class, 1 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

Prerequisite: MUS 107 or by audition

MUS 110, Elementary Guitar Methods, 1 Unit

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 Units

This course provides study in correct posture, breathing, and vocal technique.

Special Fee Applies

MUS 112, Applied Voice, 1-4 Units

This is a continuation of MUS 111.

Special Fee Applies

Prerequisite: MUS 111

MUS 113, Applied Piano, 1-4 Units

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 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

MUS 114, Applied Piano, 1-4 Units

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 Units

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

Prerequisite: Instructor Consent

MUS 116, Applied Organ, 1-4 Units

This is a continuation of MUS 115.

Special Fee Applies

Prerequisite: MUS 115

MUS 118, Semi-Private Voice, 1 Unit

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 is 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 non-music 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 Unit

This is a continuation of MUS 118.

Special Fee Applies

MUS 120, Music Fundamentals, 3 Units

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

MUS 121, Music Theory I, 3 Units

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

Prerequisite: MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

MUS 122, Music Theory II, 3 Units

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

Prerequisite: Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

MUS 130, Jubilant Song Ladies' Choir, 1 Unit

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

MUS 131, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 130.

MUS 133, Practical Musicianship I, 1 Unit

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

Prerequisite: MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

MUS 134, Practical Musicianship II, 1 Unit

This course is a continuation of MUS 133, covering fully diatonic materials.

Prerequisite: Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

MUS 140, University Choir, 1 Unit

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.

Special Fee Applies

MUS 141, University Choir, 1 Unit

This is a continuation of MUS 140.

Special Fee Applies

MUS 142, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 142.

MUS 144, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 145, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.

Special Fee Applies

MUS 146, Gospel Choir, 1 Unit

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. 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.

Special Fee Applies

MUS 147, Gospel Choir, 1 Unit

This is a continuation of MUS 146. 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.

Special Fee Applies

MUS 151, Chamber Ensemble - Strings, 1 Unit

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 Unit

This is a continuation of MUS 151.

MUS 153, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 154, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

MUS 155, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 156, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

MUS 157, Chamber Ensemble - Percussion, 1 Unit

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 Unit

This is a continuation of MUS 157.

MUS 160, Worship Leadership Formation, 2 Units

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 Unit

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 Unit

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, 1.00 Unit

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.

Special Fee Applies

MUS 174, Men's Chorale, 1 Unit

This is a continuation of MUS 173.

Special Fee Applies

MUS 180, Handbell Choir, 1 Unit

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. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 181, Handbell Choir, 1 Unit

This is a continuation of MUS 180.

Special Fee Applies

MUS 182, Jazz and Commercial Ensemble, 1 Unit

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.

MUS 183, Jazz and Commercial Ensemble, 1 Unit

This is a continuation of MUS 182.

MUS 187, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 188, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

MUS 191, Jazz Improvisation Workshop, 1 Unit

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.

Prerequisite: MUS 122

MUS 192, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 191.

MUS 195, Studio Orchestra, 1 Unit

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

MUS 201, Introduction to World Music, 3 Units

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies 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, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

MUS 202, Singing The Faith, 3 Units

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, 2 Units

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 Units

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.

MUS 205, Music of Asia, 3 Units

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.

MUS 206, Introduction to Music Education, 2 Units

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 210, Performance Forum, 0 Units

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 Units

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.

Special Fee Applies

Prerequisite: MUS 111 and MUS 112

MUS 212, Applied Voice, 1-4 Units

This is a continuation of MUS 211.

Special Fee Applies

Prerequisite: MUS 111 and MUS 112

MUS 213, Applied Piano, 1-4 Units

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 19th and 20th century composers are stressed. The course offers preparation for 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 Units

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 Units

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 and MUS 116

MUS 216, Applied Organ, 1-4 Units

This is a continuation of MUS 215.

Special Fee Applies

Prerequisite: MUS 215

MUS 217, Practical Musicianship III, 1 Unit

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

Prerequisite: Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

MUS 218, Semi-Private Voice, 1 Unit

This is a continuation of MUS 119.

Special Fee Applies

MUS 219, Semi-Private Voice, 1 Unit

This is a continuation of MUS 218.

Special Fee Applies

MUS 220, Practical Musicianship IV, 1 Unit

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

Prerequisite: Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

MUS 221, Music Theory III, 3 Units

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

Prerequisite: Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

MUS 222, Music Theory IV, 3 Units

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

Prerequisite: Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

MUS 223, Web-Based Tools, 2 Units

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: C or higher in MUS 296

MUS 224, Diction for Singers I, 1 Unit

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

MUS 225, Madrigal Singers, 1 Unit

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 Unit

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 Unit

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 Unit

This is a continuation of MUS 230.

MUS 232, Guitar Techniques, 1 Unit

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

Prerequisite: MUS 121, MUS 122, or instructor consent

MUS 233, Improvisation for Music Education, 1 Unit

This course is designed to provide 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.

Prerequisite: MUS 122, MUS 134

MUS 242, University Choir, 1 Unit

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 Unit

This is a continuation of MUS 242.

Special Fee Applies

MUS 244, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 244.

MUS 246, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 247, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

MUS 248, Gospel Choir, 1 Unit

This is a continuation of MUS 147. 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.

Special Fee Applies

MUS 249, Gospel Choir, 1 Unit

This is a continuation of MUS 248. 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.

Special Fee Applies

MUS 250, Music and Civilization, 3 Units

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 Requirement: Humanities: Fine Arts.*

MUS 250H, Music and Civilization - Honors, 3 Units

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 Requirement: Humanities: Fine Arts.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

MUS 251, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 252, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

MUS 253, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 254, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

MUS 255, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 256, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

MUS 257, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 158.

MUS 258, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 257.

MUS 270, Guitar Ensemble, 1 Unit

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along 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 student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

MUS 271, Symphony Orchestra, 1 Unit

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 Unit

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

MUS 275, Men's Chorale, 1 Unit

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.

Special Fee Applies

MUS 276, Men's Chorale, 1 Unit

This is a continuation of MUS 275.

Special Fee Applies

MUS 281, Chamber Singers, 1 Unit

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

MUS 282, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 283, Handbell Choir, 1 Unit

This is a continuation of MUS 282.

Special Fee Applies

MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit

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 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 290, Wind Ensemble, 1 Unit

This is a continuation of MUS 289.

Special Fee Applies

MUS 296, Introduction to Music Technology, 2 Units

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

Prerequisite: MUS 121 (May be taken concurrently)

MUS 297, Marching Band, 1 Unit

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.

The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

MUS 301, Music of Africa, 3 Units

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 Units

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing 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). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

MUS 311, Applied Voice, 1-4 Units

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 Units

This is a continuation of MUS 311.

Special Fee Applies

Prerequisite: MUS 212

MUS 313, Applied Piano, 1-4 Units

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 Units

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 Units

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 Units

This is a continuation of MUS 315.

Special Fee Applies

MUS 318, Semi-Private Voice, 1 Unit

This is a continuation of MUS 219.

Special Fee Applies

MUS 319, Semi-Private Voice, 1 Unit

This is a continuation of MUS 318.

Special Fee Applies

MUS 320, Keyboard Improvisation, 2 Units

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 Units

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

Prerequisite: MUS 221 and MUS 222

MUS 322, Score Preparation and Printing, 2 Units

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

Prerequisite: MUS 121, MUS 122, MUS 296

MUS 323, Arranging and Rehearsal Technique, 3 Units

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

Prerequisite: MUS 222 and MUS 296, or instructor consent

MUS 324, Songwriting, 2 Units

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

Prerequisite: C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

MUS 325, Madrigal Singers, 1 Unit

This is a continuation of MUS 225.

MUS 326, Live Sound Reinforcement, 2 Units

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 project where they are responsible for a musical concert/event.

Prerequisite: MUS 327 or instructor consent

MUS 327, Audio I, 2 Units

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

Prerequisite: MUS 296 or instructor consent

MUS 328, Audio II, 3 Units

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

Prerequisite: MUS 327 or instructor consent

MUS 329, Keyboard Improvisation, 2 Units

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 Units

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will 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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a continuation of MUS 335.

MUS 337, Music Business I, 2 Units

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 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 Units

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 Units

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 & Orchestra, 1 Unit

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.

Special Fee Applies

MUS 341, University Choir & Orchestra, 1 Unit

This is a continuation of MUS 340.

Special Fee Applies

MUS 342, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 342.

MUS 344, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 345, Bel Canto Women's Choir, 1 Unit

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

MUS 346, Gospel Choir, 1 Unit

This is a continuation of MUS 248. 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.

Special Fee Applies

MUS 347, Gospel Choir, 1 Unit

This is a continuation of MUS 346. 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.

Special Fee Applies

MUS 348, Song Literature Survey, 2 Units

This class 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 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

MUS 349, Intermediate Logic Pro, 3 Units

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

Prerequisite: MUS 296

MUS 350, History and Literature of Commercial Music, 3 Units

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."

Prerequisite: A grade of "B" or better in both MUS 327 and MUS 337

MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units

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, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music. The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

MUS 353, Concert Music, 1 Unit

Students are guided through listening by attending concerts.

MUS 354, Church Music and Worship, 2 Units

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.

Prerequisite: Junior Standing and completion of MUS 202 and MUS 203

MUS 355, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 252.

MUS 356, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 355.

MUS 357, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 254.

MUS 358, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 357.

MUS 359, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 256.

MUS 360, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 359.

MUS 361, Introduction to Conducting, 2 Units

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

Prerequisite: MUS 221 and MUS 222

MUS 362, Choral Conducting, 2 Units

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 Units

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

Prerequisite: MUS 361

MUS 364, Critical Audio Listening Skills, 2 Units

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

Prerequisite: MUS 296 and MUS 327

MUS 365, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 258.

MUS 366, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 365.

MUS 367, Technology for Worship, 2 Units

This course provides the student with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software and assorted web-based tools for the worship leader. Both philosophical and practical issues in the use of worship arts technology will be discussed.

MUS 371, Symphony Orchestra, 1 Unit

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 Unit

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

MUS 373, Men's Chorale, 1.00 Unit

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.

Special Fee Applies

MUS 374, Men's Chorale, 1 Unit

This is a continuation of MUS 373.

Special Fee Applies

MUS 375, Worship Arts Leadership, 2 Units

This course will examine leadership and organizational structures for worship arts ministries in the church and para-church organizations. Attention will be given to processes and structures that effectively organize musicians and artists for worship arts ministry, and give space for God's work through his people. Topics will include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

Prerequisite: MUS 160

MUS 376, Worship Design, 3 Units

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, Taize, 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.).

Prerequisite: MUS 202, MUS 203

MUS 379, Guitar Fingerboard Harmony, 2 Units

This is a course in direct application of 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.

Prerequisite: MUS 121, MUS 122, or instructor consent

MUS 380, Chamber Singers, 1 Unit

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

MUS 381, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 382, Jazz and Commercial Ensemble, 1 Unit

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.

MUS 383, Jazz and Commercial Ensemble, 1 Unit

This is a continuation of MUS 382.

MUS 384, Handbell Choir, 1 Unit

This is a continuation of MUS 381.

Special Fee Applies

MUS 387, Wind Ensemble, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 388, Wind Ensemble, 1 Unit

This is a continuation of MUS 387.

Special Fee Applies

MUS 389, Commercial Styles I, 1 Unit

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.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 390, Commercial Styles II, 1 Unit

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 will be given throughout the semester.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 391, Jazz Improvisation Workshop, 1 Unit

This class is normally be 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.

Prerequisite: MUS 122

MUS 392, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 391.

MUS 393, Junior Recital, 0 Units

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

Prerequisite: Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

Prerequisite: C or better in both MUS 220 and MUS 326

MUS 396, Advanced Music Technology, 2 Units

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

Prerequisite: MUS 296 and MUS 327

MUS 397, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

MUS 398, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

MUS 399, Keyboard Ensemble, 2 Units

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 Units

This course is designed to provide 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 405, Choral Music Methods, 3 Units

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

Prerequisite: MUS 206

MUS 407, Commercial Styles III, 1 Unit

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 will be given throughout the semester.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 408, Commercial Styles IV, 1 Unit

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & 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.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 409, Jubilant Song Ladies' Choir, 1 Unit

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 Unit

This is a continuation of MUS 409.

MUS 411, Applied Voice, 1-4 Units

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

Prerequisite: MUS 311 and MUS 312

MUS 412, Applied Voice, 1-4 Units

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 Units

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-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 Units

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. Prerequisite: upper-division qualifying examination or by audition

Special Fee Applies

Prerequisite: Upper-division qualifying examination or by audition

MUS 415, Applied Organ, 1-4 Units

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 Units

This is a continuation of MUS 415.
Special Fee Applies

MUS 417, Organ Literature I, 2 Units

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 Unit

This is a continuation of MUS 319.
Special Fee Applies

MUS 419, Semi-Private Voice, 1 Unit

This is a continuation of MUS 418.
Special Fee Applies

MUS 420, Organ Literature II, 2 Units

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-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 Units

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.
Prerequisite: MUS 222

MUS 422, 20th Century Compositional Techniques, 3 Units

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 Units

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

Prerequisite: MUS 221; MUS 222 (may be taken concurrently) or instructor consent

MUS 424, Projects in Music Theory, 2 Units

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.
Prerequisite: MUS 221 and MUS 222

MUS 425, Collegium, 1 Unit

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

MUS 426, Collegium, 1 Unit

This is a continuation of MUS 425.

MUS 427, Form and Analysis, 3 Units

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.
Prerequisite: MUS 222

MUS 428, Arranging II, 2 Units

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is 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

Prerequisite: MUS 323 and MUS 423

MUS 429, Piano Literature I, 2 Units

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 to 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 prepare additional topics from books of secondary literature.

MUS 430, Piano Literature II, 2 Units

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 Units

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 School. 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 Units

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 Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

MUS 434, Piano Pedagogy, 2 Units

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 consent

MUS 435, University Choir, 1 Unit

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.

Special Fee Applies

MUS 436, University Choir, 1 Unit

This is a continuation of MUS 435.

Special Fee Applies

MUS 437, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 438, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

MUS 440, Instrumental Pedagogy, 2 Units

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 Units

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 442, Church Music Administration, 2 Units

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

MUS 443, Vocal Pedagogy, 2 Units

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 Units

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 Units

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 Units

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, Music and Worship Internship I, 2 Units

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.

Prerequisite: MUS 375; MUS 376 (may be taken concurrently)

MUS 449, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 449.

MUS 452, Instrumental Music Literature, 2 Units

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.

MUS 453, American Music, 3 Units

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and 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 consent.

MUS 454, Music and Worship Internship II/Capstone, 2 Units

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a "capstone project," coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

Prerequisite: MUS 447

MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

Prerequisite: MUS 121

MUS 456, Choral Literature, 2 Units

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 Unit

This is a continuation of MUS 356.

MUS 458, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 457.

MUS 459, Chamber Ensemble: Brass, 1 Unit

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 460, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 459.

MUS 462, Seminar in Conducting, 2 Units

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.

Prerequisite: MUS 361 and MUS 362

MUS 464, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 360.

MUS 465, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 464.

MUS 466, Audio and Acoustics, 3 Units

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

MUS 467, Advanced Pro Tools, 2 Units

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

Prerequisite: MUS 328 or instructor consent

MUS 469, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 366.

MUS 470, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 469.

MUS 471, Intermediate Pro Tools, 3 Units

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

Prerequisite: MUS 327 or instructor consent

MUS 472, Audio For Post Production, 2 Units

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

Prerequisite: MUS 467 (may be taken concurrently) or instructor consent

MUS 473, Composing for Film and Television, 3 Units

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, "live", and "mixed" approaches. "spotting" a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

Prerequisite: MUS 323, MUS 468, MUS 423

MUS 474, Music Career Development, 2 Units

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 Unit

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.

Special Fee Applies

MUS 476, Men's Chorale, 1 Unit

This is a continuation of MUS 475.

Special Fee Applies

MUS 478, Gospel Choir, 1 Unit

This is a continuation of MUS 346. 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.

Special Fee Applies

MUS 479, Gospel Choir, 1 Unit

This is a continuation of MUS 478. 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.

Special Fee Applies

MUS 481, Orchestration II, 3 Units

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

Prerequisite: MUS 349 and MUS 423

MUS 483, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 484, Preparing the Total Performer, 1 Unit

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 affect 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 Unit

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 Unit

This is a continuation of MUS 483.

Special Fee Applies

MUS 489, Wind Ensemble, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 490, Wind Ensemble, 1 Unit

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. 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, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing and instructor consent

MUS 494, Commercial Music Internship, 2 Units

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. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

Prerequisite: MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

MUS 495, Production Techniques, 2 Units

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

Prerequisite: MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

MUS 496, Senior Seminar: Ethics in Music, 3 Units

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.

Prerequisite: Senior standing, completion of Writing 3

MUS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

MUS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

MUS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of 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.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

Faculty

Dean

Stephen P. Johnson (<http://www.apu.edu/faculty/stephenjohnson>), DMA

Professors

Joel Clifft (<http://www.apu.edu/faculty/jclifft>), DMA

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Patricia Edwards (<http://www.apu.edu/faculty/pedwards>), DMA

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Thomas Hynes (<http://www.apu.edu/faculty/thynes>), M.A.

Michelle Jensen (<http://www.apu.edu/faculty/mjensen>), M.M.

Stephen Martin (<http://www.apu.edu/faculty/smartin>), DCM

Alex Russell (<http://www.apu.edu/faculty/arussell>), DMA

Lecturers

William Boocock (<http://www.apu.edu/faculty/bboocock>), M.A.

Eniko St. Clair (<http://www.apu.edu/faculty/eastclair>), DMA

Department of Commercial Music

Mission

To prepare students personally and professionally for careers in the music industry, the Department of Commercial Music focuses on development and integration of skills in the areas of music business, composition and arranging, live and studio performance, and audio recording and production. The combination of internship opportunities, an ever-growing network of working APU alumni, and faculty who are experienced professionals offers students access to strategic links within the Los Angeles music industry.

Department Overview

The department emphasizes preparation for careers in the ever-changing music industry. The department's Commercial Music Major (p. 329) program prepares students for careers in the Christian and secular commercial music industries, producing broadly prepared musicians who possess the skills required for a variety of careers in commercial music and who are able to learn and adapt to new skills and practices in an ever-changing field. Coursework focuses on music business, commercial composition and arranging, audio recording technology, and instrumental and vocal performance. Students pursuing this degree select from one of five tracks: Audio Recording, Composing/Arranging, Instrumental Performance, Music Business, and Vocal Performance.

- Bachelor of Music in Commercial Music (p. 329)

MUS 1B1, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1B2, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1C1, Applied Composition Class, 1-4 Units

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.
Special Fee Applies

Prerequisite: MUS 121 and MUS 296 (may be taken concurrently)

MUS 1D1, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1D2, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1S1, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1S2, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1W1, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1W2, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 2W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

MUS 3W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 99, Beginning Musicianship, 1 Unit

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 Units

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 Unit

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 Unit

This is a continuation of MUS 101. This course may be repeated for credit.

Prerequisite: MUS 101

MUS 103, Beginning Piano Class, 1 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

Prerequisite: MUS 107 or by audition

MUS 110, Elementary Guitar Methods, 1 Unit

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 Units

This course provides study in correct posture, breathing, and vocal technique.

Special Fee Applies

MUS 112, Applied Voice, 1-4 Units

This is a continuation of MUS 111.

Special Fee Applies

Prerequisite: MUS 111

MUS 113, Applied Piano, 1-4 Units

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 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

MUS 114, Applied Piano, 1-4 Units

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 Units

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

Prerequisite: Instructor Consent

MUS 116, Applied Organ, 1-4 Units

This is a continuation of MUS 115.

Special Fee Applies

Prerequisite: MUS 115

MUS 118, Semi-Private Voice, 1 Unit

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 is 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 non-music 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 Unit

This is a continuation of MUS 118.

Special Fee Applies

MUS 120, Music Fundamentals, 3 Units

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

MUS 121, Music Theory I, 3 Units

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

Prerequisite: MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

MUS 122, Music Theory II, 3 Units

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

Prerequisite: Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

MUS 130, Jubilant Song Ladies' Choir, 1 Unit

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

MUS 131, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 130.

MUS 133, Practical Musicianship I, 1 Unit

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

Prerequisite: MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

MUS 134, Practical Musicianship II, 1 Unit

This course is a continuation of MUS 133, covering fully diatonic materials.

Prerequisite: Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

MUS 140, University Choir, 1 Unit

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.

Special Fee Applies

MUS 141, University Choir, 1 Unit

This is a continuation of MUS 140.

Special Fee Applies

MUS 142, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 142.

MUS 144, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 145, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.

Special Fee Applies

MUS 146, Gospel Choir, 1 Unit

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. 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.

Special Fee Applies

MUS 147, Gospel Choir, 1 Unit

This is a continuation of MUS 146. 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.

Special Fee Applies

MUS 151, Chamber Ensemble - Strings, 1 Unit

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 Unit

This is a continuation of MUS 151.

MUS 153, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 154, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

MUS 155, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 156, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

MUS 157, Chamber Ensemble - Percussion, 1 Unit

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 Unit

This is a continuation of MUS 157.

MUS 160, Worship Leadership Formation, 2 Units

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 Unit

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 Unit

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, 1.00 Unit

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.

Special Fee Applies

MUS 174, Men's Chorale, 1 Unit

This is a continuation of MUS 173.

Special Fee Applies

MUS 180, Handbell Choir, 1 Unit

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. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 181, Handbell Choir, 1 Unit

This is a continuation of MUS 180.

Special Fee Applies

MUS 182, Jazz and Commercial Ensemble, 1 Unit

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.

MUS 183, Jazz and Commercial Ensemble, 1 Unit

This is a continuation of MUS 182.

MUS 187, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 188, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

MUS 191, Jazz Improvisation Workshop, 1 Unit

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.

Prerequisite: MUS 122

MUS 192, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 191.

MUS 195, Studio Orchestra, 1 Unit

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

MUS 201, Introduction to World Music, 3 Units

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies 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, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

MUS 202, Singing The Faith, 3 Units

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, 2 Units

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 Units

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.

MUS 205, Music of Asia, 3 Units

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.

MUS 206, Introduction to Music Education, 2 Units

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 210, Performance Forum, 0 Units

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 Units

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.

Special Fee Applies

Prerequisite: MUS 111 and MUS 112

MUS 212, Applied Voice, 1-4 Units

This is a continuation of MUS 211.

Special Fee Applies

Prerequisite: MUS 111 and MUS 112

MUS 213, Applied Piano, 1-4 Units

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 19th and 20th century composers are stressed. The course offers preparation for 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 Units

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 Units

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 and MUS 116

MUS 216, Applied Organ, 1-4 Units

This is a continuation of MUS 215.

Special Fee Applies

Prerequisite: MUS 215

MUS 217, Practical Musicianship III, 1 Unit

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

Prerequisite: Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

MUS 218, Semi-Private Voice, 1 Unit

This is a continuation of MUS 119.

Special Fee Applies

MUS 219, Semi-Private Voice, 1 Unit

This is a continuation of MUS 218.

Special Fee Applies

MUS 220, Practical Musicianship IV, 1 Unit

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

Prerequisite: Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

MUS 221, Music Theory III, 3 Units

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

Prerequisite: Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

MUS 222, Music Theory IV, 3 Units

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

Prerequisite: Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

MUS 223, Web-Based Tools, 2 Units

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: C or higher in MUS 296

MUS 224, Diction for Singers I, 1 Unit

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

MUS 225, Madrigal Singers, 1 Unit

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 Unit

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 Unit

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 Unit

This is a continuation of MUS 230.

MUS 232, Guitar Techniques, 1 Unit

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

Prerequisite: MUS 121, MUS 122, or instructor consent

MUS 233, Improvisation for Music Education, 1 Unit

This course is designed to provide 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.

Prerequisite: MUS 122, MUS 134

MUS 242, University Choir, 1 Unit

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 Unit

This is a continuation of MUS 242.

Special Fee Applies

MUS 244, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 244.

MUS 246, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 247, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

MUS 248, Gospel Choir, 1 Unit

This is a continuation of MUS 147. 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.

Special Fee Applies

MUS 249, Gospel Choir, 1 Unit

This is a continuation of MUS 248. 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.

Special Fee Applies

MUS 250, Music and Civilization, 3 Units

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 Requirement: Humanities: Fine Arts.*

MUS 250H, Music and Civilization - Honors, 3 Units

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 Requirement: Humanities: Fine Arts.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

MUS 251, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 252, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

MUS 253, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 254, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

MUS 255, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 256, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

MUS 257, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 158.

MUS 258, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 257.

MUS 270, Guitar Ensemble, 1 Unit

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along 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 student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

MUS 271, Symphony Orchestra, 1 Unit

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 Unit

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

MUS 275, Men's Chorale, 1 Unit

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.

Special Fee Applies

MUS 276, Men's Chorale, 1 Unit

This is a continuation of MUS 275.

Special Fee Applies

MUS 281, Chamber Singers, 1 Unit

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

MUS 282, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 283, Handbell Choir, 1 Unit

This is a continuation of MUS 282.

Special Fee Applies

MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit

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 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 290, Wind Ensemble, 1 Unit

This is a continuation of MUS 289.

Special Fee Applies

MUS 296, Introduction to Music Technology, 2 Units

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

Prerequisite: MUS 121 (May be taken concurrently)

MUS 297, Marching Band, 1 Unit

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. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

MUS 301, Music of Africa, 3 Units

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 Units

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing 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). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

MUS 311, Applied Voice, 1-4 Units

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 Units

This is a continuation of MUS 311.

Special Fee Applies

Prerequisite: MUS 212

MUS 313, Applied Piano, 1-4 Units

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 Units

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 Units

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 Units

This is a continuation of MUS 315.

Special Fee Applies

MUS 318, Semi-Private Voice, 1 Unit

This is a continuation of MUS 219.

Special Fee Applies

MUS 319, Semi-Private Voice, 1 Unit

This is a continuation of MUS 318.

Special Fee Applies

MUS 320, Keyboard Improvisation, 2 Units

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 Units

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

Prerequisite: MUS 221 and MUS 222

MUS 322, Score Preparation and Printing, 2 Units

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

Prerequisite: MUS 121, MUS 122, MUS 296

MUS 323, Arranging and Rehearsal Technique, 3 Units

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

Prerequisite: MUS 222 and MUS 296, or instructor consent

MUS 324, Songwriting, 2 Units

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

Prerequisite: C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

MUS 325, Madrigal Singers, 1 Unit

This is a continuation of MUS 225.

MUS 326, Live Sound Reinforcement, 2 Units

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 project where they are responsible for a musical concert/event.

Prerequisite: MUS 327 or instructor consent

MUS 327, Audio I, 2 Units

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

Prerequisite: MUS 296 or instructor consent

MUS 328, Audio II, 3 Units

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

Prerequisite: MUS 327 or instructor consent

MUS 329, Keyboard Improvisation, 2 Units

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 Units

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will 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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a continuation of MUS 335.

MUS 337, Music Business I, 2 Units

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 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 Units

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 Units

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 & Orchestra, 1 Unit

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.

Special Fee Applies

MUS 341, University Choir & Orchestra, 1 Unit

This is a continuation of MUS 340.

Special Fee Applies

MUS 342, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 342.

MUS 344, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 345, Bel Canto Women's Choir, 1 Unit

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

MUS 346, Gospel Choir, 1 Unit

This is a continuation of MUS 248. 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.

Special Fee Applies

MUS 347, Gospel Choir, 1 Unit

This is a continuation of MUS 346. 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.

Special Fee Applies

MUS 348, Song Literature Survey, 2 Units

This class 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 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

MUS 349, Intermediate Logic Pro, 3 Units

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

Prerequisite: MUS 296

MUS 350, History and Literature of Commercial Music, 3 Units

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."

Prerequisite: A grade of "B" or better in both MUS 327 and MUS 337

MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units

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, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music.

The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

MUS 353, Concert Music, 1 Unit

Students are guided through listening by attending concerts.

MUS 354, Church Music and Worship, 2 Units

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.

Prerequisite: Junior Standing and completion of MUS 202 and MUS 203

MUS 355, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 252.

MUS 356, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 355.

MUS 357, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 254.

MUS 358, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 357.

MUS 359, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 256.

MUS 360, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 359.

MUS 361, Introduction to Conducting, 2 Units

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

Prerequisite: MUS 221 and MUS 222

MUS 362, Choral Conducting, 2 Units

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 Units

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

Prerequisite: MUS 361

MUS 364, Critical Audio Listening Skills, 2 Units

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

Prerequisite: MUS 296 and MUS 327

MUS 365, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 258.

MUS 366, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 365.

MUS 367, Technology for Worship, 2 Units

This course provides the student with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software and assorted web-based tools for the worship leader. Both philosophical and practical issues in the use of worship arts technology will be discussed.

MUS 371, Symphony Orchestra, 1 Unit

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 Unit

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

MUS 373, Men's Chorale, 1.00 Unit

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.

Special Fee Applies

MUS 374, Men's Chorale, 1 Unit

This is a continuation of MUS 373.

Special Fee Applies

MUS 375, Worship Arts Leadership, 2 Units

This course will examine leadership and organizational structures for worship arts ministries in the church and para-church organizations. Attention will be given to processes and structures that effectively organize musicians and artists for worship arts ministry, and give space for God's work through his people. Topics will include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

Prerequisite: MUS 160

MUS 376, Worship Design, 3 Units

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, Taize, 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.).

Prerequisite: MUS 202, MUS 203

MUS 379, Guitar Fingerboard Harmony, 2 Units

This is a course in direct application of 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.

Prerequisite: MUS 121, MUS 122, or instructor consent

MUS 380, Chamber Singers, 1 Unit

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

MUS 381, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 382, Jazz and Commercial Ensemble, 1 Unit

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.

MUS 383, Jazz and Commercial Ensemble, 1 Unit

This is a continuation of MUS 382.

MUS 384, Handbell Choir, 1 Unit

This is a continuation of MUS 381.

Special Fee Applies

MUS 387, Wind Ensemble, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 388, Wind Ensemble, 1 Unit

This is a continuation of MUS 387.

Special Fee Applies

MUS 389, Commercial Styles I, 1 Unit

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.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 390, Commercial Styles II, 1 Unit

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 will be given throughout the semester.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 391, Jazz Improvisation Workshop, 1 Unit

This class is normally be 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.

Prerequisite: MUS 122

MUS 392, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 391.

MUS 393, Junior Recital, 0 Units

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

Prerequisite: Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

Prerequisite: C or better in both MUS 220 and MUS 326

MUS 396, Advanced Music Technology, 2 Units

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

Prerequisite: MUS 296 and MUS 327

MUS 397, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

MUS 398, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

MUS 399, Keyboard Ensemble, 2 Units

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 Units

This course is designed to provide 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 405, Choral Music Methods, 3 Units

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

Prerequisite: MUS 206

MUS 407, Commercial Styles III, 1 Unit

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 will be given throughout the semester.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 408, Commercial Styles IV, 1 Unit

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & 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.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 409, Jubilant Song Ladies' Choir, 1 Unit

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 Unit

This is a continuation of MUS 409.

MUS 411, Applied Voice, 1-4 Units

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

Prerequisite: MUS 311 and MUS 312

MUS 412, Applied Voice, 1-4 Units

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 Units

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-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 Units

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. **Prerequisite:** upper-division qualifying examination or by audition

Special Fee Applies

Prerequisite: Upper-division qualifying examination or by audition

MUS 415, Applied Organ, 1-4 Units

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 Units

This is a continuation of MUS 415.

Special Fee Applies

MUS 417, Organ Literature I, 2 Units

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 Unit

This is a continuation of MUS 319.

Special Fee Applies

MUS 419, Semi-Private Voice, 1 Unit

This is a continuation of MUS 418.

Special Fee Applies

MUS 420, Organ Literature II, 2 Units

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-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 Units

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.

Prerequisite: MUS 222

MUS 422, 20th Century Compositional Techniques, 3 Units

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 Units

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

Prerequisite: MUS 221; MUS 222 (may be taken concurrently) or instructor consent

MUS 424, Projects in Music Theory, 2 Units

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.

Prerequisite: MUS 221 and MUS 222

MUS 425, Collegium, 1 Unit

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

MUS 426, Collegium, 1 Unit

This is a continuation of MUS 425.

MUS 427, Form and Analysis, 3 Units

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.

Prerequisite: MUS 222

MUS 428, Arranging II, 2 Units

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is 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

Prerequisite: MUS 323 and MUS 423

MUS 429, Piano Literature I, 2 Units

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 to 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 prepare additional topics from books of secondary literature.

MUS 430, Piano Literature II, 2 Units

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 Units

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 School. 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 Units

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 Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

MUS 434, Piano Pedagogy, 2 Units

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 consent

MUS 435, University Choir, 1 Unit

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.

Special Fee Applies

MUS 436, University Choir, 1 Unit

This is a continuation of MUS 435.

Special Fee Applies

MUS 437, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 438, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

MUS 440, Instrumental Pedagogy, 2 Units

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 Units

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 442, Church Music Administration, 2 Units

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

MUS 443, Vocal Pedagogy, 2 Units

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 Units

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 Units

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 Units

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, Music and Worship Internship I, 2 Units

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.

Prerequisite: MUS 375; MUS 376 (may be taken concurrently)

MUS 449, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 449.

MUS 452, Instrumental Music Literature, 2 Units

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.

MUS 453, American Music, 3 Units

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and 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 consent.

MUS 454, Music and Worship Internship II/Capstone, 2 Units

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a "capstone project," coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

Prerequisite: MUS 447

MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

Prerequisite: MUS 121

MUS 456, Choral Literature, 2 Units

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 Unit

This is a continuation of MUS 356.

MUS 458, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 457.

MUS 459, Chamber Ensemble: Brass, 1 Unit

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 460, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 459.

MUS 462, Seminar in Conducting, 2 Units

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.

Prerequisite: MUS 361 and MUS 362

MUS 464, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 360.

MUS 465, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 464.

MUS 466, Audio and Acoustics, 3 Units

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

MUS 467, Advanced Pro Tools, 2 Units

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

Prerequisite: MUS 328 or instructor consent

MUS 469, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 366.

MUS 470, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 469.

MUS 471, Intermediate Pro Tools, 3 Units

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

Prerequisite: MUS 327 or instructor consent

MUS 472, Audio For Post Production, 2 Units

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

Prerequisite: MUS 467 (may be taken concurrently) or instructor consent

MUS 473, Composing for Film and Television, 3 Units

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, "live", and "mixed" approaches. "spotting" a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

Prerequisite: MUS 323, MUS 468, MUS 423

MUS 474, Music Career Development, 2 Units

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 Unit

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.

Special Fee Applies

MUS 476, Men's Chorale, 1 Unit

This is a continuation of MUS 475.

Special Fee Applies

MUS 478, Gospel Choir, 1 Unit

This is a continuation of MUS 346. 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.

Special Fee Applies

MUS 479, Gospel Choir, 1 Unit

This is a continuation of MUS 478. 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.

Special Fee Applies

MUS 481, Orchestration II, 3 Units

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

Prerequisite: MUS 349 and MUS 423

MUS 483, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 484, Preparing the Total Performer, 1 Unit

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 affect 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 Unit

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 Unit

This is a continuation of MUS 483.

Special Fee Applies

MUS 489, Wind Ensemble, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 490, Wind Ensemble, 1 Unit

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. 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, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing and instructor consent

MUS 494, Commercial Music Internship, 2 Units

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. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

Prerequisite: MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

MUS 495, Production Techniques, 2 Units

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

Prerequisite: MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

MUS 496, Senior Seminar: Ethics in Music, 3 Units

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.

Prerequisite: Senior standing, completion of Writing 3

MUS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

MUS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

MUS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of 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.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

Faculty

Department Chair

David Beatty (<http://www.apu.edu/faculty/dbeatty>), M.M., MBA

Professor

Michael Lee (<http://www.apu.edu/faculty/mlee>), M.M.

Assistant Professor

Thomas Hynes (<http://www.apu.edu/faculty/thynes>), M.A.

Commercial Music Major

To prepare students personally and professionally for careers in the music industry, the Department of Commercial Music focuses on integrating skills in the areas of music business, composition and arranging, live and studio performance, audio recording, and production. The combination of internship opportunities, a growing network of working APU alumni, and a faculty of experienced professionals offers students access to strategic links within the Los Angeles music industry.

The Bachelor of Music in Commercial Music (<https://www.apu.edu/music/programs/commercial-music-major>) program seeks to produce broadly prepared musicians with the skills required for a variety of careers in commercial music, and who are able to teach themselves skills and practices in an ever-changing commercial music industry.

Students pursuing this program select from one of five tracks: Audio Recording, Composing/Arranging, Instrumental Performance, Music Business, or Vocal Performance.

Coursework

General Education Requirements for the Bachelor of Music in Commercial Music

Code	Title	Units
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
Writing 2		3
Humanities: Literature		3
Social Science		3
Natural Science		4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
or HUM 224	Core Texts in Philosophy	
or HUM 324	Core Texts in Philosophy	
Upper-Division Bible Elective		3
Theology		3
Personal and Social Responsibility		
Intercultural Competence		3
Total Units		40

Commercial Music Tracks

Students must select one of the tracks listed below; they may select more than one track but should be aware that doing so will almost certainly require more than 8 semesters to complete. There is a minimum grade requirement for certain courses in each track. See the appropriate footnote.

Audio Recording Track

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Music History		9
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 350	History and Literature of Commercial Music (F, Jr)	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
Ensemble Requirement ⁴		8
Other Requirements		

MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0
Commercial Music Courses ⁵		
MUS 107	Advanced - Intermediate Piano Class	1
MUS 223	Web-Based Tools (S, Jr)	2
MUS 323	Arranging and Rehearsal Technique	3
MUS 327	Audio I	2
MUS 328	Audio II	3
MUS 337	Music Business I	2
MUS 349	Intermediate Logic Pro	3
MUS 467	Advanced Pro Tools	2
MUS 472	Audio For Post Production	2
MUS 474	Music Career Development (F, Sr)	2
MUS 494	Commercial Music Internship	2
MUS 491 or MUS 492	Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) ⁶ Senior Project in Commercial Music	0
MUS 495	Production Techniques	2
MUS 394	Critical Listening Skills For Audio Recording Professionals	2
Commercial Music Elective ⁷		3
Total Units		89

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: History requirement.

⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).

⁵ A grade of C or better is required for all commercial music courses or the course must be repeated.

⁶ Meets the General Education Integrative and Applied Learning requirement.

⁷ 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, MUS 422 20th Century Compositional Techniques, MUS 320 Keyboard Improvisation, MUS 423 Orchestration I, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives.

Composing/Arranging Track

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Music History		9
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 350 or MUS 351	History and Literature of Commercial Music (F, Jr) Ancient, Renaissance, and World Music Literature	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		18
(8 units in applied performance and 10 units of applied composition)		
Ensemble Requirement ⁴		8

Other Requirements

MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0

Commercial Music Courses⁵

MUS 107	Advanced - Intermediate Piano Class	1
MUS 223	Web-Based Tools (S, Jr)	2
MUS 322	Score Preparation and Printing	2
MUS 323	Arranging and Rehearsal Technique	3
MUS 327	Audio I	2
MUS 337	Music Business I	2
MUS 349	Intermediate Logic Pro	3
MUS 423	Orchestration I	3
MUS 428	Arranging II	2
MUS 473	Composing for Film and Television	3
MUS 474	Music Career Development (F, Sr)	2
MUS 491	Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) ⁶	0
or MUS 492	Senior Project in Commercial Music	
MUS 494	Commercial Music Internship	2
MUS 495	Production Techniques	2

Total Units		89
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¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: History requirement.

⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).

⁵ A grade of C or better is required for all commercial music courses or the course must be repeated.

⁶ Meets the General Education Integrative and Applied Learning requirement.

Instrumental Performance Track

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Music History		9
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 350	History and Literature of Commercial Music (F, Jr)	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
Ensemble Requirement ⁴		8
Other Requirements		
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 361	Introduction to Conducting (F, Jr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0

Commercial Music Courses⁵

MUS 107	Advanced - Intermediate Piano Class	1
MUS 223	Web-Based Tools (S, Jr)	2
MUS 323	Arranging and Rehearsal Technique	3
MUS 324	Songwriting	2
MUS 327	Audio I	2
MUS 337	Music Business I	2
MUS 423	Orchestration I	3
MUS 474	Music Career Development (F, Sr)	2
MUS 491	Senior Recital (F/S, Sr) ⁶	0
MUS 494	Commercial Music Internship	2
MUS 495	Production Techniques	2
Commercial Music Elective ⁷		2
Additional Ensemble Requirement (select from the following four options)		6
MUS 382 & MUS 383	Jazz and Commercial Ensemble and Jazz and Commercial Ensemble	
MUS 389 & MUS 390	Commercial Styles I and Commercial Styles II	
MUS 391 & MUS 392	Jazz Improvisation Workshop and Jazz Improvisation Workshop	
MUS 407 & MUS 408	Commercial Styles III and Commercial Styles IV	

Total Units 89

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: History requirement.

⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).

⁵ A grade of C or better is required for all commercial music courses or the course must be repeated.

⁶ Meets the General Education Integrative and Applied Learning requirement.

⁷ 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 20th Century Compositional Techniques.

Music Business Track

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Music History		9
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 350	History and Literature of Commercial Music (F, Jr)	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
Ensemble Requirement ⁴		8
Other Requirements		

MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0
Commercial Music Courses ⁵		
MUS 107	Advanced - Intermediate Piano Class	1
MUS 223	Web-Based Tools (S, Jr)	2
MUS 323	Arranging and Rehearsal Technique	3
MUS 324	Songwriting	2
MUS 327	Audio I	2
MUS 337	Music Business I	2
MUS 338	Music Business II	2
MUS 474	Music Career Development (F, Sr)	2
MUS 491 or MUS 492	Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) ⁶ Senior Project in Commercial Music	0
MUS 494	Commercial Music Internship (Must be taken twice)	2
MUS 495	Production Techniques	2
BUSI 110	Business and Entrepreneurship	3
Business or Commercial Music Electives ⁷		6
Total Units		89

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: History requirement.

⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).

⁵ A grade of C or better is required for all commercial music courses or the course must be repeated.

⁶ Meets the General Education Integrative and Applied Learning requirement.

⁷ 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, MUS 422 20th Century Compositional Techniques, MUS 320 Keyboard Improvisation, MUS 423 Orchestration I, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives. Music Business track students may also select electives from BUSI 100 Personal Finance, MGMT 210 Principles of Management, and ECON 251 Principles of Microeconomics.

Vocal Performance Track

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Music History		9
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 350	History and Literature of Commercial Music (F, Jr)	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
Ensemble Requirement ⁴		8
Other Requirements		
MUS 296	Introduction to Music Technology (F/S, Fr)	2

MUS 361	Introduction to Conducting (F, Jr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0
Commercial Music Courses ⁵		
MUS 107	Advanced - Intermediate Piano Class	1
MUS 223	Web-Based Tools (S, Jr)	2
MUS 323	Arranging and Rehearsal Technique	3
MUS 324	Songwriting	2
MUS 327	Audio I	2
MUS 337	Music Business I	2
MUS 474	Music Career Development (F, Sr)	2
MUS 491	Senior Recital (F/S, Sr) ⁶	0
MUS 494	Commercial Music Internship	2
MUS 495	Production Techniques	2
Commercial Music Electives ⁷		5
Additional Applied Music		
MUS 389 & MUS 390	Commercial Styles I and Commercial Styles II	2
MUS 407 & MUS 408	Commercial Styles III and Commercial Styles IV	2
Select one of the following		2
MUS 382 & MUS 383	Jazz and Commercial Ensemble and Jazz and Commercial Ensemble	
MUS 391 & MUS 392	Jazz Improvisation Workshop and Jazz Improvisation Workshop	
Total Units		89

- ¹ Meets the General Education Humanities: Fine Arts requirement.
- ² Meets the General Education Writing 3 requirement.
- ³ Meets the General Education Humanities: History requirement.
- ⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).
- ⁵ A grade of C or better is required for all commercial music courses or the course must be repeated.
- ⁶ Meets the General Education Integrative and Applied Learning requirement.
- ⁷ 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, MUS 422 20th Century Compositional Techniques, MUS 320 Keyboard Improvisation, MUS 423 Orchestration I, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives.

Course Requirements Legend

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even year	Jr = Junior
O = Odd year	Sr = Senior

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. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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.

Introduction to Music Technology

A grade of C or better is required in MUS 296 Introduction to Music Technology, or the course must be repeated.

Piano Proficiency

Commercial music students are required to take the five-semester piano proficiency sequence, MUS 103-107, at the beginning of their commercial music program. A grade of C or better is required at each level or the course must be repeated. Students may, by audition, be allowed to waive one or more of these courses because of previous piano experience.

Grade-point Average and Minimum Grade Requirements

Music students must maintain a 2.5 GPA for all upper-division music courses (those classified as 300 and 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 Masterworks Chorale. A grade of C or better is required in all courses listed under the subheading Commercial Music Courses, or the course must be repeated. See appropriate footnote.

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 pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through either a Performance Forum student recital, junior recital, or senior recital. Non-performance majors must present a solo performance annually in either a studio recital, typically scheduled by the applied music instructor, or Performance Forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Senior recitals are required of all performance majors during their senior year. Bachelor of Music students pursuing either the Instrumental Performance track or Vocal Performance track must present a junior *and* a senior recital and register for MUS 491 when preparing their senior recital.

Students giving junior or senior 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. Students must take at least 16 units in their primary applied area.
2. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking applied lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for securing an accompanist for juries by the indicated deadlines. There are three ways to secure an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist 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 is requested after the published deadlines, faculty members are responsible to secure an accompanist for their students.
5. Applied lessons:
 - a. Grades for applied 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. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. Students should consult their Applied Music course syllabus to determine what constitutes sufficient advanced notice. "No-show" students do not receive makeup lessons.

Voice Class

All music majors without voice as their major performance area must take one semester of Voice Class or Applied Voice.

Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through

the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Department of Music Performance

Mission

With a conservatory focus, the Department of Music Performance gives student-musicians the opportunity to work with outstanding professional faculty-artists in solo and ensemble settings. Through such engagement, students refine their craft for a lifetime of expression and individual creativity that reflects the creative and transformative nature of God.

Department Overview

The Department of Music Performance encompasses the Music Performance (B.A.) (p. 338) and the Music Performance (B.M.) (p. 341).

Majors

- Music Performance (B.A.) (p. 338)
- Music Performance (B.M.) (p. 341)

Faculty

Department Chair

Christopher Russell (<http://www.apu.edu/faculty/cprussell>), M.M.

Associate Chair, Graduate Studies

Claire Fedoruk (<http://www.apu.edu/faculty/cfedoruk>), DMA

Professors

Eugene Alcalay (<http://www.apu.edu/faculty/ealcalay>), DMA

Joel Clift (<http://www.apu.edu/faculty/jclift>), DMA

Claire Fedoruk (<http://www.apu.edu/faculty/cfedoruk>), DMA

Janet Harms (<http://www.apu.edu/faculty/jharms>), Ed.D.

John Sutton (<http://www.apu.edu/faculty/jsutton>), DMA

Associate Professors

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Michael Kozubek (<http://www.apu.edu/faculty/mkozubek>), M.M.

Christopher Russell (<http://www.apu.edu/faculty/cprussell>), M.M.

Assistant Professors

David Hughes (<http://www.apu.edu/faculty/dhughes>), DMA

Michelle Jensen (<http://www.apu.edu/faculty/mjensen>), M.M.

Alexander Russell (<http://www.apu.edu/faculty/arussell>), M.M.

Instructors

Patricia Edwards (<http://www.apu.edu/faculty/pedwards>), DMA

Lecturers (part time)

William Boocock (<http://www.apu.edu/faculty/bboocock>), M.A.

Jeffrey Williams, M.M.

Music: Performance Major (B.A)

Performance Emphasis

Music Performance Major (B.A) (<https://www.apu.edu/music/programs/music-major>) prepares students for applied teaching and for advanced study in the performance area of their choice. In addition to music performance, courses in theory, music history, literature, and conducting give students thorough preparation in comprehensive musicianship. Students with an applied music emphasis, such as performance, must pass an examination at the end of their lower-division applied studies to qualify for placement in upper-division applied studies.

Code	Title	Units
School of Music Core Requirements		
Piano Proficiency (if needed)		0-4
MUS 103	Beginning Piano Class (F/S)	
MUS 104	Elementary Piano Class (F/S)	
MUS 105	Intermediate Piano Class (F/S)	
MUS 106	Advanced - Intermediate Piano Class (F/S)	
MUS 107	Advanced - Intermediate Piano Class (F/S)	
MUS 108	Advanced Piano Class (F/S)	
MUS 121	Music Theory I (F/S, Fr, So) ¹	3
MUS 122	Music Theory II (F/S, Fr, So)	3
MUS 133	Practical Musicianship I (F/S, Fr, So)	1
MUS 134	Practical Musicianship II (F/S, Fr, So)	1
MUS 210	Performance Forum (F/S 8 semesters)	0
MUS 217	Practical Musicianship III (F/S So, Jr)	1
MUS 220	Practical Musicianship IV (F/S So, Jr)	1
MUS 221	Music Theory III (F/S So, Jr)	3
MUS 222	Music Theory IV (F/S So, Jr)	3
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	3
MUS 361	Introduction to Conducting (F, Jr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	3
Applied Music (must be in one instrument (voice counts as an instrument); must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S)		8
Ensemble Requirement ⁵		8
Select one of the following if not enrolled in Applied Voice:		0-1
MUS 101	Beginning Voice Class (F/S)	
MUS 102	Intermediate Voice Class (F/S)	
Select one of the following:		3
MUS 350	History and Literature of Commercial Music (F, Jr)	
MUS 351	Ancient, Renaissance, and World Music Literature (F, Jr)	
Select one of the following:		2
MUS 362	Choral Conducting (S, Jr)	
MUS 363	Instrumental Conducting (S, Jr)	
Applied Music Requirements		

Additional units of applied music (must be in the same instrument as listed in the Music Core)		8
MUS 491	Senior Recital (F/S, Sr) ⁴	0
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:		2
MUS 440	Instrumental Pedagogy (OF, Jr, Sr (instrumental emphasis))	
MUS 443	Vocal Pedagogy (S, Jr, Sr (vocal emphasis))	

Total Units 60-67

- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Humanities: History requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even Year	Jr = Junior
O = Odd Year	Sr = Senior

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. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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 a piano class or Applied Piano until the Piano Proficiency 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 proficiency examination, which is usually met at the conclusion of MUS 106.

Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 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 Masterworks Chorale.

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 pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

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 associate dean for undergraduate studies of the School of Music.

Non-performance 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 required only in the primary applied area.

All students must take applied jury each semester. Music majors with a performance concentration in applied music present a recital during their junior year¹ (shorter program) and an additional recital in their senior year² (full-length program). Only Bachelor of Music in Performance students must

register for 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).

- ¹ Traditionally, students in the Bachelor of Arts in Music program may 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.
- ² Recitals are required of all performance majors during their senior year. Seniors in the Bachelor of Arts in Music program with a performance concentration must present a senior recital but are not required to register for MUS 491. Bachelor of Music in Performance students must present a senior recital and register for MUS 491.

Applied Music

1. Each student is required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons in the semester of their Senior Recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist 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 is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. 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 mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

Voice Class

All Bachelor of Arts in 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: for the B.A. in Music—performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

Ensemble Requirement

In each of eight semesters as a music major, students must participate in an appropriate performance ensemble. 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. Each degree concentration designates specific appropriate ensembles that count toward fulfilling the ensemble requirement. The information for each degree concentration is clearly articulated in the Undergraduate Music Student Handbook.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.

4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Music Performance Major (B.M)

85 units

The Music Performance Major (B.M) (<https://www.apu.edu/music/programs/music-performance-major>), a professional degree, prepares musicians for a career in performance, pedagogy (private teaching), or to pursue advanced degrees in performance. The four-year curriculum spans voice, piano, organ, guitar, and all instruments found in the standard orchestra. In addition to music performance, courses in theory, music history, literature, and conducting give the student a thorough preparation in comprehensive musicianship. Students with applied music emphasis must pass an examination at the end of their lower-division applied studies to qualify for placement in upper-division applied music.

General Education Requirements for the Bachelor of Music in Performance

Code	Title	Units
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
	Writing 2	3
	Social Science	3
	Humanities: Literature	3
	Natural Sciences	4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
or HUM 224	Core Texts in Philosophy	
or HUM 324	Core Texts in Philosophy	
	Upper-Division Bible Elective	3
	Theology	3
Personal and Social Responsibility		
	Intercultural Competence	3
Total Units		40

Music Performance Core Requirements

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Conducting		4
MUS 361	Introduction to Conducting (F, Jr)	
MUS 362	Choral Conducting (S, Jr)	
or MUS 363	Instrumental Conducting	
Music History		9
MUS 351	Ancient, Renaissance, and World Music Literature (F, Jr)	

MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
(Must be in primary instrument; 2 units must be taken each semester of full-time status, F/S)		
Ensemble Requirement ⁴		8
Other Requirements		
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0
Performance Courses		
MUS 427	Form and Analysis (F, Jr, Sr)	3
MUS 393	Junior Recital	0
MUS 491	Senior Recital (F/S, Sr) ⁵	0
Performance Area		20
Total Units		85

- ¹ Meets the General Education Humanities: Fine Arts requirement.
- ² Meets the General Education Writing 3 requirement.
- ³ Meets the General Education Humanities: History requirement.
- ⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).
- ⁵ Meets the General Education Integrative and Applied Learning requirement.

Performance Areas

Brass, Wind, or Percussion Performance

Code	Title	Units
MUS 452	Instrumental Music Literature (ES, Jr, Sr)	2
MUS 440	Instrumental Pedagogy (OF, Jr, Sr)	2
Select one of the options listed below to complete a total of 16 applied music units counted above in Music Performance Core		0
Applied Brass		
MUS 1B1 & MUS 1B2	Applied Brass and Applied Brass	
MUS 2B1 & MUS 2B2	Applied Brass and Applied Brass	
MUS 3B1 & MUS 3B2	Applied Brass and Applied Brass	
MUS 4B1 & MUS 4B2	Applied Brass and Applied Brass	
Applied Woodwinds		
MUS 1W1 & MUS 1W2	Applied Woodwinds and Applied Woodwinds	
MUS 2W1 & MUS 2W2	Applied Woodwinds and Applied Woodwinds	
MUS 3W1 & MUS 3W2	Applied Woodwinds and Applied Woodwinds	
MUS 4W1 & MUS 4W2	Applied Woodwinds and Applied Woodwinds	
Applied Percussion		
MUS 1D1 & MUS 1D2	Applied Percussion and Applied Percussion	
MUS 2D1 & MUS 2D2	Applied Percussion and Applied Percussion	
MUS 3D1 & MUS 3D2	Applied Percussion and Applied Percussion	

MUS 4D1 & MUS 4D2	Applied Percussion and Applied Percussion	
Ensemble		
Select one of the options listed below		8
Brass Chamber Ensemble		
MUS 153 & MUS 154	Chamber Ensemble: Brass and Chamber Ensemble: Brass	
MUS 253 & MUS 254	Chamber Ensemble: Brass and Chamber Ensemble: Brass	
MUS 357 & MUS 358	Chamber Ensemble - Brass and Chamber Ensemble - Brass	
MUS 459 & MUS 460	Chamber Ensemble: Brass and Chamber Ensemble - Brass	
Wind Chamber Ensemble		
MUS 155 & MUS 156	Chamber Ensemble: Woodwind and Chamber Ensemble: Woodwind	
MUS 255 & MUS 256	Chamber Ensemble: Woodwind and Chamber Ensemble: Woodwind	
MUS 359 & MUS 360	Chamber Ensemble - Woodwind and Chamber Ensemble - Woodwind	
MUS 464 & MUS 465	Chamber Ensemble - Woodwind and Chamber Ensemble - Woodwind	
Percussion Chamber Ensemble		
MUS 157 & MUS 158	Chamber Ensemble - Percussion and Chamber Ensemble - Percussion	
MUS 257 & MUS 258	Chamber Ensemble - Percussion and Chamber Ensemble - Percussion	
MUS 365 & 365	Chamber Ensemble - Percussion and Chamber Ensemble - Percussion	
MUS 469 & MUS 470	Chamber Ensemble - Percussion and Chamber Ensemble - Percussion	
Music Electives		8
Total Units		20

Guitar Performance

Code	Title	Units
Applied Guitar (F/S, all years; units counted in Music Performance Core)		
MUS 1S1 & MUS 1S2	Applied Strings and Applied Strings	
MUS 2S1 & MUS 2S2	Applied Strings and Applied Strings	
MUS 3S1 & MUS 3S2	Applied Strings and Applied Strings	
MUS 4S1 & MUS 4S2	Applied Strings and Applied Strings	
Chamber Ensemble Strings (Guitar) (F/S) (all years)		6
MUS 151 & MUS 152	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 251 & MUS 252	Chamber Ensemble: Strings and Chamber Ensemble: Strings	
MUS 355 & MUS 356	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 457 & MUS 458	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 270	Guitar Ensemble (F/S, One unit a semester for eight semesters)	1

MUS 452	Instrumental Music Literature (ES, JR)	2
MUS 440	Instrumental Pedagogy (OF, Jr, Sr)	2
MUS 379	Guitar Fingerboard Harmony (OF, Jr, Sr)	2
Total Units		20

Harp Performance

Code	Title	Units
Applied Harp (F/S, all years; units counted above in Music Performance Core)		
MUS 1S1 & MUS 1S2	Applied Strings and Applied Strings	
MUS 2S1 & MUS 2S2	Applied Strings and Applied Strings	
MUS 3S1 & MUS 3S2	Applied Strings and Applied Strings	
MUS 4S1 & MUS 4S2	Applied Strings and Applied Strings	
Chamber Ensemble Strings (Harp) (F/S, all years)		2
MUS 151 & MUS 153	Chamber Ensemble - Strings and Chamber Ensemble: Brass	
MUS 251 & MUS 252	Chamber Ensemble: Strings and Chamber Ensemble: Strings	
MUS 355 & MUS 356	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 457 & MUS 458	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 452	Instrumental Music Literature (ES, Jr)	2
MUS 440	Instrumental Pedagogy (OF, Jr, Sr)	2
Music Electives		14
Total Units		20

Organ Performance

Code	Title	Units
Applied Organ (F/S, all years; units counted above in Music Performance Core)		
MUS 115 & MUS 116	Applied Organ and Applied Organ	
MUS 215 & MUS 216	Applied Organ and Applied Organ	
MUS 315 & MUS 316	Applied Organ and Applied Organ	
MUS 415 & MUS 416	Applied Organ and Applied Organ	
MUS 417	Organ Literature I (ES, Jr, Sr)	2
MUS 420	Organ Literature II (OF, Jr, Sr)	2
MUS 440	Instrumental Pedagogy (EF, Jr, Sr)	2
MUS 397	Instrumental Collaboration for Pianists (ES, Jr, Sr)	2
MUS 398	Vocal Collaboration for Pianists (OF, Jr, Sr)	2
MUS 399	Keyboard Ensemble (ES, Jr, Sr)	2
Chamber Music (2 Semesters)		2
Music Electives		6
Total Units		20

Piano Performance

Code	Title	Units
Applied Piano (F/S, all years; units counted above in Music Performance Core)		
MUS 113 & MUS 114	Applied Piano and Applied Piano	
MUS 213 & MUS 214	Applied Piano and Applied Piano	
MUS 313 & MUS 314	Applied Piano and Applied Piano	
MUS 413 & MUS 414	Applied Piano and Applied Piano	
MUS 429	Piano Literature I (EF, Jr, Sr)	2
MUS 430	Piano Literature II (OS, Jr, Sr)	2
MUS 434	Piano Pedagogy (OS, Jr, Sr)	2
MUS 397	Instrumental Collaboration for Pianists (ES, Jr, Sr)	2
MUS 398	Vocal Collaboration for Pianists (OF, Jr, Sr)	2
MUS 399	Keyboard Ensemble (ES, Jr, Sr)	2
Chamber Music (2 Semesters)		2
Music Electives		6
Total Units		20

Violin, Viola, Cello, or Bass Performance

Code	Title	Units
Applied Lessons (F/S, all years; units counted above in Music Performance Core)		
MUS 1S1 & MUS 1S2	Applied Strings and Applied Strings	
MUS 2S1 & MUS 2S2	Applied Strings and Applied Strings	
MUS 3S1 & MUS 3S2	Applied Strings and Applied Strings	
MUS 4S1 & MUS 4S2	Applied Strings and Applied Strings	
Chamber Ensemble Strings (four semesters) (F/S) (all years)		4
MUS 151 & MUS 152	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 251 & MUS 252	Chamber Ensemble: Strings and Chamber Ensemble: Strings	
MUS 355 & MUS 356	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 457 & MUS 458	Chamber Ensemble - Strings and Chamber Ensemble - Strings	
MUS 452	Instrumental Music Literature (ES, Jr)	2
MUS 440	Instrumental Pedagogy (OF, Jr, Sr)	2
Music Electives		12
Total Units		20

Vocal Performance

Code	Title	Units
Applied Voice (F/S, all years; units counted above in Music Performance Core)		
MUS 111 & MUS 112	Applied Voice and Applied Voice	
MUS 211 & MUS 212	Applied Voice and Applied Voice	

MUS 311 & MUS 312	Applied Voice and Applied Voice	
MUS 411 & MUS 412	Applied Voice and Applied Voice	
MUS 348	Song Literature Survey (F, Jr)	2
MUS 443	Vocal Pedagogy (S, Jr, Sr)	2
MUS 224	Diction for Singers I (F, So)	1
MUS 227	Diction for Singers II (S, So)	1
MUS 484	Preparing the Total Performer (F, Jr, Sr)	1
MUS 486	Opera Workshop: Lead Roles and Minor Roles (F/S, So, Sr)	1
Foreign Language ¹		12
Total Units		20

¹ 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.

Course Requirements Legend

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even Year	Jr = Junior
O = Odd Year	Sr = Senior

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. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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 a piano class or Applied Piano until the Piano Proficiency 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 proficiency examination, which is usually met at the conclusion of MUS 106.

Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 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 Masterworks Chorale.

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 pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

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 associate dean of undergraduate studies of the School of Music.

Non-performance 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 required only in the primary applied area.

All students must take applied jury each semester. Music majors with a concentration in applied music present a recital during their junior year¹ (shorter program) and an additional recital in their senior year² (full-length program). Only Bachelor of Music in Performance students must register for 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).

¹ Traditionally, those students in the Bachelor of Arts in Music program may 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.

² 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. Bachelor of Music in Performance students must present a senior recital and register for MUS 491.

Applied Music

1. Each student is required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist 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 is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. 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 mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

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: for the B.A. in Music—performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Department of Music Studies

Mission

The Department of Music Studies prepares students to be complete musicians with transformative programs of study that emphasize integrative practices for the analysis and synthesis of musical concepts as they apply to music itself, to the relation of music and culture, and to the musical vocations.

Department Overview

The Department of Music Studies encompasses programs in music composition and theory, music education, and worship. Coursework in musicianship and musicology is required of all music majors. The department offers the composition major (p. 375), music education (pre-teacher certification) major (p. 384), music major with an emphasis in music theory (p. 372), music and worship major (p. 378), and the worship leadership minor (p. 388).

Majors

- Bachelor of Music in Composition (p. 375)
- Bachelor of Music in Music Education (Pre-Teacher Certification) (p. 384)
- Bachelor of Arts in Music: Music Theory (p. 372)
- Bachelor of Music in Music and Worship (p. 378)

Minor

- Worship Leadership (p. 388)

MUS 1B1, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1B2, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1C1, Applied Composition Class, 1-4 Units

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.

Special Fee Applies

Prerequisite: MUS 121 and MUS 296 (may be taken concurrently)

MUS 1D1, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1D2, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1S1, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1S2, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1W1, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 1W2, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 2W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 3W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

MUS 4B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 4W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

MUS 99, Beginning Musicianship, 1 Unit

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 Units

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 Unit

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 Unit

This is a continuation of MUS 101. This course may be repeated for credit.
Prerequisite: MUS 101

MUS 103, Beginning Piano Class, 1 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

Prerequisite: MUS 107 or by audition

MUS 110, Elementary Guitar Methods, 1 Unit

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 Units

This course provides study in correct posture, breathing, and vocal technique.

Special Fee Applies

MUS 112, Applied Voice, 1-4 Units

This is a continuation of MUS 111.

Special Fee Applies

Prerequisite: MUS 111

MUS 113, Applied Piano, 1-4 Units

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 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

MUS 114, Applied Piano, 1-4 Units

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 Units

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

Prerequisite: Instructor Consent

MUS 116, Applied Organ, 1-4 Units

This is a continuation of MUS 115.

Special Fee Applies

Prerequisite: MUS 115

MUS 118, Semi-Private Voice, 1 Unit

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 is 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 non-music 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 Unit

This is a continuation of MUS 118.

Special Fee Applies

MUS 120, Music Fundamentals, 3 Units

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

MUS 121, Music Theory I, 3 Units

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

Prerequisite: MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

MUS 122, Music Theory II, 3 Units

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

Prerequisite: Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

MUS 130, Jubilant Song Ladies' Choir, 1 Unit

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

MUS 131, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 130.

MUS 133, Practical Musicianship I, 1 Unit

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

Prerequisite: MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

MUS 134, Practical Musicianship II, 1 Unit

This course is a continuation of MUS 133, covering fully diatonic materials.

Prerequisite: Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

MUS 140, University Choir, 1 Unit

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.

Special Fee Applies

MUS 141, University Choir, 1 Unit

This is a continuation of MUS 140.

Special Fee Applies

MUS 142, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 142.

MUS 144, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 145, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.

Special Fee Applies

MUS 146, Gospel Choir, 1 Unit

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. 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.

Special Fee Applies

MUS 147, Gospel Choir, 1 Unit

This is a continuation of MUS 146. 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.

Special Fee Applies

MUS 151, Chamber Ensemble - Strings, 1 Unit

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 Unit

This is a continuation of MUS 151.

MUS 153, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 154, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

MUS 155, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 156, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

MUS 157, Chamber Ensemble - Percussion, 1 Unit

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 Unit

This is a continuation of MUS 157.

MUS 160, Worship Leadership Formation, 2 Units

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 Unit

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 Unit

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, 1.00 Unit

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.

Special Fee Applies

MUS 174, Men's Chorale, 1 Unit

This is a continuation of MUS 173.

Special Fee Applies

MUS 180, Handbell Choir, 1 Unit

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. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 181, Handbell Choir, 1 Unit

This is a continuation of MUS 180.

Special Fee Applies

MUS 182, Jazz and Commercial Ensemble, 1 Unit

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.

MUS 183, Jazz and Commercial Ensemble, 1 Unit

This is a continuation of MUS 182.

MUS 187, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 188, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

MUS 191, Jazz Improvisation Workshop, 1 Unit

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.

Prerequisite: MUS 122

MUS 192, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 191.

MUS 195, Studio Orchestra, 1 Unit

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

MUS 201, Introduction to World Music, 3 Units

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies 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, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

MUS 202, Singing The Faith, 3 Units

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, 2 Units

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 Units

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.

MUS 205, Music of Asia, 3 Units

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.

MUS 206, Introduction to Music Education, 2 Units

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 210, Performance Forum, 0 Units

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 Units

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.
Special Fee Applies

Prerequisite: MUS 111 and MUS 112

MUS 212, Applied Voice, 1-4 Units

This is a continuation of MUS 211.

Special Fee Applies

Prerequisite: MUS 111 and MUS 112

MUS 213, Applied Piano, 1-4 Units

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 19th and 20th century composers are stressed. The course offers preparation for 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 Units

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 Units

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 and MUS 116

MUS 216, Applied Organ, 1-4 Units

This is a continuation of MUS 215.

Special Fee Applies

Prerequisite: MUS 215

MUS 217, Practical Musicianship III, 1 Unit

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

Prerequisite: Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

MUS 218, Semi-Private Voice, 1 Unit

This is a continuation of MUS 119.

Special Fee Applies

MUS 219, Semi-Private Voice, 1 Unit

This is a continuation of MUS 218.

Special Fee Applies

MUS 220, Practical Musicianship IV, 1 Unit

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

Prerequisite: Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

MUS 221, Music Theory III, 3 Units

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

Prerequisite: Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

MUS 222, Music Theory IV, 3 Units

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

Prerequisite: Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

MUS 223, Web-Based Tools, 2 Units

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: C or higher in MUS 296

MUS 224, Diction for Singers I, 1 Unit

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

MUS 225, Madrigal Singers, 1 Unit

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 Unit

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 Unit

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 Unit

This is a continuation of MUS 230.

MUS 232, Guitar Techniques, 1 Unit

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

Prerequisite: MUS 121, MUS 122, or instructor consent

MUS 233, Improvisation for Music Education, 1 Unit

This course is designed to provide 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.

Prerequisite: MUS 122, MUS 134

MUS 242, University Choir, 1 Unit

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 Unit

This is a continuation of MUS 242.

Special Fee Applies

MUS 244, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 244.

MUS 246, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 247, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

MUS 248, Gospel Choir, 1 Unit

This is a continuation of MUS 147. 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.

Special Fee Applies

MUS 249, Gospel Choir, 1 Unit

This is a continuation of MUS 248. 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.

Special Fee Applies

MUS 250, Music and Civilization, 3 Units

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 Requirement: Humanities: Fine Arts.*

MUS 250H, Music and Civilization - Honors, 3 Units

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 Requirement: Humanities: Fine Arts.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

MUS 251, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 252, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

MUS 253, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 254, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

MUS 255, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 256, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

MUS 257, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 158.

MUS 258, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 257.

MUS 270, Guitar Ensemble, 1 Unit

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along 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 student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

MUS 271, Symphony Orchestra, 1 Unit

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 Unit

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

MUS 275, Men's Chorale, 1 Unit

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.

Special Fee Applies

MUS 276, Men's Chorale, 1 Unit

This is a continuation of MUS 275.

Special Fee Applies

MUS 281, Chamber Singers, 1 Unit

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

MUS 282, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 283, Handbell Choir, 1 Unit

This is a continuation of MUS 282.

Special Fee Applies

MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit

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 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 290, Wind Ensemble, 1 Unit

This is a continuation of MUS 289.

Special Fee Applies

MUS 296, Introduction to Music Technology, 2 Units

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

Prerequisite: MUS 121 (May be taken concurrently)

MUS 297, Marching Band, 1 Unit

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. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

MUS 301, Music of Africa, 3 Units

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 Units

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing 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). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

MUS 311, Applied Voice, 1-4 Units

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 Units

This is a continuation of MUS 311.

Special Fee Applies

Prerequisite: MUS 212

MUS 313, Applied Piano, 1-4 Units

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 Units

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 Units

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 Units

This is a continuation of MUS 315.

Special Fee Applies

MUS 318, Semi-Private Voice, 1 Unit

This is a continuation of MUS 219.

Special Fee Applies

MUS 319, Semi-Private Voice, 1 Unit

This is a continuation of MUS 318.

Special Fee Applies

MUS 320, Keyboard Improvisation, 2 Units

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 Units

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

Prerequisite: MUS 221 and MUS 222

MUS 322, Score Preparation and Printing, 2 Units

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

Prerequisite: MUS 121, MUS 122, MUS 296

MUS 323, Arranging and Rehearsal Technique, 3 Units

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

Prerequisite: MUS 222 and MUS 296, or instructor consent

MUS 324, Songwriting, 2 Units

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

Prerequisite: C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

MUS 325, Madrigal Singers, 1 Unit

This is a continuation of MUS 225.

MUS 326, Live Sound Reinforcement, 2 Units

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 project where they are responsible for a musical concert/event.

Prerequisite: MUS 327 or instructor consent

MUS 327, Audio I, 2 Units

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

Prerequisite: MUS 296 or instructor consent

MUS 328, Audio II, 3 Units

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

Prerequisite: MUS 327 or instructor consent

MUS 329, Keyboard Improvisation, 2 Units

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 Units

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will 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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a continuation of MUS 335.

MUS 337, Music Business I, 2 Units

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 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 Units

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 Units

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 & Orchestra, 1 Unit

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.

Special Fee Applies

MUS 341, University Choir & Orchestra, 1 Unit

This is a continuation of MUS 340.

Special Fee Applies

MUS 342, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 342.

MUS 344, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 345, Bel Canto Women's Choir, 1 Unit

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

MUS 346, Gospel Choir, 1 Unit

This is a continuation of MUS 248. 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.

Special Fee Applies

MUS 347, Gospel Choir, 1 Unit

This is a continuation of MUS 346. 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.

Special Fee Applies

MUS 348, Song Literature Survey, 2 Units

This class 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 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

MUS 349, Intermediate Logic Pro, 3 Units

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

Prerequisite: MUS 296

MUS 350, History and Literature of Commercial Music, 3 Units

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."

Prerequisite: A grade of "B" or better in both MUS 327 and MUS 337

MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units

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, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music.

The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

MUS 353, Concert Music, 1 Unit

Students are guided through listening by attending concerts.

MUS 354, Church Music and Worship, 2 Units

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.

Prerequisite: Junior Standing and completion of MUS 202 and MUS 203

MUS 355, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 252.

MUS 356, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 355.

MUS 357, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 254.

MUS 358, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 357.

MUS 359, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 256.

MUS 360, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 359.

MUS 361, Introduction to Conducting, 2 Units

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

Prerequisite: MUS 221 and MUS 222

MUS 362, Choral Conducting, 2 Units

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 Units

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

Prerequisite: MUS 361

MUS 364, Critical Audio Listening Skills, 2 Units

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

Prerequisite: MUS 296 and MUS 327

MUS 365, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 258.

MUS 366, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 365.

MUS 367, Technology for Worship, 2 Units

This course provides the student with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software and assorted web-based tools for the worship leader. Both philosophical and practical issues in the use of worship arts technology will be discussed.

MUS 371, Symphony Orchestra, 1 Unit

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 Unit

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

MUS 373, Men's Chorale, 1.00 Unit

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.

Special Fee Applies

MUS 374, Men's Chorale, 1 Unit

This is a continuation of MUS 373.

Special Fee Applies

MUS 375, Worship Arts Leadership, 2 Units

This course will examine leadership and organizational structures for worship arts ministries in the church and para-church organizations. Attention will be given to processes and structures that effectively organize musicians and artists for worship arts ministry, and give space for God's work through his people. Topics will include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

Prerequisite: MUS 160

MUS 376, Worship Design, 3 Units

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, Taize, 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.).

Prerequisite: MUS 202, MUS 203

MUS 379, Guitar Fingerboard Harmony, 2 Units

This is a course in direct application of 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.

Prerequisite: MUS 121, MUS 122, or instructor consent

MUS 380, Chamber Singers, 1 Unit

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

MUS 381, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 382, Jazz and Commercial Ensemble, 1 Unit

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.

MUS 383, Jazz and Commercial Ensemble, 1 Unit

This is a continuation of MUS 382.

MUS 384, Handbell Choir, 1 Unit

This is a continuation of MUS 381.

Special Fee Applies

MUS 387, Wind Ensemble, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 388, Wind Ensemble, 1 Unit

This is a continuation of MUS 387.

Special Fee Applies

MUS 389, Commercial Styles I, 1 Unit

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.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 390, Commercial Styles II, 1 Unit

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 will be given throughout the semester.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 391, Jazz Improvisation Workshop, 1 Unit

This class is normally be 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.

Prerequisite: MUS 122

MUS 392, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 391.

MUS 393, Junior Recital, 0 Units

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

Prerequisite: Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

Prerequisite: C or better in both MUS 220 and MUS 326

MUS 396, Advanced Music Technology, 2 Units

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

Prerequisite: MUS 296 and MUS 327

MUS 397, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

MUS 398, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

MUS 399, Keyboard Ensemble, 2 Units

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 Units

This course is designed to provide 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 405, Choral Music Methods, 3 Units

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

Prerequisite: MUS 206

MUS 407, Commercial Styles III, 1 Unit

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 will be given throughout the semester.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 408, Commercial Styles IV, 1 Unit

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & 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.

Prerequisite: C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

MUS 409, Jubilant Song Ladies' Choir, 1 Unit

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 Unit

This is a continuation of MUS 409.

MUS 411, Applied Voice, 1-4 Units

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

Prerequisite: MUS 311 and MUS 312

MUS 412, Applied Voice, 1-4 Units

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 Units

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-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 Units

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. **Prerequisite:** upper-division qualifying examination or by audition

Special Fee Applies

Prerequisite: Upper-division qualifying examination or by audition

MUS 415, Applied Organ, 1-4 Units

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 Units

This is a continuation of MUS 415.

Special Fee Applies

MUS 417, Organ Literature I, 2 Units

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 Unit

This is a continuation of MUS 319.

Special Fee Applies

MUS 419, Semi-Private Voice, 1 Unit

This is a continuation of MUS 418.

Special Fee Applies

MUS 420, Organ Literature II, 2 Units

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-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 Units

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.

Prerequisite: MUS 222

MUS 422, 20th Century Compositional Techniques, 3 Units

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 Units

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

Prerequisite: MUS 221; MUS 222 (may be taken concurrently) or instructor consent

MUS 424, Projects in Music Theory, 2 Units

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.

Prerequisite: MUS 221 and MUS 222

MUS 425, Collegium, 1 Unit

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

MUS 426, Collegium, 1 Unit

This is a continuation of MUS 425.

MUS 427, Form and Analysis, 3 Units

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.

Prerequisite: MUS 222

MUS 428, Arranging II, 2 Units

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is 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

Prerequisite: MUS 323 and MUS 423

MUS 429, Piano Literature I, 2 Units

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 to 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 prepare additional topics from books of secondary literature.

MUS 430, Piano Literature II, 2 Units

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 Units

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 School. 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 Units

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 Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

MUS 434, Piano Pedagogy, 2 Units

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 consent

MUS 435, University Choir, 1 Unit

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.

Special Fee Applies

MUS 436, University Choir, 1 Unit

This is a continuation of MUS 435.

Special Fee Applies

MUS 437, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

MUS 438, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

MUS 440, Instrumental Pedagogy, 2 Units

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 Units

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 442, Church Music Administration, 2 Units

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

MUS 443, Vocal Pedagogy, 2 Units

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 Units

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 Units

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 Units

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, Music and Worship Internship I, 2 Units

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.

Prerequisite: MUS 375; MUS 376 (may be taken concurrently)

MUS 449, Symphonic Band, 1 Unit

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 Unit

This is a continuation of MUS 449.

MUS 452, Instrumental Music Literature, 2 Units

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.

MUS 453, American Music, 3 Units

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and 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 consent.

MUS 454, Music and Worship Internship II/Capstone, 2 Units

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a "capstone project," coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

Prerequisite: MUS 447

MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

Prerequisite: MUS 121

MUS 456, Choral Literature, 2 Units

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 Unit

This is a continuation of MUS 356.

MUS 458, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 457.

MUS 459, Chamber Ensemble: Brass, 1 Unit

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

MUS 460, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 459.

MUS 462, Seminar in Conducting, 2 Units

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.

Prerequisite: MUS 361 and MUS 362

MUS 464, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 360.

MUS 465, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 464.

MUS 466, Audio and Acoustics, 3 Units

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

MUS 467, Advanced Pro Tools, 2 Units

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

Prerequisite: MUS 328 or instructor consent

MUS 469, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 366.

MUS 470, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 469.

MUS 471, Intermediate Pro Tools, 3 Units

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

Prerequisite: MUS 327 or instructor consent

MUS 472, Audio For Post Production, 2 Units

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

Prerequisite: MUS 467 (may be taken concurrently) or instructor consent

MUS 473, Composing for Film and Television, 3 Units

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, "live", and "mixed" approaches. "spotting" a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

Prerequisite: MUS 323, MUS 468, MUS 423

MUS 474, Music Career Development, 2 Units

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 Unit

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.

Special Fee Applies

MUS 476, Men's Chorale, 1 Unit

This is a continuation of MUS 475.

Special Fee Applies

MUS 478, Gospel Choir, 1 Unit

This is a continuation of MUS 346. 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.

Special Fee Applies

MUS 479, Gospel Choir, 1 Unit

This is a continuation of MUS 478. 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.

Special Fee Applies

MUS 481, Orchestration II, 3 Units

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

Prerequisite: MUS 349 and MUS 423

MUS 483, Handbell Choir, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 484, Preparing the Total Performer, 1 Unit

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 affect 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 Unit

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 Unit

This is a continuation of MUS 483.

Special Fee Applies

MUS 489, Wind Ensemble, 1 Unit

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. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 490, Wind Ensemble, 1 Unit

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. 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, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing and instructor consent

MUS 494, Commercial Music Internship, 2 Units

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. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

Prerequisite: MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

MUS 495, Production Techniques, 2 Units

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

Prerequisite: MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

MUS 496, Senior Seminar: Ethics in Music, 3 Units

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.

Prerequisite: Senior standing, completion of Writing 3

MUS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

MUS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

MUS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of 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.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

Faculty

Department Chair

Phil Shackleton (<http://www.apu.edu/faculty/pshackleton>), DMA

Professors

Claire Fedoruk (<http://www.apu.edu/faculty/cfedoruk>), DMA

Phil Shackleton (<http://www.apu.edu/faculty/pshackleton>), DMA

Associate Professors

Alexander Koops (<http://www.apu.edu/faculty/akoops>), DMA

Don Neufeld (<http://www.apu.edu/faculty/dneufeld>), M.A.

Assistant Professor

John Burdett (<http://www.apu.edu/faculty/jburdett>), Ed.D.

InstructorStephen Martin (<http://www.apu.edu/faculty/smartin>), DCM**Lecturer (part time)**Eniko St. Clair (<http://www.apu.edu/faculty/eastclair>), DMA**Faculty Emeriti**Dennis Royse (<http://www.apu.edu/faculty/droyse>), Ph.D.

Music Major: Music Theory

Music Theory Emphasis

The music theory emphasis (<https://www.apu.edu/music/programs/music-major>) provides students with a music and general education background appropriate for graduate studies in music theory or musicology.

Code	Title	Units
School of Music Core Requirements		
Piano Proficiency (if needed)		0-4
MUS 103	Beginning Piano Class (F/S)	
MUS 104	Elementary Piano Class (F/S)	
MUS 105	Intermediate Piano Class (F/S)	
MUS 106	Advanced - Intermediate Piano Class (F/S)	
MUS 107	Advanced - Intermediate Piano Class (F/S)	
MUS 108	Advanced Piano Class (F/S)	
MUS 121	Music Theory I (F/S, Fr, So) ¹	3
MUS 122	Music Theory II (F/S, Fr, So)	3
MUS 133	Practical Musicianship I (F/S, Fr, So)	1
MUS 134	Practical Musicianship II (F/S, Fr, So)	1
MUS 210	Performance Forum (F/S, 8 semesters)	0
MUS 217	Practical Musicianship III (F/S, So, Jr)	1
MUS 220	Practical Musicianship IV (F/S, So, Jr)	1
MUS 221	Music Theory III (F/S, So, Jr)	3
MUS 222	Music Theory IV (F/S, So, Jr)	3
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	3
MUS 361	Introduction to Conducting (F, Jr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	3
Applied Music (must be in one instrument (voice counts as an instrument); must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S)		8
Ensemble Requirement ⁴		8
Select one of the following if not enrolled in Applied Voice:		0-1
MUS 101	Beginning Voice Class (F/S)	
MUS 102	Intermediate Voice Class (F/S)	
Select one of the following:		3
MUS 350	History and Literature of Commercial Music (F)	
MUS 351	Ancient, Renaissance, and World Music Literature (F, Jr)	
Select one of the following:		2
MUS 362	Choral Conducting (S, Jr)	
MUS 363	Instrumental Conducting (S, Jr)	
Music Theory Requirements		
MUS 321	Counterpoint (S, Jr, Sr)	3

MUS 423	Orchestration I (F/S, Jr, Sr)	3
Select one of the following electives:		4
MUS 323	Arranging and Rehearsal Technique (F/S, Jr, Sr)	
MUS 421	Choral Arranging (on demand, Jr, Sr)	
MUS 422	20th Century Compositional Techniques (S, Jr, Sr)	
MUS 424	Projects in Music Theory (on demand, Jr, Sr)	
MUS 427	Form and Analysis (F, Jr, Sr)	
MUS 428	Arranging II (S, Jr, Sr)	
Total Units		60-65

- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Humanities: History requirement.
- 4 Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even Year	Jr = Junior
O = Odd Year	Sr = Senior

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. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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 a piano class or Applied Piano until the Piano Proficiency 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 proficiency examination, which is usually met at the conclusion of MUS 106.

Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 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 Masterworks Chorale.

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 pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

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 associate dean for undergraduate studies of the School of Music.

Non-performance 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 required only in the primary applied area.

All students must take applied jury each semester. Bachelor of Arts in Music students with a concentration in Applied Music may present a recital during their junior year (shorter program) and an additional recital in their senior year (full-length program). Only Bachelor of Music in Performance students

must present a recital during the junior year as well as a recital in their senior year and register for 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.
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. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist 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 is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. 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 mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. “No-show” students do not receive makeup lessons.

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: for the B.A. in Music—performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

Ensemble Requirement

In each of eight semesters as a music major, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **Command of Skills:** Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. **Contextual Understanding:** Demonstrate understanding of music in historical, cultural, and stylistic context.
3. **Creative or Interpretive Utilization:** Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. **Career-Oriented Application:** Demonstrate career-oriented application of skills.
5. **Music and Faith:** Demonstrate appropriate understanding of the intersection of music and faith.

Composition Major

Composition Major (<https://www.apu.edu/music/programs/composition-major>) is designed for students planning for graduate study in composition or work as a professional composer, helping them discover a distinctive voice and develop a portfolio of compositions. In addition to composition, courses in theory, music history, literature, conducting, and technology give the student 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, at which point significant compositional progress and output must be shown.
- A grade-point average of at least 2.5 in the combination of courses in Music Theory, Practical Musicianship, Piano (class or applied), Introduction to Music Technology, and Applied Composition.
- Adequate progress in acquiring specific keyboard skills suitable for composers.
- Each student is required to have a composition performed in performance forum, studio recital, master class, reading session, or ensemble performance at least once per year. It is the student's responsibility to recruit performers and schedule adequate rehearsal to produce an acceptable performance. The composition and performance context must be approved in advance by the composition instructor. The student and instructor should begin planning this early in each school year.

General Education Requirements for the Bachelor of Music in Composition

Code	Title	Units
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
	Writing 2	3
	Social Science	3
	Humanities: Literature	3
	Natural Science	4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
	or HUM 224	
	or HUM 324	
	Upper-Division Bible Elective	3
	Theology	3
Personal and Social Responsibility		
	Intercultural Competence	3
Total Units		40

School of Music Core Requirements

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	

MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Conducting		4
MUS 361	Introduction to Conducting (F, Jr)	
MUS 362 or MUS 363	Choral Conducting (S, Jr) Instrumental Conducting	
Music History		9
MUS 351	Ancient, Renaissance, and World Music Literature (F, Jr)	
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		8
(Must be in one area; must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S)		
Ensemble Requirement ⁴		8
Other Requirements		
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
MUS 210	Performance Forum (F/S, 8 semesters)	0
Total Units		54

¹ Meets the General Education Humanities: Fine Arts Requirement

² Meets the General Education Writing 3 Requirement

³ Meets the General Education Humanities: History Requirement

⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>).

Composition Requirements

Code	Title	Units
Composition Core Requirements		
MUS 321	Counterpoint (S, Jr, Sr)	3
MUS 423	Orchestration I (F/S, Jr, Sr)	3
Composition Courses		
MUS 1C1	Applied Composition Class (F/S - Total of 16 units)	1-4
MUS 349	Intermediate Logic Pro	3
MUS 422	20th Century Compositional Techniques (S, Jr, Sr)	3
MUS 481	Orchestration II	3
MUS 491	Senior Recital (F/S, Sr) ¹	0
Select one of the following		3
MUS 323	Arranging and Rehearsal Technique (F/S, Jr, Sr)	
MUS 427	Form and Analysis (F, Jr, Sr)	
Total Units		34

¹ Meets the General Education Integrative and Applied Learning requirement.

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even year	Jr = Junior
O = Odd year	Sr = Senior

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even Year	Jr = Junior
O = Odd Year	Sr = Senior

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. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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 a piano class or Applied Piano until the Piano Proficiency 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 proficiency examination; students in the Bachelor of Music in Composition program have an extended Piano Proficiency Examination that 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 and 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 Masterworks Chorale.

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 course is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters. Composition master classes that occur during Performance Forum are required for Bachelor of Music in Composition students, and suggested for all students taking applied composition lessons.

Recital Performance

Composition students must present a solo performance annually in either a studio recital (arranged by the applied teacher) or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Composition students giving senior 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. Students are required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist 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 is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. 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 mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

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

Bachelor of Music in Composition students must earn a grade of C or higher in all of their upper-division concentration classes. Otherwise, the course(s) must be repeated.

Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Music and Worship Major

Music and Worship Major (<https://www.apu.edu/music/programs/music-worship-major>) provides the student with a broad perspective in the field of music ministry and consists of academic preparation in music, worship, and 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 studies in music or Christian ministry. Coursework addresses congregational song, corporate worship, worship arts leadership, worship technology, theology, worship and culture, and worship design. In addition, students choose from a variety of concentrations, including biblical studies, Christian ministries, composing/songwriting, global worship and culture, music production, performance, visual art and graphic design, and youth ministries.

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.

Those interested in this degree should contact the School of Music as soon as possible to obtain an advisor and begin academic planning, then contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) to declare music and worship as their major. Those who decide to major in music and worship should enroll in MUS 160 to begin their course of study.

General Education Requirements for the Bachelor of Music in Music and Worship

Code	Title	Units
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
	Writing 2	3
	Social Science	3
	Humanities: Literature	3
	Natural Science	4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
	Philosophy	3
PHIL 100	Introduction to Philosophy	
or HUM 224	Core Texts in Philosophy	
or HUM 324	Core Texts in Philosophy	
	Upper-Division Bible Elective	3
	Doctrine Core	3
Personal and Social Responsibility		
	Intercultural Competence	3

MUS 201	Introduction to World Music (F/S)
or MUS 302	Soul Music

Total Units

40

Music and Worship Core Requirements

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	
Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Conducting		4
MUS 361	Introduction to Conducting (F, Jr)	
MUS 362	Choral Conducting (S, Jr)	
or MUS 363	Instrumental Conducting	
Music History		6
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
Select one of the following		
MUS 351	Ancient, Renaissance, and World Music Literature (F, Jr)	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
(Must be in one area; must be enrolled in applied lessons each semester until degree is complete, F/S)		
Ensemble Requirement ⁴		8
Other Requirements		
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 210	Performance Forum (F/S, 8 semesters)	0
Music and Worship Courses		
MUS 160	Worship Leadership Formation (S, Fr)	2
MUS 202	Singing The Faith (F, Fr, So)	3
MUS 203	Languages of Worship (S, Fr, So)	2
MUS 323	Arranging and Rehearsal Technique (F/S)	3
or MUS 423	Orchestration I	
MUS 367	Technology for Worship (F, Jr, Sr)	2
MUS 375	Worship Arts Leadership (F, Jr)	2
MUS 376	Worship Design (S, Jr)	3
MUS 447	Music and Worship Internship I (F/S, Sr)	2
MUS 454	Music and Worship Internship II/Capstone (F/S, Sr)	2
MUS 491	Senior Recital (F/S, Sr) ⁵	0
Total Units		77

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: History requirement.

⁴ See details on the APU website (<http://www.apu.edu/cma/music/ensembles>). Taking 4 semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

⁵ Meets the General Education Integrative and Applied Learning requirement.

Music and Worship Concentrations

Students must select one of the following concentrations.

Biblical Studies Concentration

Code	Title	Units
Choose 12 units in UBBL 3XX-UBBL 4XX courses in addition to General Education requirements		12
Total Units		12

Christian Ministries Concentration

Code	Title	Units
MINC 200	Introduction to Contemporary Christian Ministries	3
WRIT 200	Writing 2: Writing for Christian Practice ¹	3
MINC 318	Theology and Practice of Ministry	3
Select one of the following		3
MIN 253	Evangelism and Discipleship	
MINC 326	Effective Teaching in Christian Education	
MINC 408	Principles of Preaching	
MINC 416	Communicating the Gospel	
MINC 456	Ministry Organization and Administration	
MINC 466	Adult Development and Spiritual Formation	
MIN 495	Topics in Ministry	
Total Units		12

¹ Meets the General Education Writing 2 requirement.

Youth Ministries Concentration

Code	Title	Units
MINC 200	Introduction to Contemporary Christian Ministries	3
WRIT 200	Writing 2: Writing for Christian Practice ¹	3
Select two of the following		6
MINY 301	Adolescent Development and Family Ministry	
MINC 318	Theology and Practice of Ministry	
MINY 226	Studying and Teaching the Bible	
MINY 400	Christian Values and Human Sexuality	
MINY 403	Adolescent Issues and Intervention	
MIN 495	Topics in Ministry	
Total Units		12

¹ Meets the General Education Writing 2 requirement.

Visual Art and Graphic Design Concentration

Code	Title	Units
Select four of the following		12
DSGN 120	Introduction to Computer Graphics	
ART 105	Ceramics I	
ART 130	Two-Dimensional Design	
ART 145	Drawing I	
ART 146	Painting I	
ART 150	Introduction to Art ¹	
ART 160	Photography I	
ART 210	Printmaking: Relief	

ART 356	Writing 3: History of Modern Art and Architecture ²	
Total Units		12

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

Music Production Concentration

Code	Title	Units
MUS 223	Web-Based Tools	2
MUS 327	Audio I	2
MUS 337	Music Business I	2
Select two of the following		4
MUS 322	Score Preparation and Printing	
MUS 328	Audio II	
MUS 338	Music Business II	
MUS 474	Music Career Development	
MUS 495	Production Techniques	
Music Elective		2
Total Units		12

Composing/Songwriting Concentration

Code	Title	Units
MUS 322	Score Preparation and Printing	2
MUS 324	Songwriting	2
MUS 423	Orchestration I (F/S, Jr, Sr)	3
MUS 428	Arranging II (S, Jr, Sr)	2
Applied Composition (4 units of Applied Music must be in Composition and counted above)		0
Select three units of the following		3
MUS 321	Counterpoint (S, Jr, Sr)	
MUS 349	Intermediate Logic Pro	
MUS 422	20th Century Compositional Techniques (S, Jr, Sr)	
MUS 427	Form and Analysis (F, Jr, Sr)	
MUS 495	Production Techniques	
Additional Applied Composition Units		
Total Units		12

Performance Concentration

Code	Title	Units
MUS 434 or MUS 440 or MUS 443	Piano Pedagogy (OS) Instrumental Pedagogy Vocal Pedagogy	2
MUS 348 or MUS 417 or MUS 429 or MUS 452 or MUS 456	Song Literature Survey Organ Literature I Piano Literature I Instrumental Music Literature Choral Literature	2
Select 8 units from the following		8
MUS 224 & MUS 227	Diction for Singers I and Diction for Singers II	
MUS 320	Keyboard Improvisation	
MUS 379	Guitar Fingerboard Harmony (OF)	

MUS 382 & MUS 383	Jazz and Commercial Ensemble and Jazz and Commercial Ensemble (F/S)	
MUS 389 & MUS 390	Commercial Styles I and Commercial Styles II	
MUS 391 & MUS 392	Jazz Improvisation Workshop and Jazz Improvisation Workshop (F/S)	
MUS 397	Instrumental Collaboration for Pianists (ES)	
MUS 398	Vocal Collaboration for Pianists (OF)	
MUS 445	Service Playing	
THTR 110	Introduction to Acting	
Chamber Ensemble Fall and Spring		
Total Units		12

Global Worship and Culture Concentration

Code	Title	Units
MINC 110	Introduction to Intercultural Christian Ministries	3
MUS 201	Introduction to World Music ¹	3
MUS 302	Soul Music ¹	3
Select one of the following		3
MUS 204	Music of Latin America	
MUS 205	Music of Asia	
MUS 301	Music of Africa	
Total Units		12

¹ Meets the General Education Intercultural Competence requirement.

Course Requirements Legend

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even Year	Jr = Junior
O = Odd Year	Sr = Senior

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. The examination is normally taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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 a piano class or Applied Piano until the Piano Proficiency 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 proficiency examination, which is usually met at the conclusion of MUS 106.

Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 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 Masterworks Chorale.

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 pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

Recital Performance

Music and worship majors must present a solo performance annually in either a studio recital, performance forum student recital, or senior recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Students giving senior 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. Students must take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital (capstone project).
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist 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 is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. 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 mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

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

Music and worship students must earn a grade of *C* or higher in all of their upper-division concentration classes. Otherwise, the course(s) must be repeated.

Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a philosophy and theology of worship.
2. Articulate an understanding of the role of spiritual formation in the vocation of worship leadership and artistic ministry.
3. Demonstrate and articulate an historical, philosophical, and theological knowledge of congregational song.
4. Synthesize historical, philosophical, and theological components of church music ministry in a practical context.
5. Demonstrate pastoral skills and leadership ability in a practical context.
6. Articulate and thoughtfully integrate understanding of the Church Year into the context of corporate worship planning.
7. Articulate a philosophy and theology of artistic expression in the church.
8. Describe current worship practices and trends in the church on a local and global level.

9. Develop fluencies in worship technologies.
10. Articulate the various facets of worship arts administration.

Music Education (Pre-Teacher Certification) Major

89 units

Music Education (Pre-Teacher Certification) Major (<https://www.apu.edu/music/programs/music-education-major>) provides future vocal, instrumental, and general music teachers the 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. Certification for teaching music in California public schools requires additional coursework in the School of Education (see the Division of Teacher Education (<http://catalog.apu.edu/graduateprofessional/education/teacher-education>) section in the Graduate and Professional Catalog for specific requirements), including clinical practice under supervision of a master teacher from the School of Music.

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 that class. If students do not pass this proficiency exam, they are not permitted to continue as a music education major. All music education emphasis students must join the student chapter of the National Association for Music Education (NAfME).

General Education Requirements for the Bachelor of Music in Music Education

Code	Title	Units
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
	Writing 2	3
	Humanities: Literature	3
	Social Science	3
	Natural Science	4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
or HUM 224	Core Texts in Philosophy	
or HUM 324	Core Texts in Philosophy	
	Upper-Division Bible Elective	3
	Theology	3
Personal and Social Responsibility		
	Intercultural Competence	
MUS 201	Introduction to World Music (F/S, So, Jr, Sr) ¹	3
or MUS 302	Soul Music	
Total Units		40

¹ MUS 201 meets the General Education Intercultural Competence requirement.

Music Education Requirements

Code	Title	Units
Piano Proficiency		4
Music Theory		12
MUS 121	Music Theory I (F/S, Fr, So) ¹	
MUS 122	Music Theory II (F/S, Fr, So)	
MUS 221	Music Theory III (F/S, So, Jr)	
MUS 222	Music Theory IV (F/S, So, Jr)	

Practical Musicianship		4
MUS 133	Practical Musicianship I (F/S, Fr, So)	
MUS 134	Practical Musicianship II (F/S, Fr, So)	
MUS 217	Practical Musicianship III (F/S, So, Jr)	
MUS 220	Practical Musicianship IV (F/S, So, Jr)	
Conducting		4
MUS 361	Introduction to Conducting (F, Jr)	
MUS 362 or MUS 363	Choral Conducting (S, Jr) Instrumental Conducting	
Music History		9
MUS 351	Ancient, Renaissance, and World Music Literature (F, Jr)	
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) ²	
MUS 455	Late Romantic and 20th-Century Music Literature (F/S, Sr) ³	
Applied Music		16
2 units must be taken each semester of full-time status (F/S)		
Ensemble Requirement		9
For ensemble credit, choose either the Instrumental or Choral emphasis listed below		
Other Requirements		
MUS 210	Performance Forum (F/S, 8 semesters)	0
MUS 296	Introduction to Music Technology (F/S, Fr)	2
MUS 441	Music in Worship (F/S, Jr, Sr)	3
Music Education Courses		
MUS 101 or MUS 102	Beginning Voice Class (not required for students whose principal applied area is voice) Intermediate Voice Class	1
MUS 206	Introduction to Music Education (F, So)	2
MUS 331	String Instrument Techniques (ES, So, Jr, Sr)	1
MUS 332	Woodwind Instrument Techniques (EF, So, Jr, Sr)	1
MUS 333	Brass Instrument Techniques (OF, So, Jr, Sr)	1
MUS 334	Percussion Instrument Techniques (OS, So, Jr, Sr)	1
MUS 232	Guitar Techniques (OS, So, Jr, Sr)	1
MUS 405	Choral Music Methods (ES, Jr, Sr)	3
MUS 452 or MUS 456	Instrumental Music Literature (S, Jr, Sr) Choral Literature	2
MUS 404	Instrumental Music Methods (OS, Jr, Sr)	3
MUS 330	Elementary Music Methods (F, Jr, Sr)	3
MUS 491	Senior Recital (F/S, Jr, Sr) ⁴	0
MUS 423	Orchestration I (F/S, Jr, Sr)	3
MUS 427	Form and Analysis (F, Jr, Sr)	3
Choose one of the following		1
MUS 191	Jazz Improvisation Workshop (F/S, So, Jr, Sr)	
MUS 192	Jazz Improvisation Workshop (F/S, So, Jr, Sr)	
MUS 391	Jazz Improvisation Workshop (F/S, So, Jr, Sr)	
MUS 392	Jazz Improvisation Workshop (F/S, So, Jr, Sr)	
MUS 182	Jazz and Commercial Ensemble (F/S, So, Jr, Sr)	
MUS 183	Jazz and Commercial Ensemble (F/S, So, Jr, Sr)	
MUS 382	Jazz and Commercial Ensemble (F/S, So, Jr, Sr)	
MUS 383	Jazz and Commercial Ensemble (F/S, So, Jr, Sr)	
MUS 233	Improvisation for Music Education	

Total Units

89

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: History requirement.

⁴ Meets the General Education Integrative and Applied Learning requirement.

Instrumental Emphasis

Code	Title	Units
Students must take a total of 9 units of ensemble. For the instrumental emphasis, 7 units can be selected in any combination or order from the following: Symphonic Band, Wind Ensemble, and Symphony Orchestra. In addition, 1 unit must be completed in Masterworks Chorale.		7
Symphonic Band		
MUS 142	Symphonic Band (F/S)	
MUS 143	Symphonic Band (F/S)	
MUS 244	Symphonic Band (F/S)	
MUS 245	Symphonic Band (F/S)	
MUS 342	Symphonic Band (F/S)	
MUS 343	Symphonic Band (F/S)	
MUS 449	Symphonic Band (F/S)	
MUS 450	Symphonic Band (F/S)	
Wind Ensemble		
MUS 187	Wind Ensemble (F/S)	
MUS 188	Wind Ensemble (F/S)	
MUS 289	Wind Ensemble (F/S)	
MUS 290	Wind Ensemble (F/S)	
MUS 387	Wind Ensemble (F/S)	
MUS 388	Wind Ensemble (F/S)	
MUS 489	Wind Ensemble (F/S)	
MUS 490	Wind Ensemble (F/S)	
Symphony Orchestra		
MUS 271	Symphony Orchestra (F/S)	
MUS 272	Symphony Orchestra (F/S)	
MUS 371	Symphony Orchestra (F/S)	
MUS 372	Symphony Orchestra (F/S)	
Students must also complete the following:		
MUS 297	Marching Band (F, One semester)	1
MUS 170	Oratorio Choir (F/S, One semester)	1
Total Units		9

Choral Emphasis

Code	Title	Units
Students must take a total of 9 units of ensemble. For the choral emphasis, students should enroll in any combination of the following for a total of 8 semesters.		
MUS 170 or MUS 281	Oratorio Choir (F/S, 1 unit for 8 semesters) Chamber Singers	1
Students must also take:		
One semester of instrumental experience from Jazz Band, Jazz Improvisation Workshop, Symphonic Band, Wind Ensemble, or Symphony Orchestra. If a singer is unable to participate in an instrumental ensemble, they may choose to do 1 additional unit of applied lessons on an instrument of their choice.		1
Total Units		9

For admission to the APU credential program, students must complete one additional course from the following:

Code	Title	Units
Select one of the following:		3
MUS 201	Introduction to World Music (F/S, So, Jr, Sr) ¹	
MUS 204	Music of Latin America	

MUS 205	Music of Asia
MUS 301	Music of Africa

¹ Meets the General Education Intercultural Competence requirement.

Course Requirement Availability:	Recommended Year:
F = Offered every fall	Fr = Freshman
S = Offered every spring	So = Sophomore
E = Even Year	Jr = Junior
O = Odd Year	Sr = Senior

Music Theory Proficiency

The Music Theory Placement Examination is given online 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 take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (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.

Practical Musicianship

Practical musicianship is taken in sequential order (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 a piano class or Applied Piano until the Piano Proficiency 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 proficiency examination, which is usually met at the conclusion of MUS 106.

Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 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 Masterworks Chorale.

Music Education Concentration Grade Requirement

Students must earn a grade of C or higher in all of their music education concentration courses. Otherwise, the course(s) must be repeated.

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 pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

Recital Performance

Music education majors must present a solo performance annually in either a studio recital or performance forum student recital as well as a senior recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester, unless presenting either a junior or senior recital in that semester.

Music education majors must register for MUS 491 in the semester in which the senior recital will be given. 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

- Students must take at least 16 units in one applied area.
- 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.
- 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:
 - Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - 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 is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
4. 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 mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. The area director will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. “No-show” students do not receive makeup lessons.

Voice Class

All music education majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Worship Leadership Minor

The minor in worship leadership serves as a secondary academic program available to undergraduate students wishing to pursue the development of skills and abilities in worship leadership. The program provides studies in the history and nature of corporate worship, theological reflection, philosophical inquiry, technological awareness, and practical application of the worship design process. In addition, foundational studies in music theory, ear training, sight singing, and applied study are included. Students are also required to participate in a designated number of School of Music ensembles. Curriculum is designed to foster the musical awareness and leadership skills needed for competency in the field.

Code	Title	Units
Introductory Course		
MUS 160	Worship Leadership Formation	2
Foundational Music Proficiencies		
MUS 121	Music Theory I ¹	3
MUS 122	Music Theory II	3
MUS 133	Practical Musicianship I	1
MUS 134	Practical Musicianship II	1
Ensemble Requirement (2 Semesters)		
MUS 210	Performance Forum (2 Semesters)	0
Applied Study (1 Unit x 2 Semesters)		
Foundational Courses in Worship Leadership		
MUS 202	Singing The Faith	3
MUS 203	Languages of Worship	2
MUS 375	Worship Arts Leadership	2
MUS 376	Worship Design	3
Total Units		24

¹ Meets the General Education Humanities: Fine Arts requirement.

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 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.

Requirements

Music minors must maintain at least a 2.5 grade-point average in all upper-division music courses.

Code	Title	Units
Core Courses		
MUS 121	Music Theory I (F/S, Fr, So) ¹	3
MUS 122	Music Theory II	3
MUS 133	Practical Musicianship I (F/S, Fr, So)	1
MUS 134	Practical Musicianship II	1
MUS 210	Performance Forum (4 semesters required)	0
MUS 441	Music in Worship (F/S)	3
MUS 103	Beginning Piano Class (F/S all)	1
MUS 104	Elementary Piano Class (F/S all)	1
MUS 105	Intermediate Piano Class (F/S all)	1
MUS 106	Advanced - Intermediate Piano Class (F/S all)	1
Applied Music	(Instrumental or Voice) (F/S all)	4
Music Ensemble	Four semesters required ²	4
Select one of the following:		4
MUS 250	Music and Civilization (F/S)	
MUS 351	Ancient, Renaissance, and World Music Literature (F)	
MUS 352	Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S) ³	
MUS 455	Late Romantic and 20th-Century Music Literature (S) ⁴	
Select one of the following:		2
Applied Music (Instrumental or Voice) (In addition to core requirement)		
Music Ensemble (In addition to core requirement)		
MUS 296	Introduction to Music Technology	
Total Units		25-28

¹ Meets the General Education Humanities: Fine Arts requirement.

² Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

³ Meets the General Education Writing 3 requirement.

⁴ Meets the General Education Humanities: History requirement.

Course Requirements Legend

Course Requirement Availability:

F = Offered every fall

S = Offered every spring

E = Even year

O = Odd year

Recommended Year:

Fr = Freshman

So = Sophomore

Jr = Junior

Sr = Senior

School of Visual and Performing Arts

The School of Visual and Performing Arts (<https://www.apu.edu/cma/vpa>) offers students rich artistic experiences and training in the fields of visual art, cinematic arts, design studies, and theatrical arts. At the undergraduate level, the school comprises the Department of Art (p. 390), the Department of

Cinematic Arts (p. 402), the Department of Design (p. 440), and the Department of Theater Arts (p. 448), includes more than 20 full-time faculty, and offers 10 undergraduate majors and 7 minors.

Department of Art

Mission

The mission of the Azusa Pacific University Department of Art (<https://www.apu.edu/vpa/art>) is to prepare art students for a lifetime of artistic expression and to cultivate individual creativity through the study of history, technique, presentation, and social engagement as reflectors of the creative and transformative nature of God, the ultimate Creator.

Faculty hold the belief that art is a socially responsible calling that empowers students to act as transformers in the world. In human history, artists have been the vessels and vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

Department Overview

Art Major

The B.A. in Art (p. 397) program provides a solid foundation for those who wish to continue in the creative field. Students are encouraged to focus on the discipline of their choice. Disciplines include ceramics, drawing and painting, interdisciplinary, photography, printmaking, and sculpture.

BFA in Art

The Bachelor of Fine Arts in Art (p. 400) 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 Art gives art students flexibility in constructing their program, allowing them to choose the concentration (ceramics, drawing and painting, interdisciplinary, photography, or sculpture) that is best suited to their academic and career goals. All students who wish to join the BFA program take the first 18 units of core courses, then apply to enter the program by portfolio review.

Department Policies

The following policies apply to all art major and BFA students:

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art.
- Students must submit a portfolio application to be admitted into the BFA program. The application due dates are announced every term and are available in the Department of Art.
- BFA majors must install a capstone exhibition and create a final portfolio at the conclusion of their coursework to prove proficiency in their selected emphasis or concentration.

Majors in:

- Art (B.A.) (p. 397)
- Art (BFA) (p. 400)

Minors in:

- Art (p. 397)
- Art History (p. 396)

ART 105, Ceramics I, 3 Units

In this introductory-level studio course, students learn about 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. Meets six hours weekly.

Special Fee Applies

ART 111, Printmaking: Serigraph, 3 Units

This studio course introduces students 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 20th century. Meets six hours weekly.

Special Fee Applies

ART 125, New Genre Art Forms I, 3 Units

Students in this studio course explore art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. Course material introduces students to these three mediums and enables students to explore alternative processes in the art-making experience. Meets six hours weekly.

Special Fee Applies

ART 130, Two-Dimensional Design, 3 Units

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 Units

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 Units

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 Units

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 Units

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. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

ART 160, Photography I, 3 Units

This studio course is an introduction to contemporary art photography using black-and-white film, darkroom, and digital photography processes, with students exploring technical, formal, and conceptual aspects of photography. Meets six hours weekly. Students must own or have access to a 35mm film camera.

Special Fee Applies

ART 170, Sculpture I, 3 Units

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 206, Ceramics II, 3 Units

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 105

ART 210, Printmaking: Relief, 3 Units

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 230, Figurative Lab, 3 Units

This studio course focuses on rendering the human figure from live models in multiple media. The figure is explored as a universal form and unique personality. Students are required to furnish art materials and tools. Meets six hours weekly.

Special Fee Applies

ART 240, Drawing and Painting II, 3 Units

Students develop and apply 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 and ART 146

ART 260, Photography II, 3 Units

This intermediate-level studio course is the study in contemporary art photography. Emphasis 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 160

ART 270, Sculpture II, 3 Units

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 305, Ceramics III, 3 Units

Students create advanced projects in ceramics. Meets six hours weekly.

Special Fee Applies

Prerequisite: ART 206

ART 306, Ceramics IV, 3 Units

Students create advanced projects in ceramics. Meets six hours weekly.

Special Fee Applies

Prerequisite: ART 305

ART 310, Fundamental Art Experiences, 3 Units

This introductory course explores the use of art production, integration with other subjects, and art development in children, and includes on-site service-learning experiences. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

ART 312, Secondary Art: Methods, Materials, and Curriculum, 3 Units

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 may be required. Meets six hours weekly.

Special Fee Applies

Prerequisite: Review of Artistic Competencies

ART 315, Printmaking II, 3 Units

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 consent

ART 341, Painting III, 3 Units

In this comprehensive studio course, students create advanced painting projects within the context of a major theme. Development of each student's personal style is encouraged.

Special Fee Applies

Prerequisite: ART 240 and review of artistic competencies, or instructor consent.

ART 345, Mixed Media, 3 Units

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 six units total. Meets six hours weekly.

ART 350, Illustration, 3 Units

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.

Prerequisite: ART 145 and Review of Artistic Competencies

ART 354, History of Ancient Art and Architecture, 3 Units

This lecture course surveys art forms, including painting, sculpture, and architecture, created during the period ranging from prehistory to the beginning 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 Requirement: Humanities: Fine Arts.*

ART 356, Writing 3: History of Modern Art and Architecture, 3 Units

This course covers the history of painting, sculpture, architecture, and other art forms from the late 1700s to the late 1900s, and students are introduced to the various styles and movements that determine the development of modern art. The aim of the course is to lead students 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 Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

ART 357, History of Contemporary Art and Architecture, 3 Units

This lecture course includes the study of the history of painting, sculpture, and architecture created from 1945 to the present, and 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 Requirement: Humanities: Fine Arts.*

ART 359, Women In Art, 3 Units

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 360, Photography III, 3 Units

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

Prerequisite: ART 260, and RAC (Review of Artistic Competencies) portfolio review, or instructor consent

ART 361, History of Early Christian and Medieval Art and Architecture, 3 Units

This lecture/seminar course introduces students to developments in art from around the world in the period ranging from early Christian art to the Age of Cathedrals (1st to 14th centuries). The course explores the connection between artistic expression and the changing sociocultural, religious, and political systems of the Christian world and the cultures that came into contact with it. *Meets the General Education Requirement: Humanities: Fine Arts.*

ART 362, History of Renaissance to Rococo Art and Architecture, 3 Units

This lecture/seminar course introduces students to developments in art from around the world in the period ranging from the Early Renaissance through the Mannerist, Baroque, and Rococo periods (15th-18th centuries). Students in this course explore 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 Requirement: Humanities: Fine Arts.*

ART 365, Printmaking III, 3 Units

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

Prerequisite: ART 210 or ART 111, and ART 315

ART 370, Sculpture III, 3 Units

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 403, Multicultural Art, 3 Units

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. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

ART 406, Ceramic Studio Processes, 1-3 Units

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

ART 413, Multicultural Art Processes, 3 Units

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsperson. 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 418, Printmaking IV, 3 Units

This advanced studio course concentrates on individual development, mastery of materials and processes, and the production of professional-quality printmaking.

Special Fee Applies

Prerequisite: ART 365

ART 431, Gallery Design, 3 Units

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 445, Drawing and Painting Processes, 1-3 Units

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

Prerequisite: Review of Artistic Competencies

ART 450, Portfolio, 3 Units

This is a required laboratory class for all senior art and graphic design 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. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

Prerequisite: Review of Artistic Competencies

ART 452, Thesis / Project, 1 Unit

A senior-level "capstone" type of independent study/research experience for studio art majors, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication is offered. The one-unit course 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 one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Special Fee Applies

Prerequisite: ART 431, UDWI, and Senior Standing or instructor's consent.

ART 460, Photography IV, 3 Units

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

Prerequisite: ART 360 and RAC (Review of Artistic Competencies) or instructor consent

ART 465, Photographic Processes, 1-3 Units

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 466, Commercial Photography, 3 Units

This advanced-level studio course concentrates on commercial photography. Emphasis is placed on location photography, lighting and equipment, studio and portrait photography, design, digital production, workflow, and post-production, client relations, and marketing. The course tailors experiences to meet student's goal as a professional photographer. Meets 6 hours weekly.

Prerequisite: ART 160 and ART 260

ART 470, Sculpture IV, 3 Units

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

Prerequisite: ART 370 and Review of Artistic Competencies

ART 471, Sculptural Processes, 1-3 Units

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 Units

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: BFA Visual Art, Art, or Graphic Design major or minor

ART 495, Special Topics in Art, 3 Units

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. It may be repeated for six units total, as topic varies.

Special Fee Applies

ART 496, Senior Seminar: Art Ethics, 3 Units

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.

Prerequisite: Senior Standing

ART 497, Readings, 1-4 Units

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 Units

This course provides instruction in research design and techniques, and gives students experience in the research process. The one-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

Faculty

Department Chair

William Catling (<http://www.apu.edu/faculty/bcatling>), MFA

Director of Exhibitions

Stephen Childs (<http://www.apu.edu/faculty/schilds>), MFA

Professors

William Catling (<http://www.apu.edu/faculty/bcatling>), MFA

Stephen Childs (<http://www.apu.edu/faculty/schilds>), MFA

Associate Professors

Brent Everett Dickinson (<http://www.apu.edu/faculty/bdickinson>), MFA

Lyrice Taylor (<http://www.apu.edu/faculty/ltaylor>), Ph.D.

Assistant Professors

Angela S. George (<http://www.apu.edu/faculty/ageorge>), Ph.D.

Nery Lemus (<http://www.apu.edu/faculty/nlemus>), MFA

Erin Weaver (<http://www.apu.edu/faculty/eweaver>), M.A.

Adjunct Faculty

Alisa Barsegyan (<http://www.apu.edu/vpa/programs/mfa-in-visual-art/students/alisa>), MFA

Andrew Cole (<http://www.apu.edu/faculty/acole>), MFA

Marcus Doyle (<http://www.apu.edu/faculty/mdoyle>), M.A.

Kari Dunham (<http://www.apu.edu/faculty/kdunham>), MFA

Shelby Moser (<http://www.apu.edu/faculty/smoser>), Ph.D.

Mark Nelson (<http://www.apu.edu/faculty/msnelson>), MFA

Maryann Rachford (<http://www.apu.edu/faculty/mrachford>), Ed.D.

Carolyn Robertson, MFA

Tonja Graves Schmitt (<http://www.apu.edu/faculty/tgraves>), MFA, MPS

Jamie Sweetman (<http://www.apu.edu/faculty/jsweetman>), MFA

Tamara Valdry (<http://www.apu.edu/faculty/tvaldry>), MFA

Department Representatives

Julia Heins, Administrative Assistant

Tom Weaver, Studio Technical and Safety Manager

Faculty Emeriti

Robert Bullock (<http://www.apu.edu/faculty/rbullock>), M.A.

David McGill (<http://www.apu.edu/faculty/dmcgill>), MFA

Susan Ney (<http://www.apu.edu/faculty/sney>), M.A.

James Thompson (<http://www.apu.edu/faculty/jthompson>), Ed.D.

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 the attainment of 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.

Students must maintain at least a 2.0 grade-point average in program courses to graduate. The program requires that students complete 18 units from the following list of art history courses:

Code	Title	Units
ART 354	History of Ancient Art and Architecture ¹	3
ART 356	Writing 3: History of Modern Art and Architecture ²	3
ART 357	History of Contemporary Art and Architecture ¹	3
ART 359	Women In Art	3
ART 361	History of Early Christian and Medieval Art and Architecture ¹	3
ART 362	History of Renaissance to Rococo Art and Architecture ¹	3
ART 475	Art Internship	1-4
ART 497	Readings	1-4
ART 498	Directed Research	1-4
DSGN 258	History of Graphic Design and Illustration	3
Total Units		18

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Recognize and categorize art works seen in class and not previously encountered.
2. Identify art historical time periods and the function and meaning of the art within these time periods.
3. Relate stylistic and technical artistic aspects of objects and monuments to the social, cultural, and intellectual contexts of the periods.

4. Make comparisons across art historical time periods, styles, and worldviews.
5. Articulate how faith impacts artistic creation.

Art Minor

18 units

Students must maintain at least a 2.0 grade-point average in program courses to graduate.

Code	Title	Units
Core Courses		
ART 130	Two-Dimensional Design	3
ART 145	Drawing I	3
ART 146	Painting I	3
Select one of the following:		3
ART 354	History of Ancient Art and Architecture ¹	
ART 356	Writing 3: History of Modern Art and Architecture ²	
ART 357	History of Contemporary Art and Architecture ¹	
ART 359	Women In Art	
ART 361	History of Early Christian and Medieval Art and Architecture ¹	
ART 362	History of Renaissance to Rococo Art and Architecture ¹	
DSGN 258	History of Graphic Design and Illustration	
Art Electives		
Select two of the following:		6
ART 105	Ceramics I	
ART 111	Printmaking: Serigraph	
ART 125	New Genre Art Forms I	
ART 135	Three-Dimensional Design	
ART 160	Photography I	
ART 170	Sculpture I	
ART 210	Printmaking: Relief	
Total Units		18

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Identify art historical time periods and place artworks within their art historical time periods.
3. Articulate how Christian faith impacts artistic creation both historically and in contemporary art.

Art Major

Art Major (<https://www.apu.edu/vpa/programs/art-major>) provides a solid foundation for those who wish to continue in the creative field. Students are encouraged to focus on the discipline of their choice; available disciplines include ceramics, drawing and painting, interdisciplinary, photography, printmaking, and sculpture.

To qualify for a solo senior exhibition, students must enroll in ART 431 by the end of their junior year and present a qualifying exhibition proposal.

Requirements

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art. Special fee applies.
- Students must maintain at least a 2.0 grade-point average in major courses to graduate.

Code	Title	Units
Core Courses		24
ART 125 or ART 160	New Genre Art Forms I Photography I	
ART 130	Two-Dimensional Design	
ART 135	Three-Dimensional Design	
ART 145	Drawing I	
ART 146	Painting I	
ART 170 or ART 105	Sculpture I Ceramics I	
ART 210 or ART 111	Printmaking: Relief Printmaking: Serigraph	
ART 450	Portfolio ¹	
Art History Component		9
Select three of the following:		
ART 354	History of Ancient Art and Architecture ²	
ART 356	Writing 3: History of Modern Art and Architecture ³	
ART 357	History of Contemporary Art and Architecture ²	
ART 359	Women In Art	
ART 361	History of Early Christian and Medieval Art and Architecture ²	
ART 362	History of Renaissance to Rococo Art and Architecture ²	
DSGN 258	History of Graphic Design and Illustration	
Electives		12
Select 12 units from the following:		
ART 206	Ceramics II	
ART 260	Photography II	
ART 270	Sculpture II	
ART 305	Ceramics III	
ART 306	Ceramics IV	
ART 310	Fundamental Art Experiences ²	
ART 312	Secondary Art: Methods, Materials, and Curriculum	
ART 315	Printmaking II	
ART 230	Figurative Lab	
ART 240	Drawing and Painting II	
ART 341	Painting III	
ART 345	Mixed Media	
ART 350	Illustration	
ART 360	Photography III	
ART 365	Printmaking III	
ART 370	Sculpture III	
ART 403	Multicultural Art ²	
ART 406	Ceramic Studio Processes	
ART 413	Multicultural Art Processes	
ART 431	Gallery Design	
ART 445	Drawing and Painting Processes	
ART 452	Thesis / Project	
ART 460	Photography IV	
ART 465	Photographic Processes	
ART 466	Commercial Photography	
ART 470	Sculpture IV	
ART 471	Sculptural Processes	
ART 475	Art Internship	

ART 495	Special Topics in Art
DSGN 120	Introduction to Computer Graphics
DSGN 320	Digital Imaging
DSGN 386	Multimedia I

Total Units 45

- 1 Meets the General Education Integrative and Applied Learning requirement.
- 2 **Meets the General Education Humanities: Fine Arts requirement.**
- 3 **Meets the General Education Writing 3 requirement.**

Recommended General Education Courses

Code	Title	Units
Intellectual and Practical Skills		
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
Writing 2		3
WRIT 221	Writing 2: Writing for Visual Thinkers	
Writing 3		3
ART 356	Writing 3: History of Modern Art and Architecture	
Oral Communication		3
COMM 111	Public Communication	
Physical Education		1
PE XXX: Fitness for Life		
Quantitative Literacy		3
Select one of the following:		
MATH 110	College Algebra	
MATH 115	Mathematics in Society	
MATH 120	Contemporary Mathematics	
MATH 130	Introduction to Statistics	
Knowledge of Human Cultures and the Physical and Natural World		
Humanities: Fine Arts		3
Select one of the following:		
ART 361	History of Early Christian and Medieval Art and Architecture	
ART 362	History of Renaissance to Rococo Art and Architecture	
Humanities: History		3
HIST 152	United States History Since 1877	
Humanities: Literature		3
ENGL 111	Studies in Literature	
Social Science		3
PSYC 110	General Psychology	
or SOC 120	Introduction to Sociology	
Natural Science w/lab		4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
Upper-Division Bible		3
Theology		3
Personal and Social Responsibility		
Civic Engagement		3
Intercultural Competence		3

ART 403	Multicultural Art	
Integrative and Applied Learning		3
Total Units		62

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Practice aesthetic engagement and critical judgment through writing and speaking.
3. Identify art historical time periods and place artworks within their art historical time periods.
4. Articulate how Christian faith impacts artistic creation both historically and in contemporary art.

Art Major (BFA)

Students must apply for the Art Major (BFA (<https://www.apu.edu/vpa/programs/art-major-bfa>)) (<https://www.apu.edu/vpa/programs/art-major-bfa>) after they have completed 18 units of core courses (or equivalent portfolio content). The application form with specific portfolio expectations may be obtained in the Department of Art (<https://www.apu.edu/vpa/art>); applications are due in late September for the spring semester and in early March for the fall semester. Contact the department for deadlines and additional information at art@apu.edu (artdesign@apu.edu) or (626) 815-6000, Ext. 2372.

Requirements

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art.

All students must maintain at least a 2.0 grade-point average in major courses to graduate.

Code	Title	Units
Core Courses		
ART 105	Ceramics I	3
ART 125	New Genre Art Forms I	3
ART 130	Two-Dimensional Design	3
ART 135	Three-Dimensional Design	3
ART 145	Drawing I	3
ART 146	Painting I	3
ART 160	Photography I	3
ART 170	Sculpture I	3
ART 230	Figurative Lab	3
ART 403	Multicultural Art ¹	3
ART 431	Gallery Design	3
Select one of the following:		
ART 111 or ART 210	Printmaking: Serigraph Printmaking: Relief	3
Art History Courses		
Select four of the following:		
ART 354	History of Ancient Art and Architecture ¹	
ART 356	Writing 3: History of Modern Art and Architecture ²	
ART 357	History of Contemporary Art and Architecture ¹	
ART 359	Women In Art	
ART 361	History of Early Christian and Medieval Art and Architecture ¹	
ART 362	History of Renaissance to Rococo Art and Architecture ¹	
DSGN 258	History of Graphic Design and Illustration	
Concentration ³		15
Select one of the following:		
Ceramics		
ART 206	Ceramics II	
ART 305	Ceramics III	

ART 306	Ceramics IV	
ART 406	Ceramic Studio Processes	
Drawing and Painting		
ART 240	Drawing and Painting II	
ART 341	Painting III	
ART 350	Illustration	
ART 445	Drawing and Painting Processes	
Photography		
ART 260	Photography II	
ART 360	Photography III	
ART 460	Photography IV	
ART 465	Photographic Processes	
or ART 466	Commercial Photography	
Sculpture		
ART 270	Sculpture II	
ART 370	Sculpture III	
ART 470	Sculpture IV	
ART 471	Sculptural Processes	
Capstone Courses		
ART 450	Portfolio ⁴	3
ART 452	Thesis / Project	1
ART 475	Art Internship	2
ART 495	Special Topics in Art	3
ART 496	Senior Seminar: Art Ethics	3
Total Units		75

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

³ For all process courses (ART 406, ART 445, ART 465, ART 471), a maximum of 3 units may be taken at one time.

⁴ Meets the General Education Integrative and Applied Learning 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.

Code	Title	Units
Skills and University Requirements		
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
Writing 2		3
WRIT 200	Writing 2: Writing for Christian Practice	
WRIT 210	Writing 2: Writing in the Humanities	
WRIT 220	Writing 2: Film Analysis and Criticism	
Writing 3		3
ART 356	Writing 3: History of Modern Art and Architecture	
Quantitative Literacy		3
MATH 110	College Algebra	
MATH 115	Mathematics in Society	
MATH 120	Contemporary Mathematics	
MATH 130	Introduction to Statistics	
Oral Communication		3
COMM 111	Public Communication	
Physical Education		1

PE XXX	Fitness for Life or Varsity Sport	
Knowledge of Human Cultures and the Physical and Natural World		
Humanities: Fine Arts		3
ART 361	History of Early Christian and Medieval Art and Architecture	
ART 362	History of Renaissance to Rococo Art and Architecture	
ART 403	Multicultural Art	
Humanities: History		3
HIST 152	United States History Since 1877	
Humanities: Literature		3
ENGL 111	Studies in Literature	
Social Science		3
PSYC 110 or SOC 120	General Psychology Introduction to Sociology	
Natural Science w/lab		4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
Upper-Division Bible		3
Theology		3
Personal and Social Responsibility		
Civic Knowledge and Engagement		3
Intercultural Communication		3
Integrative and Applied Learning		3
Total Units		62

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Demonstrate an understanding of aesthetic engagement, artistic perception, and critical judgment through writing and speaking.
3. Demonstrate an understanding of the history of art and architecture from ancient to contemporary.
4. Develop an understanding of the Christian worldview in relation to the arts.

Department of Cinematic Arts

Mission Statement

The Department of Cinematic Arts (<http://www.apu.edu/cma/vpa/cinematicarts>) fosters a learning community dedicated to the creative and scholarly principles of visual storytelling. Integrating mastery of craft with spiritual growth and the development of meaningful collaboration, the department encourages transformational art from a culturally engaged Christian worldview.

Department Overview

The Department of Cinematic Arts offers a Bachelor of Fine Arts in Cinematic Arts Production; a Bachelor of Arts in Cinematic Arts with three concentrations: Entertainment Executive, Production and Post, and Screen Studies; a Bachelor of Arts in Screenwriting; a Bachelor of Arts in Animation and Visual Effects; and a Bachelor of Arts in Games and Interactive Media. In addition, students from other majors can earn one of three minors: Screenwriting, Screen Studies, or Games and Interactive Media. The following table can help you decide which of the department's majors is best for you:

	Unit Requirements	Areas of Study	Which Major is my best fit
BFA in Cinematic Arts Production	75 Units	Cinematography, Directing, Editing, Producing, Production Design, and Sound Design	This major is for students interested in cinematic storytelling and the creative art, personnel, and technical processes involved in creating worlds and the characters and situations that populate them. This immersive four-year program requires a supplemental application as an incoming student or permission from production professors during freshman year.
B.A. in Cinematic Arts	47-50 Units	Entertainment Executive, Production and Post, and Screen Studies	This major offers three concentrations. Entertainment Executive focuses on creative, logistical, and business (finance/marketing) producing. Production and Post develops basic production skills with a greater emphasis on postproduction. Screen Studies is dedicated to better understanding screen art through a close examination of history, theory, analysis, and criticism. The unit requirement for each concentration is suitable for those wishing to double major or for transfer students.
B.A. in Screenwriting	47 Units	Feature Film, Television, and Short-form Screenwriting (includes Episodic Drama, Situation Comedy, and Sketch Comedy for the Writer/Performer)	This major is for students whose creative passion is focused on writing for film and/or television. The reasonable unit requirement allows students to double major or minor in another field of interest.
B.A. in Animation and Visual Effects	59 Units	2D and 3D Character Animation, Storyboarding, Character Design, Layout, Visual Development, CG Modeling, Rigging, Visual Effects Animation, and Compositing	This major is for students who like to draw cartoon characters, monsters, fantasy creatures, or animals with attitude; or who desire to create fantastic stories or characters for feature animation or television, or visual effects for major motion pictures. This major is a four-year program requiring a supplemental application.
B.A. in Games and Interactive Media	53 Units	2D, 3D, and Tabletop Game Design; Game Theory, Mechanics, Development, and Documentation; 2D and 3D Game Art Design; UV Texturing and Mapping; 3D Modeling and Rigging; 2D and 3D Animation; Game VFX; Game UX/UI Design	This major is for students who want to know how to design and develop games. The unit requirement allows students to complement their degree with a minor, such as computer science, art, screenwriting, or creative writing. This major is a four-year program requiring a supplemental application.

Department Policies

The following three degree programs require second applications beyond the general APU application: BFA in Cinematic Arts Production, B.A. in Animation and Visual Effects, and B.A. in Games and Interactive Media.

Those interested in the BFA in Cinematic Arts Production can apply as incoming freshmen or during their freshman year, contingent upon the recommendation of their CINE 260 instructor(s). Acceptance to the degree program during one's freshman year will in no way hinder the successful four-year completion of this degree. All BFA majors must earn no less than a C in every major course. Courses in these majors can be retaken up to three

times, but upon any course needing to be thrice repeated, the student will be required to appear before the faculty to make an appeal to remain in the major and, upon receiving permission, will be required to receive academic counseling and undergo a periodic review of his/her progress.

The B.A. in Animation and Visual Effects and the B.A. in Games and Interactive Media are four-year majors. Applicants to either of these majors must apply as incoming freshmen or with the understanding that they are committing to a four-year program. Each program is based on a cohort model in which coursework is completed in a progressive, sequential pattern. Students in these degree programs must earn no less than a C in their major courses; falling below this threshold will necessitate the student appearing before their respective program director and/or faculty to make an appeal to remain in the major. Upon receiving permission to continue, the student will be required to receive academic counseling and undergo a periodic review of his/her progress. Students choosing to minor in games and interactive media should make their choice prior to, or at the beginning of, their junior year. Any student in the minor program earning below a C in any of their minor courses will need to appear before the program director to make an appeal to remain in the minor.

B.A. in Cinematic Arts majors must retain an overall C average (2.0 grade-point average) to graduate. Counseling is advised any time a student's GPA falls below this threshold.

BFA in Cinematic Arts Production majors have a least one significant hands-on production course each year. In CINE 462/CINE 494 projects, students are guaranteed a singular or shared (no more than two students sharing) department head role (producer, director, first assistant director, cinematographer, editor, sound designer, production designer, etc.), though no student is guaranteed to be placed in his or her desired role. Some roles (producers/directors) are assigned via a pitching process conducted before a faculty selection panel. Other roles are assigned by mutual agreement between student producers and faculty or are designated by faculty, who reserve the right to assign or deny production roles based on a student's demonstrated performance on previous productions, skills-related coursework, or exceptional circumstances. Likewise, faculty reserve the right to assign or deny screen credit based upon a student's demonstrated performance in their assigned roles. Students whose scripts or story ideas are selected for Production Development/Capstone Production Development consideration will be required to enroll in a development course the semester prior to production (either CINE 316 Production Development or CINE 416 Capstone Production Development). In some cases, faculty may opt to replace/assign a writer to a script designated for production. Only those students who have successfully completed CINE 319 Directing for the Camera will be considered for directing an upper-division project. Consideration will also be based on past production-related coursework as well as production professor recommendations. At the Capstone Production Development level, student producers, directors, assistant directors, production designers, etc., may also be required to enroll in CINE 416.

While BFA majors have priority on department head roles on upper-division productions, B.A. in Cinematic Arts majors can apply for department head roles (or shared department head roles) or may be appointed to these roles by the professor of record as long as they have taken the courses that qualify them for the role, or by departmental permission in exceptional cases. Common roles for students in the Production and Post concentration are editor or sound designer; common roles for students in the Entertainment Executive concentration are producer (budgets), producer (marketing/distribution), or first assistant director.

All students enrolled in a set/production-based cinema course must read and agree to adhere to the guidelines articulated in the APU Cinematic Arts Production Bible (in the case of non-cinematic-arts students enrolled in a GE cinematic arts production course, such as CINE 160, each must adhere to guidelines articulated by their professor and/or referred to in their course syllabus.) Prior to production, each student's project must be vetted and approved by the department's safety and risk management coordinator. Each student must also sign the required safety, legal, insurance, permitting, permissions, and equipment release agreements; failure to sign one or more of these documents in no way releases a student from their obligation to adhere to the policies contained within them. Consequently, failure to follow the guidelines and policies contained within these documents, as well as those outlined in the Production Bible, will have consequences varying from the denial of equipment privileges to a project grade reduction to academic disciplinary action to withdrawal from the major.

Students enrolling in specific skills level or production courses—including, but not limited to, CINE 216, CINE 323, CINE 338, CINE 415, CINE 462, and CINE 494—may be required to contribute to the semester's film budget or the course's supplemental materials fee. Such contributions will not exceed \$250 per student per semester for film budgets, or \$150 for supplemental materials fees.

While students may own the intellectual property rights (copyright) of material they author, APU retains all ownership and distribution rights to films produced with APU equipment and/or within any APU course and/or under departmental authorization. APU also retains the right to use the produced screenplay for continued educational and/or promotional purposes (course examples, assignments, festival entry, etc.). Students wishing to post, share, or distribute films produced at or through APU must receive prior departmental permission in writing to do so.

When films, projects, assignments, exercises, or games produced by the Department of Cinematic Arts are intended for public presentation, such as Premiere Night, a festival, or a competitive entry, we hold each respectively to the standard of the Motion Picture Association of America's PG-13 rating, the Entertainment Software Rating Board "T" (Teen) rating, and in conjunction with the conscientious majority view of the Department of Cinematic Arts faculty. We feel this is reasonable and responsible for a Christian academic institution committed to exploring the challenges of flourishing in a fallen world, as well as the joys and sorrows of the human condition without celebrating evil. It also makes our student work accessible to a broad audience.

Films produced at the 400 level (live action and animation) are not guaranteed to screen at Premiere Night. All upper-division films intended for public exhibition must be submitted to, and approved by, a faculty screening committee. To be considered for public exhibition, each film must adhere to the ratings standards outlined in the preceding paragraph, as well as the department's technical, aesthetic, and legal requirements stated in the APU Cinematic Arts Production Bible. No film approved for Premiere Night will be permitted to be exhibited, posted, or shared prior to that event.

Majors

- Animation and Visual Effects (B.A.) (p. 413)
- Cinematic Arts (B.A.) (p. 416)
- Cinematic Arts Production (BFA) (p. 419)
- Games and Interactive Media (B.A.)
- Screenwriting (B.A.) (p. 422)

Minors

- Games and Interactive Media (p. 421)
- Screen Studies (p. 422)
- Screenwriting (p. 423)

ANIM 111, Digital Methods, 2 Units

This course is an introduction to digital methods for 2D animating, painting, compositing, and editing.

Prerequisite: Course is for B.A. in Animation and Visual Effects majors only.

ANIM 117, Color and Design, 3 Units

In this course, theory and practice of the fundamentals of strong visual design are explored through color, shape, form, and line, with an emphasis on teaching students the importance of design in cinematic composition.

Prerequisite: Instructor Consent

ANIM 190, Introduction to Animation Principles and Techniques, 3 Units

This course introduces students to the basic principles and applied techniques of character animation. Students learn how to make characters and objects seemingly come to life through frame-by-frame manipulation, and also explore the fundamentals of movement, gesture, timing, and weight.

Prerequisite: Instructor Consent

ANIM 192, 2D Character Animation, 3 Units

This course introduces students to the concept of performance animation utilizing traditional (2D) animation methods. Students learn how to make characters and objects seemingly come to life through frame-by-frame manipulation. Fundamentals of movement, gesture, timing, and weight are refined with an eye toward creating character performances with emotion and substance.

Prerequisite: CINE 190

ANIM 202, Storyboarding for Animation, 3 Units

This 2-D drawing course introduces students to storytelling methods using sequential drawings for animation. Staging, camera movement, framing, and cutting theory are discussed, and assignments are designed to teach students screen design and storytelling basics. Course material also covers different types of storyboards-TV, feature, commercial, and VFX, all used to communicate story, performance, and cinematic design.

Prerequisite: ANIM 117, ANIM 190, ART 230

ANIM 203, Introduction to Computer Animation, 3 Units

This course introduces students to the basic principles and applied techniques of computer animation. Students learn the technical aspects of working in computer animation software, and also create character performances in three-dimensional space using sound for dialogue. Students are expected to know the fundamentals of working on a computer before applying for this course.

Prerequisite: ANIM 111, ANIM 192

ANIM 204, Layout Fundamentals [Proposed], 3 Units

This course will utilize pre-made rigs so the student can concentrate exclusively on CG character performance animation tests in industry-standard software, Maya. Within the course each student will be required to complete a short CG film with sound.

ANIM 205, Computer Graphic Character Animation, 3 Units

This course continues the study of 3-D animation with an emphasis on performance, lip-syncing, timing, and execution. Material utilizes premade character rigs so students can concentrate expressly on CG character performance animation tests in industry-standard software. Each student is required to complete a short CG film with sound.

Prerequisite: ANIM 203

ANIM 207, Action Analysis for Animation, 2 Units

Animation is all about understanding how something moves in real life before it can be caricatured. In this course, students learn the mechanics behind human and animal locomotion through close analysis of the form in motion. Live models and film clips are used for reference.

Prerequisite: ANIM 117, ANIM 190, ART 230

ANIM 212, Character Design 1 [Proposed], 3 Units

Introduction to character design for animation, including the study of attitude, shape, construction, drapery, texture, composition/staging, rhythm, and design. With an emphasis in designing characters within a story.

ANIM 305, Visual Development [Proposed], 3 Units

Inspirational and Pre-Production artwork will be produced by students as they explore the function of developing the worlds and characters in their own original ideas and instructor lead assignments.

ANIM 307, CG Character Animation 2 [Proposed], 3 Units

Students will dig deep into the animation principals utilized in quality character performance at the studio level. Pre-made creature and character models will be used to explore movement and performance in a real-world scene-by-scene basis.

Prerequisite: ANIM 205

ANIM 345, Advanced Story Concepts [Proposed], 3 Units

Students will learn advanced story and visual concepts, theme and creative thinking techniques in creating their own story ideas. This course introduces students to what it is to create original serial, feature or short internet concepts of their own and how to pitch them successfully.

ANIM 358, Rigging for Animation [Proposed], 3 Units

The important bridge between CG modeling and animation is creating the "rig" or bone structure to move the model. This is an introduction course to CG rigging techniques and fundamentals in Maya software. Students will make basic rigs for objects, creatures and human forms with an emphasis on how things articulate.

ANIM 390, CG Production Modeling [Proposed], 3 Units

This course teaches computer modeling in Maya and 3D sculptural software. Students will leverage their design skills learned in previous courses to create character models of high quality that are animation ready.

ANIM 392, 2D Character Animation 2 [Proposed], 3 Units

Study of hand-drawn or CG animation techniques, with assignments involving human and animal locomotion with an emphasis weight, timing and performance. Creating animation of characters with personality and appeal will be emphasized.

ANIM 395, Animation Film Workshop [Proposed], 3 Units

Completion of the students' animated project known as 3rd year film. This is an open-lab course for the students to produce their own 2d animated short with sound.

Prerequisite: CINE 305

ANIM 445, Portfolio Review and Preparation [Proposed], 1 Unit

Through peer and professional review the student will learn presentation skills to show their creative art work in the best possible light for possible review by employers. Creating an online portfolio will be mandatory.

CINE 101, Christianity and the Creative Process, 3 Units

This course is a study of theater, film, and broadcasting vis-a-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 Requirement: Humanities: Fine Arts.*

CINE 119, Introduction to Directing, 3 Units

Course emphasizes dramatic form and mechanics of story, including the use of editorial, cinematographic, sound and design crafts, to communicate a coherent vision among producers, cast, and crew. Students apply their growing mastery of these subjects in a collaborative environment and explore how the Christian faith informs both story and the processes of practical application.

Corequisite: CINE 260

CINE 160, Introduction to Digital Filmmaking, 3 Units

This course introduces students to the vocation and processes of filmmaking from story conception, creation and development through pre-production, principal photography, post-production, and exhibition. By the end of this course, students will not only have learned the fundamental skills and principles employed by filmmaking professionals - writers, directors, producers, creative artists and technicians - but also how to evaluate their own films in light of the current cultural context. Students must provide their own smartphones equipped with video recording and editing capabilities. *Meets the General Education Requirement: Humanities: Fine Arts.*

CINE 186, Action Analysis [Proposed], 2 Units

Students will learn the mechanics behind human and animal locomotion through close analysis of the form in motion.

CINE 200, History of Art and Music for Cinematic Arts, 3 Units

This lecture course introduces cinematic arts students to major works of Western art and music from the prehistoric era to the mid-20th century, to give them visual and musical literacy skills for their work in the cinematic arts.

CINE 216, Performance and Production, 1-3 Units

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.

CINE 260, Cinema-TV Production I, 5 Units

This course introduces and develops the creative competencies and technical skills for writing, producing, directing, and picture- and sound-editing the narrative short film. Coursework focuses on developing compelling stories and communicating them through dynamic visuals, effective performances, and imaginative sound design.

Special Fee Applies

Corequisite: CINE 119

CINE 274, Story and Character, 3 Units

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.

CINE 275, History of Television and Digital Media, 3 Units

An in-depth look at the history and operations of electronic media, including television, cable and the streaming services of the Internet. The technological basis of each medium will be explored as well as the aesthetic opportunities and limitations. Programming and business structures of advertising, pay-per-view, and public broadcasting will be examined. 1st & 14th Amendment considerations-issues surrounding the freedom of expression/press as well as responsibilities-will form topics for debate/discussion. In the light of "narrative theology" both televisual stories and scriptural stories will be examined, not so much for "the rules they give" but rather for what they reveal about the human condition and the possibilities of redemption. *Meets the General Education Requirement: Humanities: Fine Arts.*

CINE 280, Writing the Short Screenplay, 3 Units

Students will 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 will be considered for production by advanced cinematic arts courses.

CINE 285, History of Film, 3 Units

The changes and developments in film are examined for their relationship to corresponding social and aesthetic contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, aesthetic trends and business practices. *Meets the General Education Requirement: Humanities: Fine Arts.*

CINE 295, Film and Television Business, 3 Units

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.

CINE 316, Production Development, 1-3 Units

This collaborative workshop course leads writers, directors/showrunners, and producers through the process of preproduction. Students undertake preproduction activities including market/audience analysis, script development, and fundraising, and integrate applied preproduction activities such as budgeting, scheduling, casting, scouting, and permitting.

Prerequisite: CINE 280

CINE 317, Cinematic Design, 3 Units

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: CINE 260 and BFA Production Majors only

CINE 319, Directing for the Camera, 3 Units

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 will be evaluated on their ability, expertise, and commitment to implement new techniques.

Prerequisite: CINE 119, CINE 260, and for BFA Production majors only

CINE 320, Cinematography, 3 Units

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: CINE 260 and BFA Production Majors only

CINE 321, Film and Television Editing, 3 Units

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: CINE 260 and BFA Production Majors only

CINE 322, Sound Design, 3 Units

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: CINE 260 and BFA Production Majors only

CINE 323, Production Design, 3 Units

Students will learn about the various disciplines involved in becoming a production designer for cinematic arts. Emphasis will be placed on understanding past designers within their historical contexts and postulating forthcoming trends, as well as developing a working knowledge of manual tactile design. Visual expression faculties must be well developed to succeed in this course.

Prerequisite: CINE 260

CINE 335, Cinema-TV Production II, 5 Units

This intermediate-level course in cinema-TV production emphasizes product and process. Students learn the distinct roles of writing, producing, directing, cinematography, editing, and sound through a story-centered, collaborative, and iterative process.

Special Fee Applies

CINE 260, CINE 280, and BFA in Cinematic Arts Production majors only; corequisite: CINE 361

CINE 338, Documentary and Entrepreneurial Production, 3 Units

Students in this course explore the content and production methods used in nondramatic productions - for example, short documentaries that feature people or nonprofit organizations. Product advertising or other kinds of entrepreneurial filmmaking are also examined. These productions are studied in terms of style and production techniques; style of production considers things such as compression of information and layering of graphics and images, and that knowledge is used in crafting an original advertising spot or other production. These techniques are then practiced in new projects featuring student-selected content or subjects.

Special Fee Applies

Prerequisite: CINE 260 and one of CINE 319, CINE 320, CINE 321, CINE 322, CINE 323.

CINE 341, Media Criticism and Theory, 3 Units

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.

CINE 351, Film and Social Issues, 3 Units

This course explores the relationship between ethnic, racial, and gender groups that historically have been under-represented, misrepresented, 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. *Meets the General Education Requirement: Intercultural Competence.*

CINE 360, Studies in Popular Culture, 3 Units

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.

CINE 361, Production Management, 3 Units

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: CINE 260

CINE 362, Entertainment Development, 3 Units

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: CINE 295

CINE 363, Entertainment Financing, 3 Units

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: CINE 295 and CINE 361

CINE 364, Entertainment Marketing, 3 Units

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: CINE 295

CINE 375, Writing 3: Screenwriting, 3 Units

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 genres of drama and comedy, and for learning creative, redemptive approaches to marketable and effective media formats and presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

CINE 385, Intermediate Screenwriting, 3 Units

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.

Prerequisite: ENGL 303 or CINE 375

CINE 387, Writing 3: Nonfiction Writing for Visual Media, 3 Units

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 Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

CINE 388, Sketch Comedy for the Writer/Performer, 3 Units

This course covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students will 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 will collaborate to produce a show performed before a live audience at semester's end.

Prerequisite: THTR 374 or CINE 375

CINE 391, Visual Effects and Compositing, 3 Units

This course concentrates on visual effects, specifically 1) enhancing shots with CG elements, 2) compositing from multiple sources, and 3) combining CG/miniatures footage with live-action footage. Lessons cover the span of preplanning plates, accomplishing green screen setups, motion tracking, and adding transparent shadows for realism's sake.

Prerequisite: CINE 321 or ART 301

CINE 415, Advanced Television Production, 4 Units

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 a lab fee of at least \$30/unit.

Prerequisite: CINE 335 and Instructor consent

CINE 416, Capstone Production Development, 1-3 Units

This collaborative workshop course leads writers, directors/showrunners, and producers through the process of preproduction. Students undertake preproduction activities including market/audience analysis, script development, and fundraising, and integrate applied preproduction activities such as budgeting, scheduling, casting, scouting, and permitting.

Prerequisite: CINE 280

CINE 420, Topics in Cinema and History, 3 Units

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.

Prerequisite: WRIT 110

CINE 422, Advanced Post-Production, 3 Units

This course concentrates on advanced post-production techniques including sound mixing (integration of sound effects, Foley, music, and backgrounds) and finalizing picture (color grading, codecs, etc.). Projects are often tied to other advanced production or capstone films.

Prerequisite: CINE 321

CINE 444, Advanced Film Theory, 3 Units

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.

CINE 451, World Cinema, 3 Units

In our world of new media, multiple technological content exhibition platforms, and the global village, the place of cinema has never been more varied and exciting. The World Cinema course will explore the history, aesthetics, and business of motion pictures outside of the Hollywood and British hegemony. National cinemas to be considered include those of Mexico, India, Russia, China, Latin America, Asia, Africa, and non-English-speaking Europe. Through film screenings, readings, lectures, and engaged discussion, students will gain a diverse, intercultural perspective, enriching their own appreciation of the world of cinema, and broadening their personal perspectives beyond that of the United States. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: WRIT 110

CINE 462, Advanced Cinema Production, 5 Units

Students in this course 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.

Special Fee Applies

Prerequisite: CINE 335

CINE 475, Civic Engagement Through Media, 3 Units

This service-learning course applies the student's knowledge of media in service to the surrounding community either locally or internationally. Students lend their expertise and energy in partnering with non-profit organizations to create media or provide training in storytelling and technical skills. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: CINE 260

CINE 481, Contemporary Auteurs, 3 Units

This is a seminar course examining a variety of theories and critical approaches, focusing on two-three contemporary contemporary cinema auteurs. This 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.

CINE 483, Genre Studies, 3 Units

Students will examine a specific genre in cinematic arts, such as the American film musical, fantasy, romantic comedy, or science fiction. Students will consider the genre with respect to significant changes in the culture as a whole and in relation to other media, such as literature and theater. Numerous related topics will be covered that involve attention to aesthetic, cultural, and political dimensions of film and television, as well as the complex dynamics of societal trends. Consideration will be given to the social and cultural implications of media artifacts in their historical contexts.

CINE 485, Advanced Screenwriting, 3 Units

This screenwriting seminar addresses artistry, excellence, professionalism, and spirituality. Through intense study and 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 and depth.

Prerequisite: ENGL 303 or CINE 375

CINE 486, Topics in Film Analysis, 3 Units

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.

CINE 487, Television Writing: Episodic Drama, 3 Units

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: CINE 375 or instructor consent

CINE 488, Television Writing: Situation Comedy, 3 Units

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: CINE 375 or instructor consent

CINE 490, Internship and Career Preparation for Cinematic Arts, 1-3 Units

This course gives students an opportunity to integrate their cinematic arts coursework with off-campus experiential activities in the entertainment industry. In addition to an on-site internship, students participate in course assignments, reflection, and group discussions in order to develop a career plan, hone interviewing and networking skills, and produce personal marketing materials. The course may be repeated for up to 6 units toward graduation.

Prerequisite: CINE 295

CINE 491, Classroom Practicum, 1-3 Units

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.

CINE 494, Production Capstone, 3 Units

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 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. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: CINE 415, or CINE 338, or CINE 462 or Instructor's consent.

CINE 495, Special Topics, 3 Units

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.

CINE 496, Ethics in Cinematic Arts, 3 Units

This seminar in media ethics helps students understand ethical dilemmas encountered by practitioners of film, television, and digital media in a variety of situations. Through the study of mass communication theories and criticism, students learn the powerful ways that entertainment media define, create, maintain, and/or change cultural realities and understand the ethical implications therein.

CINE 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

CINE 499, Capstone Project in Cinematic Arts, 3 Units

This course provides an opportunity for students to create a culminating work that integrates learning from previous courses in the major. All projects must be approved by the department. Such projects could include but are not limited to: creation of a screenplay or teleplay, development of an entertainment business plan, production of an animated short, or writing of a major research paper. The project must encompass at least 100 hours of work. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Instructor Consent

GAME 110, Game Studies Seminar, 3 Units

This course provides a critical understanding of the history of video games, laying a foundation for thinking critically about where games have been and why games matter from a variety of industry, technical, artistic, and social perspectives.

Prerequisite: Instructor permission required.

GAME 115, Game Development Studio I, 3 Units

This introductory course covers issues involving the game design sequence, fundamental game design techniques, and the taxonomy of game design documentation, with the end goal of creating interactive game level designs. Students learn how to format a game concept document, and how to design and build modular game assets (models and textures) and incorporate them into their own game levels. Scripting to create triggered events and gameplay are also introduced.

Prerequisite: Instructor permission required

GAME 120, Game Art Design, 3 Units

This course offers an in-depth look at concepts for creating 2D and 3D assets for use in game engines and tools, including 2D sprite creation, 3D modeling, UVW mapping, 2D and 3D texturing techniques, character and prop rigging, and animation. Material also covers 2D and 3D character creation, texturing, and animation, as well as building animated props and game environments for use in game engines, emphasizing the use of industry-standard software, techniques, and workflows.

Prerequisite: DSGN 115

GAME 130, Game Theory and Mechanics, 3 Units

This course gives students a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration, students learn how to translate game ideas, themes, and metaphors into gameplay and player experiences. Students are further exposed to the basics of effective game idea communication.

GAME 210, Narrative Design for Games, 2 Units

This course gives students an understanding of classic dramaturgy-characterization, motivation, story patterns, structures, styles, genres, etc. Students investigate these storytelling techniques to create emotionally rich characters and worlds through the use of branching narratives, objectives, and rewards.

Prerequisite: GAME 110, GAME 115

GAME 215, Level and Environmental Design for Games, 3 Units

In this course, students develop compelling environments from the ground up, conceptually and practically. Course material covers architecture, perspective, drawing, storytelling, art direction, textures, creating atmosphere, nature, game cinematography, and lighting.

Prerequisite: GAME 120

GAME 220, Sound Design for Games, 2 Units

Students in this course develop an understanding of sound design for games and its associated components, such as music, dialogue, voice, ambiance, and effects. Students examine a range of topics, technologies, and techniques, such as the history of sound in games, game sound interaction, asset creation, sonic iconography, game engines, audio engines, middleware, mixing, production, and delivery.

Prerequisite: GAME 215

GAME 230, Game Development Studio II [Proposed], 3 Units

This course builds on the core principles of Game Development Studio I, and delves into the many systems and mechanics that make up the practice of applied game design. Students develop many of the active systems and mechanics utilized in contemporary game design including Game AI, level design, and development.

GAME 310, Game Prototype Studio, 3 Units

This is an intensive course that builds students' repertoire of fast-prototyping skills and provides them with invaluable experience in starting and finishing games. The course consists almost entirely of the creation of 13 playable prototype games, one per week. Each prototype is confined within a certain genre or conceptual theme, or within unique technical constraints.

Prerequisite: GAME 230

GAME 315, Advanced Game Studio Apprenticeship, 4 Units

This is a two-semester course in which students observe and assist those enrolled in GAME 494 Advanced Game Studio. Students in this course also brainstorm capstone game projects and pitch the ideas to a selection committee (comprising faculty from across campus, as well as industry veterans) that will choose the games that will advance.

Prerequisite: GAME 230

GAME 320, UX and UI Design for Games [Proposed], 2 Units

Introduction to the aesthetics, terminology, and common trends of interface design for games, utilizing usability assessment methods. Topics include 2D and 3D spaces and user/camera perspectives.

GAME 330, Game Development Studio III [Proposed], 3 Units

This course focuses on VR, real-time rendering, 3D display systems, display optics and electronics, IMUs and sensors, tracking, haptics, rendering pipeline, multimodal human perception and depth perception, stereo rendering, and presence. This course emphasizes VR technology with hands-on programming assignments.

Faculty

Department Chair

Gregory J. Michael (<http://www.apu.edu/faculty/gmichael>), MFA

Professor

Thomas D. Parham (<http://www.apu.edu/faculty/tparham>), Ph.D.

Associate Professor

Warren G. Koch (<http://www.apu.edu/faculty/wkoch>), Ph.D.

Assistant Professors

Gregory J. Michael (<http://www.apu.edu/faculty/gmichael>), MFA

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Tony Bancroft (<http://www.apu.edu/faculty/abancroft>)

Adjunct Faculty

Nathaniel Bell (<http://www.apu.edu/faculty/nbell>), M.A.

Vickie Bronaugh, M.A.

Andrew Cole (<http://www.apu.edu/faculty/acole>), MFA

Lauri Deason, B.A.

Adam Hall (<http://www.apu.edu/faculty/ahall>), MFA

Susan Isaacs (<http://www.apu.edu/faculty/sisaacs>), MFA

Ryan Izay (<http://www.apu.edu/faculty/rizay>), M.A.

Edward Kim, MFA

Christine Krebsbach, M.A.

James Lincoln (<http://www.apu.edu/faculty/jwlincoln>), M.A.

Philip Lollar (<http://www.apu.edu/faculty/plollar>), MFA

Martina Nagel, MFA

Jared New (<http://www.apu.edu/faculty/jnew>), MFA

Nathan Scoggins, B.A.

Avril Speaks, MFA

Jonathan Vermeer (<http://www.apu.edu/faculty/jvermeer>), MPW

Professionals-in-Residence

Joseph W. Calloway, A.A.

Denise Di Novi, B.A.

Jeremy Howe, B.S.

Animation and Visual Effects Major

59 units

Code	Title	Units
ART 230	Figurative Lab	3
ANIM 111	Digital Methods	2
ANIM 117	Color and Design	3
ANIM 190	Introduction to Animation Principles and Techniques	3
ANIM 192	2D Character Animation	3
ANIM 202	Storyboarding for Animation	3

ANIM 203	Introduction to Computer Animation	3
ANIM 204	Layout Fundamentals [Proposed]	3
ANIM 205	Computer Graphic Character Animation	3
ANIM 207	Action Analysis for Animation	2
ANIM 212	Character Design 1 [Proposed]	3
CINE 274	Story and Character	3
WRIT 220	Writing 2: Film Analysis and Criticism ¹	3
Emphasis: Animation or Visual Effects		22
Total Units		59

Code	Title	Units
Animation Emphasis		
ANIM 305	Visual Development [Proposed]	3
CINE 322	Sound Design	3
ANIM 345	Advanced Story Concepts [Proposed]	3
ANIM 392	2D Character Animation 2 [Proposed]	3
ANIM 395	Animation Film Workshop [Proposed]	3
ANIM 445	Portfolio Review and Preparation [Proposed]	1
CINE 499	Capstone Project in Cinematic Arts (course is taken twice) ²	6
Total Units		22

Code	Title	Units
Visual Effects Emphasis		
ANIM 307	CG Character Animation 2 [Proposed]	3
ANIM 358	Rigging for Animation [Proposed]	3
ANIM 390	CG Production Modeling [Proposed]	3
ANIM 395	Animation Film Workshop [Proposed]	3
ANIM 445	Portfolio Review and Preparation [Proposed]	1
CINE 391	Visual Effects and Compositing	3
CINE 499	Capstone Project in Cinematic Arts ²	3
Total Units		22

¹ Meets the General Education Writing 2 requirement.

² Meets the General Education Integrative and Applied Learning requirement.

Suggested Study Plan: Years 1 and 2

Course	Title	Units
Year I		
Fall		
GE 100	First-Year Seminar	3
MATH 130 or MATH 110 or MATH 115	Introduction to Statistics or College Algebra or Mathematics in Society	3
Fitness for Life		1
ANIM 190	Introduction to Animation Principles and Techniques	3
ART 230	Figurative Lab	3
ANIM 117	Color and Design	3
Units		16
Spring		
WRIT 110	Writing 1: The Art and Craft of Writing	3
ANIM 192	2D Character Animation	3
CINE 274	Story and Character	3

ANIM 111	Digital Methods	2
MIN 108	Christian Life, Faith, and Ministry	3
Elective		3
<hr/>		
	Units	17
Year II		
Fall		
WRIT 220	Writing 2: Film Analysis and Criticism	3
BIOL 101	Introduction to Biology	3
ANIM 202	Storyboarding for Animation	3
ANIM 203	Introduction to Computer Animation	3
ANIM 207	Action Analysis for Animation	2
<hr/>		
	Units	14
Spring		
PSYC 290	Human Growth and Development	3
GE Humanities: Literature		3
ANIM 205	Computer Graphic Character Animation	3
ANIM 212	Character Design 1 [Proposed]	3
ANIM 204	Layout Fundamentals [Proposed]	3
<hr/>		
	Units	15
<hr/>		
	Total Units	62

Suggested Study Plan: Years 3 and 4: Animation

Course	Title	Units
Year III		
Fall		
GE Humanities: History		3
ANIM 305	Visual Development [Proposed]	3
ANIM 392	2D Character Animation 2 [Proposed]	3
UBBL 100	Introduction to Biblical Literature: Exodus/ Deuteronomy	3
COMM 111	Public Communication	3
<hr/>		
	Units	15
Spring		
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
ANIM 345	Advanced Story Concepts [Proposed]	3
ANIM 395	Animation Film Workshop [Proposed]	3
CINE 475	Civic Engagement Through Media	3
<hr/>		
	Units	15
Year IV		
Fall		
GE: Theology		3
CINE 451	World Cinema	3
CINE 499	Capstone Project in Cinematic Arts	3
CINE 322	Sound Design	3
CINE 375	Writing 3: Screenwriting	3
<hr/>		
	Units	15
Spring		
CINE 499	Capstone Project in Cinematic Arts	3
ANIM 445	Portfolio Review and Preparation [Proposed]	1
GE: Upper Division Bible		3
Elective		3

Elective		3
	Units	13
	Total Units	58

Suggested Study Plan: Years 3 and 4: Visual Effects

Course	Title	Units
Year III		
Fall		
GE Humanities: History		3
ANIM 390	CG Production Modeling [Proposed]	3
ANIM 307	CG Character Animation 2 [Proposed]	3
UBBL 100	Introduction to Biblical Literature: Exodus/ Deuteronomy	3
COMM 111	Public Communication	3
	Units	15
Spring		
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
ANIM 358	Rigging for Animation [Proposed]	3
ANIM 395	Animation Film Workshop [Proposed]	3
CINE 475	Civic Engagement Through Media	3
	Units	15
Year IV		
Fall		
GE: Theology		3
CINE 451	World Cinema	3
CINE 499	Capstone Project in Cinematic Arts	3
CINE 375	Writing 3: Screenwriting	3
CINE 391	Visual Effects and Compositing	3
	Units	15
Spring		
CINE 499	Capstone Project in Cinematic Arts	3
ANIM 445	Portfolio Review and Preparation [Proposed]	1
GE: Upper Division Bible		3
Elective		3
Elective		3
	Units	13
	Total Units	58

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story – Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts and productions.
2. Technical Practice – Demonstrate proficiency in the aesthetic, practical, and technical aspects of writing, production, or criticism.
3. Knowledge/Analysis – Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development – Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration – Serve as a member of a creative team in leadership and servanthood roles to meet project goals.
6. Spiritual/Faith – Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

Cinematic Arts Major (B.A.)

47-50 units

Cinematic Arts Major (<https://www.apu.edu/vpa/programs/cinematic-arts-major>) (B.A) (<https://www.apu.edu/vpa/programs/cinematic-arts-major>) offers three concentrations:

Entertainment Executive: This concentration is geared toward those more interested in the business suite rather than the film set. It appeals to those who have an orientation to detail (budgeting, scheduling, and permitting), while at the same time engaging the creative producing processes (packaging stars with stories, collecting capital to produce programming, and following up with domestic and international marketing plans).

Production and Post: This concentration focuses on developing basic skills in film production (writing, directing, and producing), with a greater emphasis on mastery of postproduction (editing and sound). It is designed for students unable to meet the 75-unit/8-semester Bachelor of Fine Arts in Cinematic Arts Production program demands but who are still interested in preparing for a wide range of production careers in the entertainment industry.

Screen Studies: Through in-depth study of film history, theory, and criticism, this concentration explores the function and meaning of cinematic media within its context as a vibrant industry, an agent of cultural change, and a powerful means of reflecting our Creator's image. Equips students interested in careers as scholars, media programmers, archivists, reviewers, festival organizers, and curators.

Requirements

All cinematic arts majors must complete the core requirements as well as the requirements for one of the concentrations.

Code	Title	Units
Core Courses		
CINE 119	Introduction to Directing	3
CINE 200	History of Art and Music for Cinematic Arts	3
CINE 260	Cinema-TV Production I	5
CINE 295	Film and Television Business	3
CINE 361	Production Management	3
WRIT 220	Writing 2: Film Analysis and Criticism ¹	3
Select one of the following:		3
CINE 275	History of Television and Digital Media ²	
CINE 285	History of Film ²	
Select one of the following:		3
CINE 375	Writing 3: Screenwriting ³	
CINE 387	Writing 3: Nonfiction Writing for Visual Media ³	
Select one of the following:		3
CINE 341	Media Criticism and Theory (required in the screen studies concentration; screen studies students must choose a different option here)	
CINE 420	Topics in Cinema and History	
CINE 481	Contemporary Auteurs	
CINE 483	Genre Studies	
CINE 486	Topics in Film Analysis	
CINE 496	Ethics in Cinematic Arts	
Select one of the following:		3
CINE 490	Internship and Career Preparation for Cinematic Arts ⁴	
CINE 499	Capstone Project in Cinematic Arts ⁵	
Concentration		
Select one concentration area below.		18-21
Total Units		47-50

¹ Meets the General Education Writing 2 requirement.

² Meets General Education Humanities: Fine Arts requirement.

³ Meets the General Education Writing 3 requirement.

⁴ May be repeated up to a maximum of 6 units; only 3 units count toward major.

⁵ Meets the General Education Integrative and Applied Learning requirement.

Production and Post Concentration

Code	Title	Units
CINE 280	Writing the Short Screenplay	3
CINE 321	Film and Television Editing	3
CINE 322	Sound Design	3
CINE 335	Cinema-TV Production II	5
Select one of the following:		3
CINE 391	Visual Effects and Compositing	
CINE 422	Advanced Post-Production	
Select one of the following:		3-4
CINE 338	Documentary and Entrepreneurial Production	
CINE 415	Advanced Television Production	
CINE 462	Advanced Cinema Production ¹	
CINE 494	Production Capstone ^{1, 2}	
Total Units		20-21

¹ By permission only.

² Meets the General Education Integrative and Applied Learning requirement.

Entertainment Executive Concentration

Code	Title	Units
CINE 280	Writing the Short Screenplay	3
CINE 362	Entertainment Development	3
CINE 363	Entertainment Financing	3
CINE 364	Entertainment Marketing	3
Select one of the following:		3
CINE 216	Performance and Production (Production Crew)	
CINE 316	Production Development	
CINE 416	Capstone Production Development	
Select one of the following:		3-4
CINE 338	Documentary and Entrepreneurial Production	
CINE 415	Advanced Television Production	
CINE 462	Advanced Cinema Production ¹	
CINE 494	Production Capstone ^{1, 2}	
CINE 499	Capstone Project in Cinematic Arts ²	
Total Units		18-19

¹ By permission only.

² Meets the General Education Integrative and Applied Learning requirement.

Screen Studies Concentration

Code	Title	Units
CINE 341	Media Criticism and Theory (required for concentration; cannot count for core)	3
CINE 351	Film and Social Issues ¹	3
CINE 451	World Cinema ¹	3
Select three of the following not selected to fulfill requirements above:		9
CINE 360	Studies in Popular Culture	
CINE 420	Topics in Cinema and History	
CINE 444	Advanced Film Theory	
CINE 481	Contemporary Auteurs	
CINE 483	Genre Studies	
CINE 486	Topics in Film Analysis	

CINE 495	Special Topics (Film and TV Studies)	
CINE 496	Ethics in Cinematic Arts	
Total Units		18

¹ Meets the General Education Intercultural Competence requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

Cinematic Arts Production Major (BFA)

75 units

The Bachelor of Fine Arts (BFA) in Cinematic Arts Production major (<https://www.apu.edu/cma/vpa/programs/cinematic-arts-production-major-bfa>) is a robust program covering all aspects of film production that prepares graduates for employment in a highly competitive but richly compelling industry. As freshmen, BFA students begin the process of crafting engaging and entertaining stories. In addition to the coveted directing role, students are immersed in writing, production management, cinematography, editing, and sound design, as well as designing and building sets and props. As students progress through this program, they engage in increasingly complex productions and learn to collaborate in several specialty areas. At the junior and senior levels, students assume department head roles on larger-budget films that annually screen at spring semester's end to full houses in our Hollywood Premiere Night.

Code	Title	Units
Required Courses		
CINE 119	Introduction to Directing	3
CINE 200	History of Art and Music for Cinematic Arts	3
CINE 260	Cinema-TV Production I	5
CINE 280	Writing the Short Screenplay	3
CINE 295	Film and Television Business	3
CINE 317	Cinematic Design	3
CINE 335	Cinema-TV Production II	5
CINE 361	Production Management	3
CINE 475	Civic Engagement Through Media ¹	3
CINE 490	Internship and Career Preparation for Cinematic Arts	3
CINE 494	Production Capstone ^{2,3}	3
CINE 496	Ethics in Cinematic Arts	3
WRIT 220	Writing 2: Film Analysis and Criticism ⁴	3
Select one of the following:		3
ENGL 311	Film and Literature ⁵	
THEO 303	Theology and the Christian Life (Faith and the Arts) ⁶	
Select one of the following:		3
CINE 275	History of Television and Digital Media ⁷	
CINE 285	History of Film ⁷	
Select one of the following:		3
CINE 351	Film and Social Issues ⁸	
CINE 451	World Cinema ⁸	
Select one of the following:		3
CINE 375	Writing 3: Screenwriting ⁹	
CINE 387	Writing 3: Nonfiction Writing for Visual Media ⁹	

Select one of the following:		3
CINE 420	Topics in Cinema and History	
CINE 481	Contemporary Auteurs	
CINE 483	Genre Studies	
CINE 486	Topics in Film Analysis	
Select four of the following:		12
CINE 316	Production Development	
CINE 319	Directing for the Camera	
CINE 320	Cinematography	
CINE 321	Film and Television Editing	
CINE 322	Sound Design	
CINE 323	Production Design	
CINE 338	Documentary and Entrepreneurial Production	
CINE 362	Entertainment Development	
CINE 363	Entertainment Financing	
CINE 364	Entertainment Marketing	
CINE 391	Visual Effects and Compositing	
CINE 416	Capstone Production Development	
CINE 422	Advanced Post-Production	
CINE 495	Special Topics (Production)	
Select one of the following:		5
CINE 415	Advanced Television Production	
CINE 462	Advanced Cinema Production	

Total Units		75
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- 1 Meets the General Education Civic Knowledge and Engagement requirement.
- 2 May be repeated up to a maximum of 6 units, but only 3 units count toward the major.
- 3 Meets the General Education Integrative and Applied Learning requirement.
- 4 Meets the General Education Writing 2 requirement.
- 5 Meets the General Education Humanities: Literature requirement.
- 6 Meets the General Education Theology requirement.
- 7 Meets the General Education Humanities: Fine Arts requirement.
- 8 Meets the General Education Intercultural Competence requirement.
- 9 Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

Games and Interactive Media Major

53 units

Code	Title	Units
DSGN 115	Using Digital Media in a Visual World ¹	3
GAME 110	Game Studies Seminar	3
GAME 115	Game Development Studio I	3

GAME 120	Game Art Design	3
GAME 130	Game Theory and Mechanics	3
CS 120	Introduction to Computer Science I	4
CINE 200	History of Art and Music for Cinematic Arts	3
GAME 210	Narrative Design for Games	2
GAME 215	Level and Environmental Design for Games	3
GAME 220	Sound Design for Games	2
GAME 230	Game Development Studio II [Proposed]	3
GAME 310	Game Prototype Studio	3
GAME 315	Advanced Game Studio Apprenticeship	4
GAME 320	UX and UI Design for Games [Proposed]	2
GAME 330	Game Development Studio III [Proposed]	3
GAME 475	Civic Engagement Through Games	3
GAME 494	Advanced Game Studio	6
Total Units		53

¹ Meets the General Education Humanities: Fine Arts requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate broad understanding of game design and development, focusing on game theory and mechanics, level and environmental design, immersion, game user experience.
2. Apply critical principles and skills pertinent to Games and Interactive Media duties in their employment and professional practice.
3. Work in diverse global contexts and apply universally respectful and globally centric practices pertinent to Games and Interactive Media duties in international and domestic contexts.
4. Demonstrate understanding of contemporary research questions, results, and areas of application relating to the design and development of computer games.

Games and Interactive Media Minor

22 units

Code	Title	Units
DSGN 115	Using Digital Media in a Visual World ¹	3
GAME 110	Game Studies Seminar	3
GAME 115	Game Development Studio I	3
GAME 120	Game Art Design	3
GAME 130	Game Theory and Mechanics	3
GAME 210	Narrative Design for Games	2
GAME 215	Level and Environmental Design for Games	3
GAME 320	UX and UI Design for Games [Proposed]	2
Total Units		22

¹ Meets the General Education Humanities: Fine Arts requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conceptualize and design specific gameplay experiences with an understanding of the principles of design and user response.
2. Demonstrate proficiency in the planning, documentation, and creation of game levels.
3. Demonstrate an ethical, professional, and cultural understanding of game design, and a readiness to work in the global market.
4. Display an understanding of the principles and technologies involved in designing for games.

Screen Studies Minor

24 units

Code	Title	Units
CINE 101	Christianity and the Creative Process ¹	3
WRIT 220	Writing 2: Film Analysis and Criticism ²	3
CINE 275	History of Television and Digital Media ¹	3
CINE 285	History of Film ¹	3
CINE 341	Media Criticism and Theory	3
Select three of the following:		9
CINE 351	Film and Social Issues ³	
CINE 360	Studies in Popular Culture	
CINE 420	Topics in Cinema and History	
CINE 444	Advanced Film Theory	
CINE 481	Contemporary Auteurs	
CINE 483	Genre Studies	
CINE 486	Topics in Film Analysis	

Total Units

24

- ¹ Meets the General Education Humanities: Fine Arts requirement.
² Meets the General Education Writing 2 requirement.
³ Meets the General Education Intercultural Competence requirement.

Screenwriting Major (B.A.)

47 units

Students with a passion for storytelling embrace Screenwriting Major (<https://www.apu.edu/vpa/programs/screenwriting-major-bfa>), which equips them to write for mainstream Hollywood films and television series. After learning the basics of production, students dive into an intensive sequence of courses that takes them from Aristotelian principles of story through the structural elements found in the hero's journey and Snyder's beats. The program culminates in writing original screenplays or pilots that are often pitched to be produced as student films by APU's nationally recognized, award-winning production teams.

Code	Title	Units
CINE 101	Christianity and the Creative Process ¹	3
CINE 119	Introduction to Directing	3
CINE 260	Cinema-TV Production I	5
CINE 274	Story and Character	3
CINE 280	Writing the Short Screenplay	3
CINE 295	Film and Television Business	3
CINE 375	Writing 3: Screenwriting ²	3
CINE 385	Intermediate Screenwriting	3
CINE 485	Advanced Screenwriting	3
CINE 496	Ethics in Cinematic Arts	3
CINE 499	Capstone Project in Cinematic Arts ³	3
Select one of the following:		3
CINE 275	History of Television and Digital Media ¹	
CINE 285	History of Film ¹	
Select two of the following:		6
CINE 388	Sketch Comedy for the Writer/Performer	
CINE 487	Television Writing: Episodic Drama	
CINE 488	Television Writing: Situation Comedy	
Select one of the following:		3

CINE 420	Topics in Cinema and History
CINE 481	Contemporary Auteurs
CINE 483	Genre Studies
CINE 486	Topics in Film Analysis

Total Units 47

- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 **Meets the General Education Writing 3 requirement.**
- 3 **Meets the General Education Integrative and Applied Learning requirement.**

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

Screenwriting Minor

18 units

Code	Title	Units
CINE 274	Story and Character	3
CINE 280	Writing the Short Screenplay	3
CINE 375	Writing 3: Screenwriting ¹	3
CINE 385	Intermediate Screenwriting	3
Select one of the following:		3
CINE 275	History of Television and Digital Media ²	
CINE 285	History of Film ²	
Select one of the following:		3
CINE 388	Sketch Comedy for the Writer/Performer	
CINE 487	Television Writing: Episodic Drama	
CINE 488	Television Writing: Situation Comedy	

Total Units 18

- 1 Meets the General Education Writing 3 requirement.
- 2 Meets the General Education Humanities: Fine Arts requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

Department of Communication Studies

Mission

The Department of Communication Studies (<http://www.apu.edu/clas/communication>) develops creators, connectors, and change makers in a spiritually and intellectually transformative learning community rooted in Truth.

Department Overview

The Department of Communication Studies offers three distinct Bachelor of Arts degrees: communication studies, journalism, and public relations.

The communication studies major (p. 433) offers an in-depth study of communication in various contexts, including but not limited to courses in rhetoric, argumentation, interpersonal communication, small-group communication, organizational communication, conflict management, intercultural communication, and family communication.

The journalism major (p. 435) offers an in-depth study of journalism, cultivating practical experience in writing, reporting, editing, and publication production and management. Three concentrations are offered: News and Storytelling, Media Studies, and Sports Journalism.

The public relations major (p. 437) offers an in-depth study of the principles and practices of effective public relations across corporate and not-for-profit organizations, including the entertainment and sports industries.

The department also offers minors in communication studies (p. 439), journalism (p. 439), and public relations (p. 440).

Department GPA Requirements

Any student participating in Department of Communication Studies cocurricular activities, forensics, or media production must maintain a 2.5 cumulative grade-point average.

Majors in:

- Communication Studies (p. 433)
- Journalism (p. 435)
- Public Relations (p. 437)

Minors in:

- Communication Studies (p. 439)
- Journalism (p. 439)
- Public Relations (p. 440)

COMM 111, Public Communication, 3 Units

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education Requirement: Oral Communication.*

COMM 116, Intercollegiate Forensics, 1-3 Units

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 three count toward the major.

COMM 200, Introduction to Mass Communication, 3 Units

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

COMM 201, Introduction to Communication Studies, 3 Units

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 Units

This course introduces students to human communication theories, traditions, philosophical assumptions, and applications. It also examines basic theories of interpersonal, intrapersonal, small group, nonverbal, and intercultural communication.

COMM 211, Professional Communication, 3 Units

Improves students' professional communication skills and develops an understanding of vocational calling necessary to establish a professional identity. The course provides the structural skills necessary to deliver effective professional presentations using innovative technologies in a variety of contexts.

Prerequisite: COMM 111

COMM 230, Small Group Communication, 3 Units

Provides the student with both a theoretical and an active acquaintance with group participation and leadership. It examines the antecedents, processes, and outcomes of group communication, including group development, leadership emergence, norms and roles, performance, cohesion, conflict, and decision making.

Prerequisite: COMM 201

COMM 260, Intercultural Communication, 3 Units

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 salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the General Education Requirement: Intercultural Competence.*

COMM 300, Research Methods in Communication, 3 Units

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.

Prerequisite: COMM 203

COMM 302, Rhetorical Theory, 3 Units

Provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Emphasis is on forms of critical and theoretical analysis of human discourse in modern society.

Prerequisite: COMM 201

COMM 305, Writing 3: Writing for Communication, 3 Units

This course prepares students to participate in the discourse community of communication studies. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter an academic field or profession. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries' standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for advanced study, strategic communication, media, businesses, online platforms, and professional contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

COMM 315, Intercollegiate Forensics, 1-3 Units

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.

COMM 325, Gender Communication, 3 Units

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.

COMM 335, Leadership Communication, 3 Units

This course provides students with opportunities to understand theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics including leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership, and leadership development are examined.

Prerequisite: Jr/Sr Standing

COMM 340, Argumentation and Advocacy, 3 Units

Students in this course analyze argumentation techniques used in formal and informal settings. Course material focuses on understanding and defining argument, and discovering argument in the personal community, the social community, and nontraditional places.

Prerequisite: COMM 203

COMM 341, Media Criticism and Theory, 3 Units

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.

COMM 345, Nonverbal Communication, 3 Units

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.

COMM 360, Studies in Popular Culture, 3 Units

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 420, Conflict Management, 3 Units

This course examines the process of communication to create, manage, and resolve conflict situations, and analyzes conflict on intrapersonal, interpersonal, group, and organizational levels.

Prerequisite: Junior or Senior Standing

COMM 425, Interpersonal Communication Processes, 3 Units

This course offers an in-depth analysis of dyadic interaction, highlighting initial and developing relational sequences. Topics such as self-disclosure, intimacy, trust, and interpersonal influence are discussed, as well as current developments in interpersonal communication theory and research.

Prerequisite: Junior or Senior Standing

COMM 430, Organizational Communication, 3 Units

Examines the nature and process of communication in and constitutive of modern organizations. Explores the pragmatic implications of organizational communication theories as they relate to understanding, shaping, and participating in organizations.

Prerequisite: COMM 300 and Junior or Senior standing

COMM 435, Family Communication, 3 Units

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, with emphasis on current development in family communication theory and research.

Prerequisite: Jr/Sr Standing

COMM 440, Persuasion and Attitude Change, 3 Units

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.

Prerequisite: Junior or Senior Standing

COMM 490, Communication Internship, 1-3 Units

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. *Enrollment in this class also fulfills the General Education Integrative and Applied Learning requirement as long as students complete a total of 120 internship hours. Units may be spread out over different internship placements in different semesters in the following increments: one (1) unit requires 40 hours, two (2) units require 80 hours, and three (3) units require 120 hours. Students choosing to earn units at more than one internship site will be required to complete additional paperwork for each placement. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Junior or Senior Standing

COMM 491, Classroom Practicum, 1-3 Units

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.

COMM 495, Special Topics, 3 Units

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

Prerequisite: Junior or Senior Standing

COMM 496, Senior Seminar: Ethics in Human Communication, 3 Units

This seminar in ethics and communication helps students understand the ethical dilemmas facing 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 the ethical implications involved in each of these communication functions.

Prerequisite: COMM 300 or JOUR 335

COMM 497, Readings, 1-4 Units

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, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

COMM 499, Thesis/Project, 1-4 Units

This is a senior-level, "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and Junior or Senior standing

COMM 500, Strategic Communication Theory and Practice, 3 Units

This course examines the history, theory, research, trends, tools, and practices of strategic communication, with special attention given to the use and influence of social and digital media. Students analyze realistic case studies as the applied understanding of how they design and execute strategic communication plans, and explore the role of strategic communication in business, government, not-for-profit organizations, and agencies.

Prerequisite: Acceptance into the Master of Arts in Strategic Communication program.

COMM 502, Writing and Media Content Development, 3 Units

This course examines the foundational and essential tools of writing across multimedia platforms, emphasizing effective content development and precision in writing strategically. The course encompasses principles and applications for branding, advertising, integrated marketing communication, public relations, and crisis communication, and the technologies for producing and disseminating effective content and engaging key publics. Students are required to master writing strategy, design fundamentals, typology, research, terminology, production techniques, pitching, digital platform development, and portfolio construction for actual clients and/or community partners.

Prerequisite: Acceptance into the Master of Arts in Strategic Communication program.

COMM 503, Research Methods and Analytics [Proposed], 3 Units

This course examines how professionals utilize research and data. Student will gather, review, analyze, explain and apply the methods and practices of popular and academic research in order to effectively achieve organizational goals and build relationships with publics. The course will also focus on the understanding and use of social and digital media data analytics.

COMM 504, Business and Organizational Fundamentals for Strategic Communication [Proposed], 3 Units

This course will explore the fundamentals of business functions in organizations of all sizes. Students will learn how to effectively integrate basic knowledge of finance, marketing, management, human relations, professional development, and strategic communication in the real-world business environments.

COMM 505, Ethical, Legal and Social Responsibility in Strategic Communication [Proposed], 3 Units

This course will allow students to better understand the presuppositional thinking and faith-based foundations that will guide their motivations and actions related to legal and ethical principles in the profession of strategic communication. Additionally, students will explore the role of Corporate Social Responsibility and Diversity in various types of organizations in a growing global marketplace.

COMM 506, Crisis, Risk and Reputation Management [Proposed], 3 Units

Issue management in strategic communication involves scanning the public environment, policy advocacy, media relations, local and global mobilization, coalition management, and organizational reputation maintenance. Consequently, students in this course will analyze case-studies, interact with multiple interpretations and thus equip themselves with practical skills need to shape and guide public opinion and advance organizational mission.

COMM 510, Communication Platforms (Social Media +) [Proposed], 3 Units

Course explores the sector of digital media platforms and the online marketplace with a focus on audience usability, content creation and placement, and models for social and commercial impact.

COMM 511, Transmedia Storytelling [Proposed], 3 Units

This course will help students develop the skills and techniques of creating and disseminating single stories across multiple platforms and formats using digital technologies.

COMM 512, Multi-Platform Video Integration [Proposed], 3 Units

This course examines the rapidly changing integration of video in multiple media platforms. Students will learn hands-on content creation and management with a variety of tools for a variety of medium for effective strategic communication impact.

COMM 513, Multi-Media Branding [Proposed], 3 Units

This course will explore the development of organizational identity in terms of standard work products like logos and web pages to the use of search engine optimization, institutional ethos, and aligned verbal and visual brand management.

COMM 520, Conflict Management and Resolution [Proposed], 3 Units

This course will require students to examine the process of communication and the conflict that often arises both at the interpersonal and organizational level. The skills learned in this class will be effective in managing the strategic communication team as well as client relationships.

COMM 590, Internship or Practicum [Proposed], 3 Units

This course provides an opportunity for directed experiences in applying the principles and skills of strategic communication theory while performing specific tasks in a job-related field with an organization. Internships are arranged individually with approval of the department advisor. The internship will be taken for three units which will involve 120 hours of on-site work, related assignments and submission of work product and deliverables that serve the client organization. (This is an option for those students not currently in the strategic communication field).

COMM 596, Strategic Communication Capstone Project, 3 Units

This course enables students to complete the M.A. in Strategic Communication program, and is reserved for students in the program. Capstone students must complete the requisite number of on-site hours and are regularly evaluated by the program director and site supervisor. Projects are presented at a symposium for faculty, industry professionals, and students.

Prerequisite: COMM 500, COMM 502, COMM 503, COMM 505, COMM 506

COMM 599, Readings in Communication, 1-3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

JOUR 101, Journalism Skills, 1 Unit

This weeklong intensive workshop allows students to learn skills essential to basic journalistic news writing and reporting in a variety of media, with particular focus on print, broadcast and online venues.

JOUR 119, Converged Journalism Workshop: Introduction, 1 Unit

Students in this workshop develop a basic skill set and best practices as journalists in a convergent news environment, where they work collaboratively and individually with various tools to produce and create content for all four student media outlets.

JOUR 210, News Writing and Reporting, 3 Units

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 Units

Explores history, philosophy, and contemporary social issues through intensive reading such as race and gender, as they serve to help students understand the roles journalism can play in a democratic society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

JOUR 230, Digital News Gathering, 3 Units

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.

JOUR 261, Audio Broadcasting, 3 Units

This course is designed to teach students the basics of audio broadcasting for radio, podcasts, and the internet, including writing for audio broadcasting ("writing to read"), basic audio recording interviewing techniques, voice performance, microphone theory and practice, audio recording theory and practice, audio postproduction theory and practice, and incorporating Christian faith and practice in audio art and journalism. Students learn about and use current digital audio recording devices and production programs to record and produce their projects.

Prerequisite: JOUR 230

JOUR 300, Editing, 3 Units

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 consent

JOUR 305, Media Law and Ethics, 3 Units

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.

Prerequisite: COMM 200 or JOUR 210

JOUR 315, Multimedia Publishing and Design, 3 Units

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 319, Converged Journalism Workshop: Intermediate, 1 Unit

This workshop is designed to expand an intermediate skill set and continue to develop best practices as a journalist in a convergent news environment, where students work collaboratively and individually with various tools to produce and create content for all four student media outlets.

Prerequisite: JOUR 119, JOUR 210, and JOUR 230

JOUR 325, Newspaper Workshop, 1 Unit

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 consent

JOUR 326, Magazine Workshop, 1 Unit

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 Unit

Students achieve proficiency in selection, writing, and broadcasting of newscasts using Associate Press newswire and the AP Broadcasting Manual.

Prerequisite: JOUR 210

JOUR 328, Television Workshop, 1 Unit

Focuses on developing basic technical competencies in television news production. Students create a weekly news program called Capture and work in a variety of capacities to create content.

Prerequisite: JOUR 230

JOUR 335, Journalism Research Methods, 3 Units

This course allows students to explore the research process, examining how research is planned and designed for journalism and media studies. It introduces students to quantitative and qualitative methods, with an emphasis on the qualitative nature of media research. The course also explores how research data is used in journalistic storytelling, and prepares students to do that.

Prerequisite: JOUR 210

JOUR 340, Sports Writing and Broadcasting, 3 Units

In this course, students master the skills needed to be sports writers and broadcasters, focusing on article writing skills specific to sports media, including vocabulary and structure. Students are also equipped for conducting play by play of sports contests and creating sports story packages for TV. Additionally, the course provides a general overview of the structure of sports journalism in the United States.

Prerequisite: JOUR 210

JOUR 345, Sports Communication and Public Relations, 3 Units

This course introduces examples of real-world functions and strategies of sports communications and public relations as it relates to delivering information from a sports organization through media. Students develop an understanding of the role of public relations in professional and college sports, including best practices in communicating with media to reach a target audience. Students learn the various aspects of event management, including the compilation and dissemination of information and statistics through publications, press conferences, and storytelling. Students also compare and contrast communication strategies and the organizational structures of professional and college sports organizations that guide them, and learn how to capitalize on PR opportunities and handle a PR crisis.

JOUR 376, Television Journalism, 3 Units

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 230

JOUR 410, Global Journalism and Media Systems, 3 Units

This course combines practical journalistic skills in reporting world events with critical discourse on global media systems. In an increasingly globalized world, journalism and media studies students need knowledge of the forces driving world news and world events, understanding of how media function across cultures, and the ability to accurately gather and present foreign news. In this course, students examine the ethos of international newsgathering and reporting; identify the opportunities, challenges, and constraints media function under across cultures; compare media systems and philosophies; analyze differences in media professionalism; and cultivate competencies needed to help connect the world through effective reporting, analysis, and interpretation of international events.

Prerequisite: JOUR 210

JOUR 415, Communicating Sports History and Economics, 3 Units

This course gives student an in-depth look at the history of sports in America as well as the economic structure that supports it, enabling them to effectively communicate the key issues that make up the professional and amateur sports we see in the media. Special attention is given to Major League Baseball, the National Football League, and the National Collegiate Athletic Association, which directly affect college competition.

Prerequisite: JOUR 210

JOUR 419, Converged Journalism Workshop: Advanced, 1 Unit

Students in this workshop progress to an advanced skill level and solidify best practices as journalists in a convergent news environment, where they work collaboratively and individually with various tools to produce and create content for all four student media outlets. Course can be repeated for a total of 3 units.

Prerequisite: JOUR 319

JOUR 420, Entertainment, Religion, and Specialty Beat Reporting, 3 Units

Azusa Pacific University sits in the Greater Los Angeles area, one of the world's largest media markets. This course provides an understanding of the entertainment and religious media industries as well as other specialty beat reporting by focusing on reporting and writing techniques that will prepare students to thrive in such specialty areas overall as news beats. Students in this course analyze real cases of writing and journalistic reporting, as well as engage in producing their own professional samples. This course also covers religion and media, and provides students with a unique Christian worldview that will enable them to understand and report on these issues.

Prerequisite: JOUR 210 and JOUR 230

JOUR 425, Opinion and Editorial Writing, 3 Units

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 Units

This course examines reporting on public institutions and programs that affect and impact the market area of the media organization. Topics covered include local, state, and national government; schools; tax-supported organizations; the military; and the programs affiliated with these institutions.

Prerequisite: JOUR 300

JOUR 435, Media Entrepreneurship and Economics, 3 Units

This course focuses on examining how innovation shapes the future of media, and teaches ways to create news, information, and other media enterprises to succeed in the Digital Revolution. The course also examines the impact of digital technologies on media in terms of production and consumption. Business and distribution models in media are surveyed, and students learn the fundamentals of formulating a media business, including writing a business plan.

Prerequisite: JOUR 210 AND JOUR 230

JOUR 440, Religion and the Media, 3 Units

This seminar in religion and media examines the role of faith in public life and culture. Included in the course is an examination of media that routinely deal with faith and values.

Prerequisite: JOUR 210

JOUR 445, Media Theory and Applications, 3 Units

This course examines theories of communication media from micro, cognitive-behavioral to macro, sociological and ecological approaches. It looks at evolutions in media theory and their applications in media research and practice. It analyzes theories of the media from both historical chronological and spatial systemic dimensions. It critiques the assumptions and foundations of key media theories, enables students identify real world applications of, and use the theories in conducting media research. The course will cover established and emerging media theories in light of changing the continuously evolving mediascape. Participants in this course will gain critical media literacy and analytical skills.

Prerequisite: COMM 200

JOUR 460, Advanced Public Relations, 3 Units

Requires students to apply 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 real clients with real issues.

Prerequisite: JOUR 250

JOUR 495, Special Topics, 3 Units

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

Prerequisite: JOUR 210

PUBR 250, Introduction to Public Relations, 3 Units

Applies communication principles and theories 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.

PUBR 315, Public Relations and Social Media, 3 Units

Public Relations and Social Media aims to explore the use of Public Relations strategies and techniques applied to social media platforms. Students will examine the different tools and techniques available for organizations to communicate with their different publics through the use of new technologies. Students in this course will learn through a hands-on approach to case studies and social media campaigns, as well as a detailed study of social media platforms, trends and communication theories applied to this new form of communication. A crucial element of the course is the design, development and implementation of a social media consultancy project for a non-profit.

PUBR 325, Public Relations Agency, 1 Unit

This workshop is aimed at providing students with a realistic approach to a daily life of a public relations practitioner. Structured as a workshop, students will experience a working environment that will prepare them for the professional world. This course will replicate the structure and organization of a public relations agency, where students will create a work environment producing public relations materials for a variety of clients. A key component of the course is the development of a portfolio of work samples.

Prerequisite: PUBR 250

PUBR 330, Writing 3: Public Relations Strategies and Techniques, 3 Units

This course helps students develop skills in writing and creative strategy in the public relations profession, with special attention given to news and persuasive writing in print, broadcast, digital, and social media platforms; key message construction; and writing for internal and external audiences. Course content also addresses professional standards, ethical issues, and critical thinking as part of the public relations writing process. Each student produces a personal portfolio of writing samples of public relations products, such as news releases, op-eds, media kits, interviews, scripted interviews, fact sheets, and online materials. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: PUBR 250 and Writing 2

PUBR 400, Public Relations Management, 3 Units

This course covers advanced application of strategic public relations creative and management functions in organizations through the design, creation, development, and implementation of public relations campaigns for a variety of purposes (e.g., internal communication, media relations, crisis communication, social media, diversity, social corporate responsibility). A key component of the course is planning and implementing a public relations campaign for a local organization. Students also examine specific public relations contexts and analyze case studies that exemplify how organizations successfully apply communication to take advantage of public relations opportunities and solve public relations problems.

Prerequisite: PUBR 330

PUBR 420, Public Relations, Non-profits and Social Causes + Lab, 3 Units

Course instruction covers wide-ranging study and application for working and flourishing in communications for the non-profit sector. Learning skills need to prepare for this unique field include language nuance, effective story-telling, strategic networking, as well as an understanding of the similarities and differences existing between communication approaches used in the for-profit, government, and non-profit sectors. This course will also cover the particularities of faith-based non-profits.

PUBR 440, Public Relations and Entertainment + Lab, 3 Units

We live in one of the world's largest media markets. This course will explore the entertainment industry and the public relations strategies and practices in the field. Students will learn about the structure of the entertainment industry, distribution channels, media relations and so forth. This course offers a very practical, hands-on workshop where an active professional offers students a series of case studies and challenges to be worked, discussed and solved in the classroom. Students will be exposed to the real life scenarios and will create a number of pieces for their professional portfolio.

Prerequisite: Junior or Senior Standing

PUBR 450, Public Relations International Experience, 3 Units

This course aims to explore the nature of international communication in a practical manner. This course will study the practice of social media, paying special attention to the creative process and industry trends. The course will be structured in two distinct parts, pre and post traveling. Before traveling, students will study the history, culture and socioeconomic context in order to be prepared for the places to be visited. Once abroad, we will meet with different communication agencies, social media startups and public relations professionals who will share their expertise on the topic. The practical outcome of the course will be the production of a video diary of the trip, where students will share their thoughts, reflections and lessons learned using one of the concepts previously discussed as the guideline for the visual narrative.

Prerequisite: Junior or Senior Standing

PUBR 495, Special Topics in Public Relations: Crisis Communication, 3 Units

This course studies the nature and origin of crisis and how organizations respond to them. Exploring in depth the connections between organizations, media and publics, this course reviews the industry's best practice and the theoretical framework for crisis management. Relying heavily on recent and relevant case studies, students will discover the diverse strategies and techniques and tools used by organizations when faced with crisis situations. As a practical outcome of the course, students will design and develop a full-scale crisis communication plan for an organization.

Prerequisite: Junior or Senior Standing

PUBR 496, Public Relations Capstone, 3 Units

This is a senior-level, "capstone" course structured in two distinct parts. The first half of the course discusses and explores the ethical issues that public relations practitioners will deal in their everyday life. Using the Public Relations Society of America's Code of Ethics, students will explore the ethical dimensions of the practice of public relations, and its intersection with a Christian worldview. The second half of the course covers more applied topics of professional readiness for students. As seniors prepare to enter the professional practice, this course will cover professional related topics such as vocation, resume preparation, industry knowledge, and portfolio preparation.

Prerequisite: Junior or Senior Standing

Faculty

Department Chair and Professor

Christopher Leland (<http://www.apu.edu/faculty/cleland>), Ph.D., Communication Studies

Professors

Denise Ferguson (<http://www.apu.edu/faculty/dferguson>), Ph.D., APR, Public Affairs and Issues Management, Public Relations

Bala Musa (<http://www.apu.edu/faculty/bmusa>), Ph.D., Communication Studies/Journalism

Associate Professors

Starla Anderson (<http://www.apu.edu/faculty/sranderson>), M.A., JD, Communication Studies/Journalism

Mia Anderson, Ph.D., Communication Studies, Graduate Program Director

Marcia Berry (<http://www.apu.edu/faculty/mberry>), Ph.D., Communication Studies

Courtney Davis (<http://www.apu.edu/faculty/cwdavis>), Ph.D., Communication Studies

Ismael Lopez Medel (<http://www.apu.edu/faculty/ilopezmedel>), Ph.D., Public Relations

Ryan Montague (<http://www.apu.edu/faculty/rmontague>), Ph.D., Communication Studies

Assistant Professor

Kent Walls (<http://www.apu.edu/faculty/rwalls>), M.A., Journalism

Visiting Professor

W. Jim Willis (<http://www.apu.edu/faculty/jwillis>), Ph.D., Journalism

Affiliated Faculty

Pamela Fisher (<http://www.apu.edu/faculty/pfisher>), M.A., Journalism

Adam Lipson (<http://www.apu.edu/faculty/alipson>), M.A.

Allison Oster (<http://www.apu.edu/faculty/aoster>), M.A.

David Peck (<http://www.apu.edu/faculty/dpeck>), Ph.D.

Joe Reinsch, M.A.

Adjunct Faculty

Jeff Carter, M.Div.

Laci Corzo, M.Div.

Fernanda De La O (<http://www.apu.edu/faculty/fdelao>), M.S.

Jeremiah Kitchel (<http://www.apu.edu/faculty/jkitchel>), M.A.

Isaiah Granados (<http://www.apu.edu/faculty/igranados>), M.A.

Phillip Lollar (<http://www.apu.edu/faculty/plollar>), MFA

R. Neal Montgomery, M.Div.

Don Murray (<http://www.apu.edu/faculty/dmurray>), D.Min.

Jeffrey Neu, M.A.

John Pate (<http://www.apu.edu/faculty/jpate>), M.A.

Brian Paulin, M.A.

Marion Pyle (<http://www.apu.edu/faculty/mpyle>), M.A.

Faculty Emeriti

David C. Bicker (<http://www.apu.edu/faculty/dbicker>), Ph.D., Communication Studies

Ray McCormick (<http://www.apu.edu/faculty/rmccormick>), Ph.D., Communication Studies

W. Jim Willis (<http://www.apu.edu/faculty/jwillis>), Ph.D., Journalism

Communication Studies Major

51 units

The communication studies major (<http://www.apu.edu/clas/programs/communication-major>) offers an in-depth study of communication in various contexts, including but not limited to rhetoric, argumentation, interpersonal communication, small group communication, organizational communication, conflict management, intercultural communication, and family communication.

Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Communication studies graduates often work as:

- Communication training and development specialists
- Strategic communication (including social media) specialists
- Public relations and public affairs staff
- Human resource officers
- Corporate or personal event planners
- Customer relations managers
- Sales representatives
- Higher education administrators
- Corporate managers
- Ministry leaders in churches or nonprofits
- Marriage and family counselors
- High school guidance counselors
- Entrepreneurs

Requirements

51 units

To graduate, communication studies major students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Code	Title	Units
Lower-division Core Requirements		
COMM 111	Public Communication ¹	3
COMM 201	Introduction to Communication Studies	3
COMM 203	Communication Theory	3
COMM 211	Professional Communication	3
COMM 230	Small Group Communication	3
COMM 260	Intercultural Communication ²	3
Upper-division Core Requirements		
COMM 300	Research Methods in Communication	3
COMM 302	Rhetorical Theory	3
COMM 305	Writing 3: Writing for Communication ³	3
COMM 420	Conflict Management	3
COMM 425	Interpersonal Communication Processes	3
COMM 430	Organizational Communication	3
COMM 490	Communication Internship ⁴	3
COMM 496	Senior Seminar: Ethics in Human Communication	3
Electives		
Take 9 units from the following:		9
COMM 315	Intercollegiate Forensics	
COMM 325	Gender Communication	
COMM 335	Leadership Communication	
COMM 340	Argumentation and Advocacy	
COMM 345	Nonverbal Communication	
COMM 435	Family Communication	
COMM 440	Persuasion and Attitude Change	
COMM 495	Special Topics	
COMM 498	Directed Research	
Total Units		51

¹ Meets the General Education Oral Communication requirement.

² Meets the General Education Intercultural Competence requirement.

³ Meets the General Education Writing 3 requirement.

⁴ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how communication creates, sustains, manages, and changes persons, groups, organizations, and society, and use that knowledge in an ethical manner.
2. Articulate how their faith informs the study, evaluation, and practice of communication, and exemplify Christian values that affirm people's inherent worth as they put principles into action.
3. Identify their communication tendencies, strengths, and weaknesses.
4. Express ideas clearly and accurately through oral and written communication using various media in academic and practitioner contexts.
5. Utilize quantitative and qualitative research tools to explore communication worlds.
6. Ethically apply communication theories and skills to various communicative situations (e.g., developing healthy, supportive relationships; participating in and leading teams; solving problems and making decisions; managing conflict; presenting strategic messages; cultivating healthy

organizations; interacting with diverse populations; executing change strategies; and promoting the intellectual, spiritual, and emotional growth of those with whom they live and work).

7. Identify a vocational direction where one's communication skills can be utilized to make a positive difference.

Journalism Major

51 units

The journalism major (<https://www.apu.edu/clas/programs/journalism-major>) offers an in-depth study of journalism, cultivating practical experience in writing, reporting, editing, and publication production and management. Three concentrations are offered:

- News and Storytelling
- Media Studies
- Sports Journalism

Each concentration carries additional Program Learning Outcomes specific to its focus; see the Program Learning Outcomes tab above.

Career Opportunities

To prepare for their career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Journalism graduates often work as:

- News bloggers/columnists
- Freelance writers
- Foreign news correspondents
- TV news anchors
- Print/digital reporters
- Investigative journalists
- Copy editors
- Managing editors
- News analysts
- Media relations specialists
- Copywriters
- Videographers
- Sports reporters/anchors
- Podcast/radio show hosts

Program Requirements

To graduate, journalism major students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Code	Title	Units
Lower-division Core Requirements		
COMM 111	Public Communication ¹	3
COMM 200	Introduction to Mass Communication	3
JOUR 210	News Writing and Reporting	3
JOUR 220	Press Theory and Democracy ²	3
JOUR 230	Digital News Gathering	3
Upper-division Core Requirements		
JOUR 300	Editing	3
COMM 305	Writing 3: Writing for Communication ³	3
JOUR 305	Media Law and Ethics	3
JOUR 335	Journalism Research Methods	3
JOUR 435	Media Entrepreneurship and Economics	3
COMM 490	Communication Internship ⁴	3
Area of Concentration		18

Select one of the concentrations below

Total Units	51
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- 1 Meets the General Education Oral Communication requirement.
- 2 Meets the General Education Civic Knowledge and Engagement requirement.
- 3 Meets the General Education Writing 3 requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.

Areas of Concentration

News and Storytelling

Code	Title	Units
JOUR 119	Converged Journalism Workshop: Introduction	1
JOUR 315	Multimedia Publishing and Design	3
JOUR 319	Converged Journalism Workshop: Intermediate	1
JOUR 419	Converged Journalism Workshop: Advanced	1
JOUR 430	Public Affairs Reporting	3
Select three courses from the following:		9
PUBR 250	Introduction to Public Relations	
JOUR 261	Audio Broadcasting	
JOUR 376	Television Journalism	
JOUR 410	Global Journalism and Media Systems	
JOUR 420	Entertainment, Religion, and Specialty Beat Reporting	
JOUR 495	Special Topics	

Total Units	18
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Media Studies

Code	Title	Units
JOUR 410	Global Journalism and Media Systems	3
JOUR 445	Media Theory and Applications	3
COMM 360	Studies in Popular Culture	3
Select three courses from the following:		9
JOUR 420	Entertainment, Religion, and Specialty Beat Reporting	
JOUR 495	Special Topics	
CINE 275	History of Television and Digital Media ¹	
CINE 351	Film and Social Issues ²	
COMM 440	Persuasion and Attitude Change	
PUBR 250	Introduction to Public Relations	

Total Units	18
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- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Intercultural Competence requirement.

Sports Journalism

Code	Title	Units
JOUR 119	Converged Journalism Workshop: Introduction	1
JOUR 315	Multimedia Publishing and Design	3
JOUR 319	Converged Journalism Workshop: Intermediate	1
JOUR 340	Sports Writing and Broadcasting	3
JOUR 345	Sports Communication and Public Relations	3
JOUR 415	Communicating Sports History and Economics	3
JOUR 419	Converged Journalism Workshop: Advanced	1

Select one of the following:	3
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JOUR 261

Audio Broadcasting

JOUR 376

Television Journalism

Total Units

18

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Generate excellent storytelling across a variety of media and platforms.
2. Explain the history and theories of the media and the press which compel us to civic engagement as professional journalists, media practitioners, and scholars of the field.
3. Apply ethical principles in the gathering and production of stories based on industry standards and Christian values that affirm people's inherent worth.
4. Understand the fields of a variety of different media through interaction with journalists and media professionals, work experience, and various coursework.

News and Storytelling Concentration

1. Demonstrate core journalistic competencies including interacting with sources, accuracy, proper grammar and spelling, and research and interviewing skills.
2. Practice skillful collaboration and interpersonal communication through editorial workshops as well as interaction with sources and publics.

Media Studies Concentration

1. Demonstrate competency in traditional and new media literacy.
2. Explain the relationship between communication technology and culture, and critique various schools of thought on technology and culture.
3. Use communication and media skills to engage the culture and solve problems through digital storytelling, advocacy, and persuasion.

Sports Journalism Concentration

1. Practice a variety of sports writing, broadcasting, and digital dissemination for audiences to consume.
2. Identify key roles and opportunities within the sports industry at all levels of sport.

Public Relations Major

51 units

The public relations major (<https://www.apu.edu/clas/programs/public-relations-major>) is an innovative program that offers in-depth study of the field and emphasizes hands-on experience. Students create their own professional portfolio, gain experience working in APU's student-run agency, join the local chapter of the Public Relations Student Society of America, develop global public relations skills through international study-away trips, and become specialists in nonprofit, entertainment, or sports PR.

Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. In addition, students can enroll in PUBR 325 Public Relations Agency and study away in the summer through PUBR 450 Public Relations International Experience. Public relations graduates often work as:

- Public relations managers
- Communication directors
- Creative directors
- Spokespersons
- Event planners
- Marketing analysts
- Media relations specialists
- Nonprofit communication professionals
- Media relations specialists
- Copy writers
- Bloggers

- Graphic designers
- Producers

Requirements

To graduate, public relations majors must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Code	Title	Units
Lower-Division Core		
COMM 111	Public Communication ¹	3
PUBR 250	Introduction to Public Relations	3
COMM 200	Introduction to Mass Communication	3
COMM 211	Professional Communication	3
MKTG 260	Principles of Marketing	3
JOUR 230	Digital News Gathering	3
Upper-Division Core		
PUBR 300	Public Relations Management	3
PUBR 315	Public Relations and Social Media	3
PUBR 330	Writing 3: Public Relations Strategies and Techniques ²	3
JOUR 305	Media Law and Ethics	3
JOUR 315	Multimedia Publishing and Design	3
JOUR 335	Journalism Research Methods	3
COMM 490	Communication Internship ³	3
PUBR 496	Public Relations Capstone	3
Electives		
Select 9 units from the following:		9
At least 6 units must be from PR courses		
PUBR 325	Public Relations Agency	
PUBR 420	Public Relations, Non-profits and Social Causes + Lab	
PUBR 440	Public Relations and Entertainment + Lab	
PUBR 450	Public Relations International Experience	
PUBR 495	Special Topics in Public Relations: Crisis Communication	
JOUR 345	Sports Communication and Public Relations	
COMM 230	Small Group Communication	
COMM 302	Rhetorical Theory	
COMM 335	Leadership Communication	
COMM 420	Conflict Management	
COMM 430	Organizational Communication	
COMM 440	Persuasion and Attitude Change	

Total Units

51

- ¹ Meets the General Education Oral Communication requirement.
- ² Meets the General Education Writing 3 requirement.
- ³ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify major theories and development of the field of public relations.
2. Understand how public relations techniques create relationships between organizations and their different publics.
3. Apply Christian ethical principles to the practice of public relations.
4. Select public relations strategies and techniques to solve communication problems.
5. Utilize quantitative and qualitative tools to produce research in the field of public relations.

6. Create professional public relations campaigns.
7. Build a personal portfolio of public relations artifacts.

Communication Studies Minor

24 Units

Code	Title	Units
Core Requirements		
COMM 201	Introduction to Communication Studies	3
COMM 203	Communication Theory	3
COMM 211	Professional Communication	3
Select one of the following:		3
COMM 230	Small Group Communication	
COMM 260	Intercultural Communication ¹	
Elective Requirements: Select 4 of the following:		12
COMM 300	Research Methods in Communication	
COMM 302	Rhetorical Theory	
COMM 305	Writing 3: Writing for Communication ²	
COMM 325	Gender Communication	
COMM 335	Leadership Communication	
COMM 340	Argumentation and Advocacy	
COMM 345	Nonverbal Communication	
COMM 420	Conflict Management	
COMM 425	Interpersonal Communication Processes	
COMM 430	Organizational Communication	
COMM 435	Family Communication	
COMM 440	Persuasion and Attitude Change	
COMM 495	Special Topics	
COMM 498	Directed Research	

Total Units

24

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Writing 3 requirement.

Journalism Minor

22 units

Code	Title	Units
Core Requirements		
JOUR 210	News Writing and Reporting	3
JOUR 230	Digital News Gathering	3
JOUR 300	Editing	3
JOUR 430	Public Affairs Reporting	3
Select one of the following:		1
JOUR 325	Newspaper Workshop	
JOUR 326	Magazine Workshop	
JOUR 327	Radio Workshop	
JOUR 328	Television Workshop	
Elective Requirements		
Select three of the following:		9
JOUR 261	Audio Broadcasting	

JOUR 305	Media Law and Ethics	
JOUR 315	Multimedia Publishing and Design	
JOUR 376	Television Journalism	
JOUR 410	Global Journalism and Media Systems	
JOUR 420	Entertainment, Religion, and Specialty Beat Reporting	
JOUR 435	Media Entrepreneurship and Economics	
JOUR 495	Special Topics	
COMM 360	Studies in Popular Culture	
Total Units		22

Public Relations Minor

24 units

Requirements

Code	Title	Units
Core Requirements		
PUBR 250	Introduction to Public Relations	3
COMM 200	Introduction to Mass Communication	3
PUBR 300	Public Relations Management	3
PUBR 315	Public Relations and Social Media	3
PUBR 330	Writing 3: Public Relations Strategies and Techniques ¹	3
Electives		
Select 9 units from the following:		9
JOUR 305	Media Law and Ethics	
JOUR 315	Multimedia Publishing and Design	
JOUR 335	Journalism Research Methods	
COMM 420	Conflict Management	
COMM 490	Communication Internship ²	
PUBR 325	Public Relations Agency	
PUBR 420	Public Relations, Non-profits and Social Causes + Lab	
PUBR 440	Public Relations and Entertainment + Lab	
PUBR 450	Public Relations International Experience	
PUBR 495	Special Topics in Public Relations: Crisis Communication	
PUBR 496	Public Relations Capstone	
Total Units		24

¹ Meets the General Education Writing 3 requirement.

² Meets the General Education Integrative and Applied Learning requirement.

Department of Design

Vision Statement

The Department of Design (<https://www.apu.edu/vpa/design>) impacts the global design marketplace through top-level instruction, integrating individualized attention with design-practice perspective. By applying truth and beauty in the Bachelor of Arts in Design Studies (p. 444) program, students become critical thinkers, stellar communicators, and lifelong learners entering print and digital design careers.

Department Overview

The design studies major prepares students to think critically about visual communication problems and find aesthetically appropriate and effective solutions for them. Within this area, students gain experience in print design and designing for digital formats, all while applying comprehensive design systems. Majors are required to take courses that provide foundational design skills, and become adept with a number of design software programs.

Students also attain skills in research and concept development; are encouraged to hone craftsmanship abilities; develop a skill set that includes image creation, visual communications, and designer/client relationships; and give project presentations in commercial settings.

With this broad exposure, graduates are prepared for various experiences including attending graduate school, working as an entrepreneur, or exploring design opportunities in print, UI/UX, design studio or corporate creative settings, or various nonprofit organizations.

All department majors are required to have a laptop computer with access to the Adobe Creative Cloud.

Major

Design Studies (p. 444)

Minor

Design Studies (p. 447)

DSGN 115, Using Digital Media in a Visual World, 3 Units

This course introduces students to common software/media used to create digital, visual communications. The emphasis includes the application of software to improve communications in a culture that is increasingly visual. The course is for students who are not graphic design majors or minors, who desire to learn to use digital media more effectively and particularly in application to their particular field of study. *Meets the General Education Requirement: Humanities: Fine Arts.*

DSGN 120, Introduction to Computer Graphics, 3 Units

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 software programs that are included in the Adobe Creative Suite. Meets six hours weekly. Special Fee Applies

DSGN 221, Production for Print Design, 3 Units

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. It is recommended that this class be taken following ART 220.

Special Fee Applies

Prerequisite: DSGN 281 (may be taken concurrently)

DSGN 258, History of Graphic Design and Illustration, 3 Units

Students in this course 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 chronologically the development of visual communication.

DSGN 281, Graphic Design I, 3 Units

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: DSGN 120

DSGN 282, Digital Design, 3 Units

This course introduces students to current web and mobile design concepts and technologies, with a focus on responsive layout techniques. Students plan and design an online platform that adjusts itself for a wide range of devices, while intentionally considering the communication objective. Meets six hours weekly.

Prerequisite: DSGN 283 or instructor consent.

DSGN 283, Graphic Design II, 3 Units

Students in this studio course explore and develop concepts used in solving graphic design and visual communication opportunities, and projects address the elements and principles of design. Students use original photography and illustration and appropriate uses of typography for project solutions, creatively integrating traditional media and digital production techniques. Meets six hours weekly.

Special Fee Applies

Prerequisite: DSGN 281 or instructor consent

DSGN 320, Digital Imaging, 3 Units

This is an intermediate-level graphic design class with projects using art, graphics, and illustration techniques. Traditional media and software from Adobe Creative Cloud will be utilized. Meets six hours weekly.

Special Fee Applies

Prerequisite: DSGN 120 and ART 130 or instructor's permission.

DSGN 384, Interactive Design, 3 Units

DSGN 384 is an introduction to Human Computer Interaction (HCI) with a focus on developing the broad set of skills needed for user-centered design especially User Interface and Experience Design. Students are introduced to the process of ideation, needs assessment, rapid prototyping, and evaluation of user interface, and also touch upon data-driven design, emotional design, analytics, and A/B testing. The process will expose them to modern-day, full-stack design: research, wire-framing, visual, high-fidelity prototypes, and HTML/CSS/JS development. Meets six hours weekly.

Special Fee Applies

Prerequisite: DSGN 282 or instructor's permission

DSGN 385, Graphic Design III, 3 Units

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.

Special Fee Applies

Prerequisite: DSGN 283 or instructor consent

DSGN 386, Multimedia I, 3 Units

This course introduces students to the concepts and methods of Motion Graphics This course starts with graphic design concepts and sets them into motion. Graphics such as; Titles, VFX panel simulations, educational graphics are designed and animated.

Special Fee Applies

DSGN 430, Applied Design, 1-4 Units

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.

Prerequisite: Advanced study in the area of specialization and department chair's consent

DSGN 446, Graphic Design Processes, 1-3 Units

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

DSGN 450, Portfolio, 3 Units

This is a required laboratory class for all senior art and graphic design 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. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

Prerequisite: Review of Artistic Competencies

DSGN 475, Design Internship, 1-4 Units

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: Graphic Design Major or Minor

DSGN 481, Graphic Design IV, 3 Units

This course addresses communication strategies including the effective use of metaphor, iconography, and cliché. The nature of symbols and cultural issues is 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.

Special Fee Applies

Prerequisite: DSGN 385 or instructor consent

DSGN 495, Special Topics in Design, 3 Units

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. May be repeated for credit as topic varies.

DSGN 503, Research and Design Process Methods, 3 Units

This is a foundation course in user experience design (UXD), covering the fundamental theories, techniques, practices, workflows, and tools associated with the practice. Students learn how to apply these concepts through a semester-long project. Key concepts include user research, contextual design, design thinking, ideation, iterative design, prototyping, and design documentation.

DSGN 504, Digital Experience Design [Proposed], 3 Units

This course synthesizes 2D, 3D, and 4D conceptions of space with knowledge and skills of interactivity to create and produce the digital experience.

This course helps students expand their ability to innovate within a digital concept.

DSGN 506, Web Design Principles [Proposed], 3 Units

Equipped with a historical understanding of the Web's evolution and key industry-standard design guidelines to ensure strong online presentation, students will have a foundational knowledge of website creation, and will apply it to the planning, design and development of your own Web page over the course of the semester. Students will create, code and post basic HTML and CSS files to the Internet. Critical thinking will be encouraged through class interactions, projects, and online postings.

DSGN 507, Digital Imagery in Web Design [Proposed], 3 Units

This course familiarizes students with the development and impact of imagery in interactive media. Students will learn how visual 'language' is the basis for developing contextual symbolic meanings that are shared throughout a culture. Semiotics, information design and persuasive communication will be explored in this course. Students will develop communicative images using their knowledge gained through lectures, discussion, projects, collaboration and Adobe Photoshop training.

DSGN 514, Mobile Communication Design [Proposed], 3 Units

Students will explore a strategic process of how to design for a multiscreen environment with emphasis on mobile platforms. At the end of the course, students will have an understanding of how to plan, design, develop, and market potential mobile applications.

DSGN 515, Digital Innovation Design [Proposed], 3 Units

This course is comprised of several projects which highlight the role that digital designers play in the multi-disciplinary attempt to bridge the gap between functionality and usability.

DSGN 516, Interactive Narrative/Story, 3 Units

This course examines the application of storytelling within the context of user experience design (UXD). Students will investigate the creation and analysis of narratives to provide clarity and distinctiveness, capture attention, inspire to action, create a meaningful journey, and forge lasting, emotional impact with end users.

DSGN 517, Digital Media Layout and Design [Proposed], 3 Units

This course introduces students to the skills and concepts that will help create documents for both print and interactivity. Using Adobe InDesign, students will apply their understanding of color, type, layout, and design to create a portfolio project. While InDesign permits several possible workflows, this course will focus on those that most readily translate into digital design.

DSGN 518, Web Interactivity and Engagement [Proposed], 3 Units

The purpose of this course is to provide students with an understanding of the most practical tool of a web manager, the content management system (CMS). Using WordPress, students will gain an understanding of CMSs and how they are valuable tools for saving time and handling large amounts of data. Students will also learn more about server scripting using PHP and database integration with MySQL.

DSGN 521, Research Methods and Collaboration in Digital Communications [Proposed], 3 Units

This course is designed to make students think strategically about how, why and with whom they interact via digital media. By the end of the course, students should have fundamental understanding of research tools that will help them plan for and evaluate the effectiveness of online communication methods, including a multitude of social media and web tools. Students will understand search engine optimization (SEO) and the consequences - costs and benefits - of local and global messaging and interactivity.

DSGN 606, Database Management and Scripting [Proposed], 3 Units

Using PHP, Students will learn fundamental server-side scripting concepts like creating arrays and functions, automating Unix commands, gathering and processing user input, and dynamically writing out HTML and JavaScript. The course will culminate with the students creating a web application that ties HTML front-end to a MySQL database using PHP.

DSGN 607, Design Business and Entrepreneurship [Proposed], 3 Units

Students will examine the fields of study related to the design business and explore the basic tenets of entrepreneurship as related to creating and running a design business.

DSGN 608, Mobile Web Technology [Proposed], 3 Units

Mobile Web Technology concentrates on the importance of responsive design and how it has changed the way websites are designed to adapt to mobile devices. The class will include the use of JavaScript and jQuery as well as designing with advanced CSS and HTML5. The course will also include the creation of a mobile app.

DSGN 609, Advanced Web Design: Corporate and Brand Identity on the Web [Proposed], 3 Units

This course synthesizes two different but complementary tools of communication: graphic design and assembly. Students will learn the fundamental design principles and techniques for effective visual communication. These principles and techniques are applied, through projects, to achieve a communication objective across different platforms. Students can expect a practical, hands-on experience. A key tool for creating your digital work in this course is Adobe Illustrator. Illustrator is an effective tool for creating original artwork, and for designing logos, banners, icons and navigational elements for online and print. The artwork can then easily be exported to the Web or imported into other programs.

DSGN 612, Strategic Communication: Ethical Issues and Web Design [Proposed], 3 Units

This course introduces students to the discipline of strategic communications and the ethical and social issues that can arise from its practice. Students are given a background in important concepts in strategic communication, including branding, target audiences, technologies of strategic communication, the history and evolution of strategic communication, and other topics. With this knowledge, students utilize ethical thought and Christian principles to apply these to real-world strategic communications contexts.

DSGN 613, Web Design Internship [Proposed], 3 Units

This course will provide students with the opportunity to complete projects related to the students' career goals under the supervision of an experienced practitioner in the field. By the end of the internship, students will have first-hand knowledge of trends in the field, the skills necessary to be employable after graduation, and the importance of networking. Each student will set goals from the beginning of the course with a supervising professor about what the student needs to accomplish during the internship, and the student will self-reflect about the progress made at the end of the term. The internship must be approved by the program director.

DSGN 614, Web Design Independent Study [Proposed], 3 Units

This course is an option for students already employed in the web design field or in an area of the country where an internship is not available. Students will meet with the program director to outline goals, projects, and outcomes for the independent study. The goal is for the students to gain knowledge of trends in the field, skills necessary for employment, and the importance of networking. Course enrollment must be approved by the program director.

DSGN 615, UXD Internship or Independent Study [Proposed], 3 Units

Under faculty supervision, students work in positions related to their program and/or career goal, develop learning objectives and complete reflective academic assignments. As an alternative, students employed in the UXD area may choose to utilize their current work position as an independent study. These students will also work with a faculty supervisor to develop learning objects and complete reflective assignments that compliment their work environment.

DSGN 619, Web Design Project and Portfolio [Proposed], 3 Units

The course is designed to incorporate acquired design and communication skills into a real-world website, a communications pitch to a client, and a portfolio the student can use to find employment. The capstone project will incorporate skills such as branding, layouts, strategic communication, research methods, coding and web design. Students will develop a comprehensive communication campaign based on research and client needs. The completed campaign will be presented at the end of the course, and a professional portfolio of the students work will be critiqued and assembled for use. Students must have completed 24 units of DSGN graduate web design courses prior to enrolling in this course.

Faculty

Interim Chair

Rebecca Roe (<http://www.apu.edu/faculty/broe>), MFA, Ph.D.

Associate Professor

Terry Dobson (<http://www.apu.edu/faculty/tdobson>), MFA

Adjunct Faculty

Jonathan Huang, BFA

Nathan Lu, BFA

Stephanie Sabo (<http://www.apu.edu/faculty/ssabo>), MFA

Vance Sanders (<http://www.apu.edu/faculty/vsanders>), BFA

Brenda Whitehill Schlenker (<http://www.apu.edu/faculty/bwhitehillshlenker>), MFA

Design Studies Major

Major Requirements

53-56 units

- Students must successfully complete the Design Portfolio Review (DPR) before progressing to the DSGN 450 Portfolio course. The review dates are announced every term and are available in the Department of Design.

- All students must maintain at least a 2.0 grade-point average in major courses to graduate.
- All majors and minors in the Department of Design are required to have a laptop computer with access to the Adobe Creative Cloud.

Code	Title	Units
Core Courses		
DSGN 120	Introduction to Computer Graphics	3
ART 130	Two-Dimensional Design	3
ART 135	Three-Dimensional Design	3
ART 145	Drawing I	3
DSGN 221	Production for Print Design	3
ART 160	Photography I	3
DSGN 281	Graphic Design I	3
ART 356	Writing 3: History of Modern Art and Architecture ¹	3
DSGN 258	History of Graphic Design and Illustration	3
DSGN 282	Digital Design	3
DSGN 283	Graphic Design II	3
DSGN 385	Graphic Design III	3
DSGN 450	Portfolio ²	3
DSGN 475	Design Internship	1-4
DSGN 481	Graphic Design IV	3
Breadth Courses (see list below)		10
Total Units		53-56

¹ Meets the General Education Writing 3 requirement.

² Meets the General Education Integrative and Applied Learning requirement.

Breadth Courses

Select 10 units from the following:

Code	Title	Units
Design Application		
ART 210	Printmaking: Relief	3
ART 111	Printmaking: Serigraph	3
DSGN 384	Interactive Design	3
DSGN 386	Multimedia I	3
DSGN 430	Applied Design	1-4
DSGN 446	Graphic Design Processes	1-3
DSGN 495	Special Topics in Design	3
COMM 200	Introduction to Mass Communication	3
MKTG 361	Integrated Marketing Communications (MKTG 260 prerequisite)	3
MKTG 362	Consumer Behavior	3
Illustration		
ART 146	Painting I	3
ART 230	Figurative Lab	3
ART 240	Drawing and Painting II	3
ART 350	Illustration	3
Photography		
ART 260	Photography II	3
DSGN 320	Digital Imaging	3
ART 360	Photography III	3
ART 460	Photography IV	3
ART 465	Photographic Processes	3
or ART 466	Commercial Photography	

DSGN 495	Special Topics in Design	3
Art History		
ART 354	History of Ancient Art and Architecture ¹	3
ART 357	History of Contemporary Art and Architecture ¹	3
ART 359	Women In Art	3
ART 361	History of Early Christian and Medieval Art and Architecture ¹	3
ART 362	History of Renaissance to Rococo Art and Architecture ¹	3
DSGN 495	Special Topics in Design	3
HUM 223	Core Texts in Aesthetics ¹	3
HUM 323	Core Texts in Aesthetics ¹	3

¹ Meets the General Education Humanities: Fine Arts requirement.

Recommended General Education Courses

Code	Title	Units
Intellectual and Practical Skills		
GE 100	First-Year Seminar	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
Writing 2		3
WRIT 200	Writing 2: Writing for Christian Practice	
WRIT 210	Writing 2: Writing in the Humanities	
WRIT 220	Writing 2: Film Analysis and Criticism	
WRIT 221	Writing 2: Writing for Visual Thinkers	
Writing 3		3
ART 356	Writing 3: History of Modern Art and Architecture	
Oral Communication		3
COMM 111	Public Communication	
Physical Education		1
PE 1XX: Fitness for Life		
Quantitative Literacy		3
MATH 110	College Algebra	
MATH 115	Mathematics in Society	
MATH 130	Introduction to Statistics	
Knowledge of Human Cultures and the Physical and Natural World		
Humanities: Fine Arts		3
ART 361	History of Early Christian and Medieval Art and Architecture	
ART 362	History of Renaissance to Rococo Art and Architecture	
Humanities: History		3
HIST 152	United States History Since 1877	
Humanities: Literature		3
ENGL 111	Studies in Literature	
Social Science		3
PSYC 110	General Psychology	
PSYC 290	Human Growth and Development	
Natural Science w/lab		4
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
PHIL 100	Introduction to Philosophy	3
Upper-Division Bible		3
Theology		3

Personal and Social Responsibility

Civic Engagement	3
Intercultural Competence	3
Integrative and Applied Learning	3
DSGN 450 Portfolio	3

Foreign Language

Proficiency requirement may be met by APU proficiency test, an SAT, AP, CLEP, or FLATS test score, or completion of an APU language course numbered 102 or higher.

Available through APU Study Away programs: CT (Cape Town, South Africa), ECU (Ecuador), LA (LA Term), PMB (Pietermaritzburg, South Africa). See full program options at: GE and Study Away.

Total Units 65

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **General Knowledge and Essential Skills:** Design work that demonstrates fluency with visual vocabulary, principles, composition, and excellence in craft and technical skills, developed with familiarity with professional standards, contemporary issues, and technological developments in design.
2. **Inquiry, Research, and Critical Thinking:** Construct innovative design solutions that result in measurable outcomes, through research, conceptualization, and synthesis of information, and using narrative devices and visual metaphor.
3. **Visual and Written Articulation:** Communicate effectively through written and oral presentations that demonstrate proficiency in the aesthetic, practical, and technical aspects of ideation, production, and criticism of design solutions.
4. **Cultural Literacy and Sensitivity:** Articulate, critique, and apply the historic, social, and theoretical contexts of visual communication by demonstrating knowledge and sensitivity towards diverse audiences and points of view.
5. **Faith Integration:** Demonstrate a sense of responsibility and ethical awareness as they evaluate design and developments in the field of design in light of a Christian worldview.

Design Studies Minor

18 units

Code	Title	Units
Core Courses		
DSGN 120	Introduction to Computer Graphics	3
DSGN 281	Graphic Design I	3
Elective Courses		
Select three of the following:		9
ART 160	Photography I	
DSGN 221	Production for Print Design	
DSGN 283	Graphic Design II	
DSGN 382	Digital Design	
DSGN 384	Interactive Design	
DSGN 385	Graphic Design III	
Select one of the following:		3
DSGN 258	History of Graphic Design and Illustration	
ART 354	History of Ancient Art and Architecture ¹	
ART 361	History of Early Christian and Medieval Art and Architecture ¹	
ART 362	History of Renaissance to Rococo Art and Architecture ¹	
ART 356	Writing 3: History of Modern Art and Architecture ²	
Total Units		18

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies in the tools and technologies required for professional completion of a project.
2. Display an understanding of aesthetic engagement, artistic perception, and critical judgment through writing and speaking.
3. Practice problem solving skills resolving both communication and compositional issues.
4. Engage with and integrate an understanding of Christian faith through critical, creative, and collaborative endeavors, that demonstrate a sense of responsibility and ethical awareness.

Department of Theater Arts

Mission Statement

Through a program of rigorous training, the Department of Theater Arts (<http://www.apu.edu/cma/vpa/theater>) prepares outstanding, innovative, and influential artists in an ever-growing and multifaceted performing arts profession.

Department Overview

The Department of Theater Arts offers a Bachelor of Fine Arts in Acting for the Stage and Screen (p. 453), an intensive four-year training degree designed to equip students for professional careers in theater, film, and television; as well as a Bachelor of Arts in Theater Arts (p. 455), a general degree focused on teaching, directing, playwriting, and technical theater. In addition, students from other majors can earn a minor in theater arts (p. 456).

The department produces five theater productions annually, as well as a web series. Additionally, several off-campus performance opportunities exist: the Azusa Renaissance Project, which works with local schools, and a study away opportunity at the Edinburgh Fringe Festival in Scotland. Also, the BFA Senior Industry Showcase premieres the web series and introduces the graduating class to agents and casting directors in Los Angeles. The department hosts many events each year, including Spotlight panels of industry professionals; one-act opportunities for student directors, actors, and playwrights; and professional on-camera experience and participation in the Kennedy Center American College Theater Festival.

APU faculty and alumni are working professionals in film and television and have performed on Broadway, with national touring companies, and in regional theaters.

Majors

- Acting for the Stage and Screen (BFA) (p. 453)
- Theater Arts (B.A.) (p. 455)

Minor

- Theater Arts (p. 456)

THTR 101, Christianity and the Creative Process, 3 Units

This course is a study of theater, film, and broadcasting vis-a-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 Requirement: Humanities: Fine Arts.*

THTR 110, Introduction to Acting, 3 Units

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 all non-theater majors only.

THTR 113, Acting Fundamentals, 3 Units

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.

Prerequisite: Theater Majors only

THTR 115, Introduction to Theater, 3 Units

This course exposes students to all aspects of producing theatre, classic plays for reading and analysis, and the cognitive process of critiquing live theatre. *Meets the General Education Requirement: Humanities: Fine Arts.*

THTR 121, Fitness for Life: Dance for the Theater, 2 Units

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. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

THTR 171, Acting Fundamentals for the Stage, 3 Units

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.

Prerequisite: BFA Acting for Stage & Screen majors only

THTR 173, Improvisation for the Actor, 3 Units

This course introduces students to the art of improvisation and develops the student's ability to react to situations and to 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.

Prerequisite: BFA Acting for the Stage & Screen majors only.

THTR 200, Beginning Voice for the Actor, 2 Units

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 will be 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. *Meets the General Education*

Requirement: Oral Communication (THTR 200 + THTR 250).

Prerequisite: BFA Acting for Stage & Screen majors only

THTR 201, Beginning Movement for the Actor, 2 Units

This course attends to physical basics such as posture, core strength, and range of motion. It teaches the student 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 Alexander, Pilates, and Feldenkrais.

Prerequisite: BFA Acting for Stage & Screen majors only

THTR 210, Fundamentals of Stagecraft, 2 Units

This course covers the fundamental principles of technical theater, emphasizing safety and techniques by exposing students to the various areas of theatrical production, and the organizational structure of such, in the backstage environment. Students develop a vocabulary for technical discourse and engage in regular practice of the creation of technical theater elements in support of the APU main stage production season. Students establish a professional approach for further technical theater study and participation in production roles at APU, and also begin developing their portfolios for seeking work outside of APU and after graduation.

THTR 215, Script Analysis, 3 Units

This course is dedicated to bridging the gap between audience and artists through the act of analysis, equipping students with a better understanding of the methodologies of play reading while cultivating a new appreciation for the power and importance of the dramatic arts.

THTR 216, Performance and Production, 1-3 Units

This course provides credit for students working with instructors on productions, whether as actors, set builders or crew members. Course may be repeated for up to 6 units toward graduation.

THTR 217, BFA Practicum, 1 Unit

This course gives students an opportunity to participate in a live theater production. As a cocurricular educational component, each student is assigned a position as part of the technical support crew, and receives credit for their practical participation and completion of a production assignment. Assignment areas may include set construction, stage (running) crew, props, lighting, sound, costumes, or stage management. Each student is required to schedule an interview with the professor of technical theater and the technical director to determine a production assignment, with each student completing a contract outlining assignment dates/times and specific evaluation criteria. Students are responsible for crew attendance, as scheduled. All technical crew positions are assigned at the discretion of theater faculty and staff.

THTR 218, Theater Arts Practicum (B.A.), 1 Unit

This course gives students an opportunity to participate in a live theater production. As a cocurricular educational component, each student is assigned a position as part of the technical support crew, and receives credit for their practical participation and completion of a production assignment. Assignment areas may include set construction, stage (running) crew, props, lighting, sound, costumes, or stage management. Each student is required to schedule an interview with the professor of technical theater and the technical director to determine a production assignment, with each student completing a contract outlining assignment dates/times and specific evaluation criteria. Students are responsible for crew attendance, as scheduled. All technical crew positions are assigned at the discretion of theater faculty and staff.

THTR 221, Theatrical Sets and Properties, 3 Units

Lecture, 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.

THTR 222, Theatrical Lighting and Sound, 3 Units

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.

THTR 223, Theatrical Makeup, 3 Units

Lecture, 3 Hours: 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. Students emerge with a completed reference binder that serves as a design source for future use.

THTR 224, Theatrical Management and Production, 3 Units

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.

THTR 225, History of Theater to the 19th Century, 3 Units

This course is an introduction to theater history from the beginnings of theatrical practice to the 19th 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, encourages a broader perspective on theater history.

Meets the General Education Requirement: Intercultural Competence.

Prerequisite: WRIT 110

THTR 226, History of Theater: 19th Century to the Present, 3 Units

This course is an introduction to theater history from the 19th century to the present, with students encountering 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, encourages a broader perspective on theater history.

THTR 233, Improvisation, 3 Units

This course trains students in the basic skills of stage and screen improvisation, originating material, finding relationships and story within teams, and enhancing acting skills by training in spontaneity, physical and vocal acuity, stage presence, and truthfulness.

Prerequisite: THTR 113 or instructor consent.

THTR 250, Intermediate Voice for the Actor, 2 Units

This course is designed to continue the work begun in Beginning Voice for the Actor and deepen the actor's ability to speak text and communicate orally with power, conviction, and connection to audience. Particular attention is given to developing breath support and enhancing facility with the spoken word. Students study rhetorical devices used in theatrical and poetic literature and how to utilize these devices when bringing voice to a wide variety of texts and extemporaneous speaking. *Meets the General Education Requirement: Oral Communication (THTR 200 + THTR 250).*

Prerequisite: THTR 200

THTR 251, Intermediate Movement for the Actor, 2 Units

The course provides training in stage combat. Skills include fencing, rapier and dagger, broadsword, and numerous conventions of physical, unarmed stage combat.

Prerequisite: THTR 201; BFA in Acting majors only

THTR 260, Advanced Voice for the Actor, 2 Units

This course is a continuation of the voice curriculum including the study of the International Phonetic Alphabet, iambic pentameter and dialect/accents work.

Prerequisite: THTR 250

THTR 271, Intermediate Acting for the Stage, 3 Units

This course builds on foundational skills from THTR 113 Acting Fundamentals by focusing on preparing text-based scenes and monologues. Course material incorporates warm-up, scene work, written critiques, journaling, and performance to encourage an understanding of the acting process from all angles.

Prerequisite: THTR 171

THTR 273, Acting Shakespeare, 3 Units

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. *Meets the General Education Requirement: Humanities: Fine Arts.*

Prerequisite: THTR 271

THTR 274, Story and Character, 3 Units

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.

THTR 301, Advanced Movement for the Actor, 2 Units

This course provides training in historical movement, including selected dances, manners, and action of the 16th through the 20th 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.

Prerequisite: THTR 251; BFA in Acting majors only

THTR 355, Theater Education, K-12, 3 Units

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.

THTR 360, Studies in Popular Culture, 3 Units

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.

THTR 361, Acting Fundamentals for the Screen, 3 Units

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.

Prerequisite: THTR 171, THTR 273

THTR 365, Theater for Social Change, 3 Units

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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

THTR 371, Intermediate On-Camera Scene Study, 3 Units

This on-camera scene study course emphasizes the relationship between actors, the camera, and the director. Topics include camera blocking and camera angles, and the course culminates in shooting scenes to be viewed by an invited audience.

Prerequisite: THTR 361

THTR 374, Writing 3: Playwriting, 3 Units

This course is an introduction to the workshop method of writing and revising plays for live performance. Students learn the fundamentals of dramatic structure, characters, theme, and dialogue, and in addition to completing numerous writing exercises, students conceive, develop, and write an original one-act play. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

THTR 388, Sketch Comedy for the Writer/Performer, 3 Units

This course covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students will 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 will collaborate to produce a show performed before a live audience at semester's end.

Prerequisite: THTR 374 or CINE 375

THTR 423, Directing, 3 Units

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: THTR 113; completion of THTR 313 and THTR 413 preferred

THTR 424, Advanced Directing, 3 Units

This course follows on from our Introduction to Directing class and trains students in directing for the stage through a combination of hands-on creative work and the study of craft. The course seeks to follow APU's mission statement particularly in its call to develop a Christian perspective of truth and life through reading, observation and practice of a variety of directing techniques. The end product of this course will be the public performance of one-act plays directed by students from this course in a One-Act Festival offered as part of APU Theater's Season.

Prerequisite: THTR 423

THTR 435, Acting Styles and Techniques, 3 Units

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: THTR 233

THTR 440, Musical Theater Workshop, 3 Units

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.

THTR 455, Theater and the Church, 3 Units

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 theatre, mystery theatre, mime, and missions.

THTR 460, Dramatic Theory and Criticism, 3 Units

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.

Prerequisite: THTR 325, THTR 326

THTR 471, Advanced Acting for the Camera, 3 Units

This course is a continued intensive approach to acting for film and television, preparing 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.

Prerequisite: THTR 371

THTR 472, Business of Acting/Hollywood Showcase, 3 Units

This course prepares graduating seniors for professional acting protocol and teaches them current auditioning styles and material. Topics include resumes, cold readings, audition copy, working with agents and casting directors, and how to produce a show. Students will produce, rehearse, and perform a showcase for agents and casting directors in Hollywood. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: THTR 471, Senior status, BFA in Acting majors only

THTR 490, Internship, 1-3 Units

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.

Prerequisite: CINE 295 or THTR 224

THTR 491, Classroom Practicum, 1-3 Units

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.

THTR 495, Special Topics, 3 Units

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.

THTR 496, Writing 3: Ethics in Theater, Film, and Television, 3 Units

This seminar will help students understand the ethical dilemmas faced by practitioners of theater, film, and television in a variety of situations. Students will study the powerful ways in which the entertainment media define, create, maintain and/or change cultural realities and understand the ethical implications therein. This study will culminate in a heavily researched thesis designed to influence a professional audience. Writing instruction will be provided in the development and completion of this project. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

THTR 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

THTR 499, Capstone Project in Theater, Film, and Television, 3 Units

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.

Faculty

Department Chair

Jill Brennan-Lincoln (<http://www.apu.edu/faculty/jlincoln>), M.A.

Professor

Monica Ganas (<http://www.apu.edu/faculty/mganas>), Ph.D.

Associate Professors

Kirsten Humer (<http://www.apu.edu/faculty/khumer>), MFA

Christopher Keene (<http://www.apu.edu/faculty/ckeene>), MFA

Jill Brennan-Lincoln (<http://www.apu.edu/faculty/jlincoln>), M.A.

Lecturers

Danielle Baca (<http://www.apu.edu/faculty/dbaca>), M.A.

Collin Bressie, MFA

Vickie Bronaugh, M.A.

Annette Chapman (<http://www.apu.edu/faculty/achapman>), MFA

Jesse Corti (<http://www.apu.edu/faculty/jessecorti>), B.A.

Erin Gaw (<http://www.apu.edu/faculty/egaw>), M.A.

David Hadinger (<http://www.apu.edu/faculty/dhadinger>), MFA

Adam Hall (<http://www.apu.edu/faculty/ahall>), MFA

Jeremy Lewis, MFA

Gregory Sims (<http://www.apu.edu/faculty/gsims>), BFA

Kevin Slay (<http://www.apu.edu/faculty/kslay>), MFA

Jeffrey Tirrell (<http://www.apu.edu/faculty/jtirrell>), Ph.D.

Luke Woodruff, MFA

Acting for the Stage and Screen Major (BFA)

APU's BFA program, located just 26 miles from Los Angeles, the entertainment capital of the world, is an innovative acting degree program providing real-world connections, professional on-camera credits, and an industry showcase of film and live performances for seniors. It is also one of the first programs in the country to train actors for equal excellence in on-camera and stage acting.

Program Policies

- If students are involved in other campus clubs, athletics, choirs, etc., they must understand that BFA expectations for courses and production responsibilities take priority over other commitments.
- Students must attend all scheduled rehearsals and tech days for productions in which they are cast or are crewing.
- Students must receive written approval from the College of the Arts to participate in the Industry Showcase if they become part-time students during their senior year.
- The BFA in Acting for the Stage and Screen is a sequential four-year cohort. Courses must be taken in sequence and progress cannot be expedited to allow for early graduation.
- Freshmen and sophomore BFA students must attend warm-ups (see the APU Student Handbook (<http://www.apu.edu/student-handbook>)), and all BFA students must follow the standards listed in the Student Handbook or risk being put on probation, as per handbook policy.

Coursework

63 units

The BFA in Acting for the Stage and Screen is a four-year cohort degree program. All acting, voice, and movement courses have prerequisites, and students must take courses with their cohort in sequence.

Students must earn a 2.0 in each of their major courses and meet policies outlined in the Department of Theater Arts handbook. Failure to do so can result in probation.

Code	Title	Units
Film and Theater History Courses		
CINE 285	History of Film ¹	3
THTR 225	History of Theater to the 19th Century ²	3
THTR 226	History of Theater: 19th Century to the Present	3
Technical Theater Courses (6 units)		
THTR 223	Theatrical Makeup	3
THTR 217	BFA Practicum ³	1
THTR 216	Performance and Production (Crew) ⁴	1
Theater Electives		
Select two of the following:		6
THTR 221	Theatrical Sets and Properties	
THTR 222	Theatrical Lighting and Sound	
THTR 224	Theatrical Management and Production	
THTR 365	Theater for Social Change ⁵	
THTR 374	Writing 3: Playwriting ⁶	
THTR 423	Directing	
THTR 440	Musical Theater Workshop	
Voice and Movement Courses		
THTR 200	Beginning Voice for the Actor ⁷	2
THTR 201	Beginning Movement for the Actor	2
THTR 250	Intermediate Voice for the Actor ⁷	2
THTR 251	Intermediate Movement for the Actor	2
THTR 260	Advanced Voice for the Actor	2
THTR 301	Advanced Movement for the Actor	2
Acting Courses		
THTR 171	Acting Fundamentals for the Stage	3
THTR 173	Improvisation for the Actor	3
THTR 271	Intermediate Acting for the Stage	3
THTR 273	Acting Shakespeare ¹	3
THTR 361	Acting Fundamentals for the Screen	3
THTR 371	Intermediate On-Camera Scene Study	3
THTR 471	Advanced Acting for the Camera	3
THTR 472	Business of Acting/Hollywood Showcase ⁸	3
Performance Courses		
THTR 216	Performance and Production ⁹	6
Total Units		63

¹ Meets the General Education Humanities: Fine Arts requirement.

² Meets the General Education Intercultural Competence requirement.

³ Freshmen are required to take 1 unit of THTR 217 in the fall AND spring semesters of their freshman year in the program.

⁴ Sophomores are required to take 1 unit of THTR 216 in EITHER the fall or spring semester of their sophomore year of the program.

⁵ Meets the General Education Civic Knowledge and Engagement requirement.

⁶ Meets the General Education Writing 3 requirement.

⁷ Taking THTR 200 and THTR 250 meets the General Education Oral Communication requirement.

⁸ Meets the General Education Integrative and Applied Learning requirement.

⁹ All BFA students are required to take 6 units of THTR 216 as an actor beyond the 1 unit listed in the Technical Theater section, for a total of 7 units of THTR 216.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Artistry: Integrate the techniques and skills needed to become a professional actor.
2. Professional Development: Construct professional materials and audition pieces to compete in the business of acting.
3. Knowledge: Defend the role that acting as an art form plays historically and in contemporary culture.
4. Analysis: Develop analytical approaches to on-camera and theatrical performance.
5. Faith Integration: Identify the contribution and impact of Christian faith and practice in performance.

Theater Arts Major (B.A.)

The B.A. in Theater Arts (<https://www.apu.edu/cma/vpa/programs/theater-arts-major>) is a general degree program that allows students to work with an advisor to focus their courses on their particular interests. Senior students must complete a capstone project, and in their junior year must submit a proposal for it that is developed in mandatory advising sessions with faculty members.

Requirements

39 units

Students must earn a 2.0 in each of their major courses and meet policies outlined in the Theater Arts handbook. Failure to do so can result in probation.

Code	Title	Units
Core Courses		
THTR 110	Introduction to Acting	3
THTR 216	Performance and Production (Crew)	3
THTR 221	Theatrical Sets and Properties	3
THTR 224	Theatrical Management and Production	3
THTR 225	History of Theater to the 19th Century ¹	3
THTR 226	History of Theater: 19th Century to the Present	3
THTR 374	Writing 3: Playwriting ²	3
THTR 423	Directing	3
THTR 496	Writing 3: Ethics in Theater, Film, and Television ²	3
THTR 499	Capstone Project in Theater, Film, and Television	3
Electives		
Select three of the following:		9
THTR 115	Introduction to Theater ³	
THTR 222	Theatrical Lighting and Sound	
THTR 223	Theatrical Makeup	
THTR 313	Improvisation	
THTR 355	Theater Education, K-12	
THTR 365	Theater for Social Change ⁴	
THTR 424	Advanced Directing	
THTR 435	Acting Styles and Techniques	
THTR 440	Musical Theater Workshop	
THTR 455	Theater and the Church	
THTR 460	Dramatic Theory and Criticism	
THTR 490	Internship	
THTR 495	Special Topics	

Total Units

39

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Humanities: Fine Arts requirement.

⁴ Meets the General Education Civic Knowledge and Engagement requirement.

PLO 1: Artistry Able to integrate the technique and skills needed to become an interdisciplinary theater artist (THTR 110, THTR 221, THTR 222, THTR 223, THTR 233, THTR 374, THTR 423, THTR 435, THTR 440)

PLO 2: Professional Development Able to apply professional production techniques (THTR 216, THTR 224, THTR 355, THTR 365, THTR 424, THTR 490, THTR 499)

PLO 3: Knowledge Able to evaluate the historical development of theater as an art form (THTR 225, THTR 226)

PLO 4: Analysis Able to apply analytical approaches to drama (THTR 115, THTR 460)

PLO 5: Faith Integration Able to identify the contribution and impact of Christian faith and practice in the theatrical arts (THTR 101, THTR 455, THTR 496)

Theater Arts Minor

Code	Title	Units
Core Courses		
THTR 110	Introduction to Acting	3
THTR 221	Theatrical Sets and Properties	3
THTR 225 or THTR 226	History of Theater to the 19th Century ¹ History of Theater: 19th Century to the Present	3
Electives		
Select three of the following:		9
THTR 222	Theatrical Lighting and Sound	
THTR 223	Theatrical Makeup	
THTR 224	Theatrical Management and Production	
THTR 233	Improvisation	
THTR 355	Theater Education, K-12	
THTR 365	Theater for Social Change ²	
THTR 374	Writing 3: Playwriting ³	
THTR 423	Directing	
THTR 460	Dramatic Theory and Criticism	
Total Units		18

¹ **THTR 225 meets the General Education Intercultural Competence requirement.**

² Meets the General Education Civic Knowledge and Engagement requirement.

³ **Meets the General Education Writing 3 requirement.**

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Integrate technique and skills needed to become an interdisciplinary theater artist
2. Apply professional production techniques
3. Evaluate the historical development of theater as an art
4. Apply analytical approaches to drama
5. Identify the contribution and impact of Christian faith and practice in the theatrical arts

Department of Communication Studies

Mission

The Department of Communication Studies (<http://www.apu.edu/clas/communication>) develops creators, connectors, and change makers in a spiritually and intellectually transformative learning community rooted in Truth.

Department Overview

The Department of Communication Studies offers three distinct Bachelor of Arts degrees: communication studies, journalism, and public relations.

The communication studies major (p. 433) offers an in-depth study of communication in various contexts, including but not limited to courses in rhetoric, argumentation, interpersonal communication, small-group communication, organizational communication, conflict management, intercultural communication, and family communication.

The journalism major (p. 435) offers an in-depth study of journalism, cultivating practical experience in writing, reporting, editing, and publication production and management. Three concentrations are offered: News and Storytelling, Media Studies, and Sports Journalism.

The public relations major (p. 437) offers an in-depth study of the principles and practices of effective public relations across corporate and not-for-profit organizations, including the entertainment and sports industries.

The department also offers minors in communication studies (p. 439), journalism (p. 439), and public relations (p. 440).

Department GPA Requirements

Any student participating in Department of Communication Studies cocurricular activities, forensics, or media production must maintain a 2.5 cumulative grade-point average.

Majors in:

- Communication Studies (p. 433)
- Journalism (p. 435)
- Public Relations (p. 437)

Minors in:

- Communication Studies (p. 439)
- Journalism (p. 439)
- Public Relations (p. 440)

COMM 111, Public Communication, 3 Units

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education Requirement: Oral Communication.*

COMM 116, Intercollegiate Forensics, 1-3 Units

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 three count toward the major.

COMM 200, Introduction to Mass Communication, 3 Units

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

COMM 201, Introduction to Communication Studies, 3 Units

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 Units

This course introduces students to human communication theories, traditions, philosophical assumptions, and applications. It also examines basic theories of interpersonal, intrapersonal, small group, nonverbal, and intercultural communication.

COMM 211, Professional Communication, 3 Units

Improves students' professional communication skills and develops an understanding of vocational calling necessary to establish a professional identity. The course provides the structural skills necessary to deliver effective professional presentations using innovative technologies in a variety of contexts.

Prerequisite: COMM 111

COMM 230, Small Group Communication, 3 Units

Provides the student with both a theoretical and an active acquaintance with group participation and leadership. It examines the antecedents, processes, and outcomes of group communication, including group development, leadership emergence, norms and roles, performance, cohesion, conflict, and decision making.

Prerequisite: COMM 201

COMM 260, Intercultural Communication, 3 Units

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 salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the General Education Requirement: Intercultural Competence.*

COMM 300, Research Methods in Communication, 3 Units

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.

Prerequisite: COMM 203

COMM 302, Rhetorical Theory, 3 Units

Provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Emphasis is on forms of critical and theoretical analysis of human discourse in modern society.

Prerequisite: COMM 201

COMM 305, Writing 3: Writing for Communication, 3 Units

This course prepares students to participate in the discourse community of communication studies. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter an academic field or profession. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries' standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for advanced study, strategic communication, media, businesses, online platforms, and professional contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

COMM 315, Intercollegiate Forensics, 1-3 Units

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.

COMM 325, Gender Communication, 3 Units

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.

COMM 335, Leadership Communication, 3 Units

This course provides students with opportunities to understand theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics including leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership, and leadership development are examined.

Prerequisite: Jr/Sr Standing

COMM 340, Argumentation and Advocacy, 3 Units

Students in this course analyze argumentation techniques used in formal and informal settings. Course material focuses on understanding and defining argument, and discovering argument in the personal community, the social community, and nontraditional places.

Prerequisite: COMM 203

COMM 341, Media Criticism and Theory, 3 Units

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.

COMM 345, Nonverbal Communication, 3 Units

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.

COMM 360, Studies in Popular Culture, 3 Units

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 420, Conflict Management, 3 Units

This course examines the process of communication to create, manage, and resolve conflict situations, and analyzes conflict on intrapersonal, interpersonal, group, and organizational levels.

Prerequisite: Junior or Senior Standing

COMM 425, Interpersonal Communication Processes, 3 Units

This course offers an in-depth analysis of dyadic interaction, highlighting initial and developing relational sequences. Topics such as self-disclosure, intimacy, trust, and interpersonal influence are discussed, as well as current developments in interpersonal communication theory and research.

Prerequisite: Junior or Senior Standing

COMM 430, Organizational Communication, 3 Units

Examines the nature and process of communication in and constitutive of modern organizations. Explores the pragmatic implications of organizational communication theories as they relate to understanding, shaping, and participating in organizations.

Prerequisite: COMM 300 and Junior or Senior standing

COMM 435, Family Communication, 3 Units

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, with emphasis on current development in family communication theory and research.

Prerequisite: Jr/Sr Standing

COMM 440, Persuasion and Attitude Change, 3 Units

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.

Prerequisite: Junior or Senior Standing

COMM 490, Communication Internship, 1-3 Units

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. *Enrollment in this class also fulfills the General Education Integrative and Applied Learning requirement as long as students complete a total of 120 internship hours. Units may be spread out over different internship placements in different semesters in the following increments: one (1) unit requires 40 hours, two (2) units require 80 hours, and three (3) units require 120 hours. Students choosing to earn units at more than one internship site will be required to complete additional paperwork for each placement. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Junior or Senior Standing

COMM 491, Classroom Practicum, 1-3 Units

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.

COMM 495, Special Topics, 3 Units

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

Prerequisite: Junior or Senior Standing

COMM 496, Senior Seminar: Ethics in Human Communication, 3 Units

This seminar in ethics and communication helps students understand the ethical dilemmas facing 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 the ethical implications involved in each of these communication functions.

Prerequisite: COMM 300 or JOUR 335

COMM 497, Readings, 1-4 Units

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, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

COMM 499, Thesis/Project, 1-4 Units

This is a senior-level, "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and Junior or Senior standing

COMM 500, Strategic Communication Theory and Practice, 3 Units

This course examines the history, theory, research, trends, tools, and practices of strategic communication, with special attention given to the use and influence of social and digital media. Students analyze realistic case studies as the applied understanding of how they design and execute strategic communication plans, and explore the role of strategic communication in business, government, not-for-profit organizations, and agencies.

Prerequisite: Acceptance into the Master of Arts in Strategic Communication program.

COMM 502, Writing and Media Content Development, 3 Units

This course examines the foundational and essential tools of writing across multimedia platforms, emphasizing effective content development and precision in writing strategically. The course encompasses principles and applications for branding, advertising, integrated marketing communication, public relations, and crisis communication, and the technologies for producing and disseminating effective content and engaging key publics. Students are required to master writing strategy, design fundamentals, typology, research, terminology, production techniques, pitching, digital platform development, and portfolio construction for actual clients and/or community partners.

Prerequisite: Acceptance into the Master of Arts in Strategic Communication program.

COMM 503, Research Methods and Analytics [Proposed], 3 Units

This course examines how professionals utilize research and data. Student will gather, review, analyze, explain and apply the methods and practices of popular and academic research in order to effectively achieve organizational goals and build relationships with publics. The course will also focus on the understanding and use of social and digital media data analytics.

COMM 504, Business and Organizational Fundamentals for Strategic Communication [Proposed], 3 Units

This course will explore the fundamentals of business functions in organizations of all sizes. Students will learn how to effectively integrate basic knowledge of finance, marketing, management, human relations, professional development, and strategic communication in the real-world business environments.

COMM 505, Ethical, Legal and Social Responsibility in Strategic Communication [Proposed], 3 Units

This course will allow students to better understand the presuppositional thinking and faith-based foundations that will guide their motivations and actions related to legal and ethical principles in the profession of strategic communication. Additionally, students will explore the role of Corporate Social Responsibility and Diversity in various types of organizations in a growing global marketplace.

COMM 506, Crisis, Risk and Reputation Management [Proposed], 3 Units

Issue management in strategic communication involves scanning the public environment, policy advocacy, media relations, local and global mobilization, coalition management, and organizational reputation maintenance. Consequently, students in this course will analyze case-studies, interact with multiple interpretations and thus equip themselves with practical skills need to shape and guide public opinion and advance organizational mission.

COMM 510, Communication Platforms (Social Media +) [Proposed], 3 Units

Course explores the sector of digital media platforms and the online marketplace with a focus on audience usability, content creation and placement, and models for social and commercial impact.

COMM 511, Transmedia Storytelling [Proposed], 3 Units

This course will help students develop the skills and techniques of creating and disseminating single stories across multiple platforms and formats using digital technologies.

COMM 512, Multi-Platform Video Integration [Proposed], 3 Units

This course examines the rapidly changing integration of video in multiple media platforms. Students will learn hands-on content creation and management with a variety of tools for a variety of medium for effective strategic communication impact.

COMM 513, Multi-Media Branding [Proposed], 3 Units

This course will explore the development of organizational identity in terms of standard work products like logos and web pages to the use of search engine optimization, institutional ethos, and aligned verbal and visual brand management.

COMM 520, Conflict Management and Resolution [Proposed], 3 Units

This course will require students to examine the process of communication and the conflict that often arises both at the interpersonal and organizational level. The skills learned in this class will be effective in managing the strategic communication team as well as client relationships.

COMM 590, Internship or Practicum [Proposed], 3 Units

This course provides an opportunity for directed experiences in applying the principles and skills of strategic communication theory while performing specific tasks in a job-related field with an organization. Internships are arranged individually with approval of the department advisor. The internship will be taken for three units which will involve 120 hours of on-site work, related assignments and submission of work product and deliverables that serve the client organization. (This is an option for those students not currently in the strategic communication field).

COMM 596, Strategic Communication Capstone Project, 3 Units

This course enables students to complete the M.A. in Strategic Communication program, and is reserved for students in the program. Capstone students must complete the requisite number of on-site hours and are regularly evaluated by the program director and site supervisor. Projects are presented at a symposium for faculty, industry professionals, and students.

Prerequisite: COMM 500, COMM 502, COMM 503, COMM 505, COMM 506

COMM 599, Readings in Communication, 1-3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

JOUR 101, Journalism Skills, 1 Unit

This weeklong intensive workshop allows students to learn skills essential to basic journalistic news writing and reporting in a variety of media, with particular focus on print, broadcast and online venues.

JOUR 119, Converged Journalism Workshop: Introduction, 1 Unit

Students in this workshop develop a basic skill set and best practices as journalists in a convergent news environment, where they work collaboratively and individually with various tools to produce and create content for all four student media outlets.

JOUR 210, News Writing and Reporting, 3 Units

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 Units

Explores history, philosophy, and contemporary social issues through intensive reading such as race and gender, as they serve to help students understand the roles journalism can play in a democratic society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

JOUR 230, Digital News Gathering, 3 Units

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.

JOUR 261, Audio Broadcasting, 3 Units

This course is designed to teach students the basics of audio broadcasting for radio, podcasts, and the internet, including writing for audio broadcasting ("writing to read"), basic audio recording interviewing techniques, voice performance, microphone theory and practice, audio recording theory and practice, audio postproduction theory and practice, and incorporating Christian faith and practice in audio art and journalism. Students learn about and use current digital audio recording devices and production programs to record and produce their projects.

Prerequisite: JOUR 230

JOUR 300, Editing, 3 Units

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 consent

JOUR 305, Media Law and Ethics, 3 Units

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.

Prerequisite: COMM 200 or JOUR 210

JOUR 315, Multimedia Publishing and Design, 3 Units

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 319, Converged Journalism Workshop: Intermediate, 1 Unit

This workshop is designed to expand an intermediate skill set and continue to develop best practices as a journalist in a convergent news environment, where students work collaboratively and individually with various tools to produce and create content for all four student media outlets.

Prerequisite: JOUR 119, JOUR 210, and JOUR 230

JOUR 325, Newspaper Workshop, 1 Unit

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 consent

JOUR 326, Magazine Workshop, 1 Unit

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 Unit

Students achieve proficiency in selection, writing, and broadcasting of newscasts using Associate Press newswire and the AP Broadcasting Manual.

Prerequisite: JOUR 210

JOUR 328, Television Workshop, 1 Unit

Focuses on developing basic technical competencies in television news production. Students create a weekly news program called Capture and work in a variety of capacities to create content.

Prerequisite: JOUR 230

JOUR 335, Journalism Research Methods, 3 Units

This course allows students to explore the research process, examining how research is planned and designed for journalism and media studies. It introduces students to quantitative and qualitative methods, with an emphasis on the qualitative nature of media research. The course also explores how research data is used in journalistic storytelling, and prepares students to do that.

Prerequisite: JOUR 210

JOUR 340, Sports Writing and Broadcasting, 3 Units

In this course, students master the skills needed to be sports writers and broadcasters, focusing on article writing skills specific to sports media, including vocabulary and structure. Students are also equipped for conducting play by play of sports contests and creating sports story packages for TV. Additionally, the course provides a general overview of the structure of sports journalism in the United States.

Prerequisite: JOUR 210

JOUR 345, Sports Communication and Public Relations, 3 Units

This course introduces examples of real-world functions and strategies of sports communications and public relations as it relates to delivering information from a sports organization through media. Students develop an understanding of the role of public relations in professional and college sports, including best practices in communicating with media to reach a target audience. Students learn the various aspects of event management, including the compilation and dissemination of information and statistics through publications, press conferences, and storytelling. Students also compare and contrast communication strategies and the organizational structures of professional and college sports organizations that guide them, and learn how to capitalize on PR opportunities and handle a PR crisis.

JOUR 376, Television Journalism, 3 Units

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 230

JOUR 410, Global Journalism and Media Systems, 3 Units

This course combines practical journalistic skills in reporting world events with critical discourse on global media systems. In an increasingly globalized world, journalism and media studies students need knowledge of the forces driving world news and world events, understanding of how media function across cultures, and the ability to accurately gather and present foreign news. In this course, students examine the ethos of international newsgathering and reporting; identify the opportunities, challenges, and constraints media function under across cultures; compare media systems and philosophies; analyze differences in media professionalism; and cultivate competencies needed to help connect the world through effective reporting, analysis, and interpretation of international events.

Prerequisite: JOUR 210

JOUR 415, Communicating Sports History and Economics, 3 Units

This course gives student an in-depth look at the history of sports in America as well as the economic structure that supports it, enabling them to effectively communicate the key issues that make up the professional and amateur sports we see in the media. Special attention is given to Major League Baseball, the National Football League, and the National Collegiate Athletic Association, which directly affect college competition.

Prerequisite: JOUR 210

JOUR 419, Converged Journalism Workshop: Advanced, 1 Unit

Students in this workshop progress to an advanced skill level and solidify best practices as journalists in a convergent news environment, where they work collaboratively and individually with various tools to produce and create content for all four student media outlets. Course can be repeated for a total of 3 units.

Prerequisite: JOUR 319

JOUR 420, Entertainment, Religion, and Specialty Beat Reporting, 3 Units

Azusa Pacific University sits in the Greater Los Angeles area, one of the world's largest media markets. This course provides an understanding of the entertainment and religious media industries as well as other specialty beat reporting by focusing on reporting and writing techniques that will prepare students to thrive in such specialty areas overall as news beats. Students in this course analyze real cases of writing and journalistic reporting, as well as engage in producing their own professional samples. This course also covers religion and media, and provides students with a unique Christian worldview that will enable them to understand and report on these issues.

Prerequisite: JOUR 210 and JOUR 230

JOUR 425, Opinion and Editorial Writing, 3 Units

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 Units

This course examines reporting on public institutions and programs that affect and impact the market area of the media organization. Topics covered include local, state, and national government; schools; tax-supported organizations; the military; and the programs affiliated with these institutions.

Prerequisite: JOUR 300

JOUR 435, Media Entrepreneurship and Economics, 3 Units

This course focuses on examining how innovation shapes the future of media, and teaches ways to create news, information, and other media enterprises to succeed in the Digital Revolution. The course also examines the impact of digital technologies on media in terms of production and consumption. Business and distribution models in media are surveyed, and students learn the fundamentals of formulating a media business, including writing a business plan.

Prerequisite: JOUR 210 AND JOUR 230

JOUR 440, Religion and the Media, 3 Units

This seminar in religion and media examines the role of faith in public life and culture. Included in the course is an examination of media that routinely deal with faith and values.

Prerequisite: JOUR 210

JOUR 445, Media Theory and Applications, 3 Units

This course examines theories of communication media from micro, cognitive-behavioral to macro, sociological and ecological approaches. It looks at evolutions in media theory and their applications in media research and practice. It analyzes theories of the media from both historical chronological and spatial systemic dimensions. It critiques the assumptions and foundations of key media theories, enables students identify real world applications of, and use the theories in conducting media research. The course will cover established and emerging media theories in light of changing the continuously evolving mediascape. Participants in this course will gain critical media literacy and analytical skills.

Prerequisite: COMM 200

JOUR 460, Advanced Public Relations, 3 Units

Requires students to apply 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 real clients with real issues.

Prerequisite: JOUR 250

JOUR 495, Special Topics, 3 Units

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

Prerequisite: JOUR 210

PUBR 250, Introduction to Public Relations, 3 Units

Applies communication principles and theories 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.

PUBR 315, Public Relations and Social Media, 3 Units

Public Relations and Social Media aims to explore the use of Public Relations strategies and techniques applied to social media platforms. Students will examine the different tools and techniques available for organizations to communicate with their different publics through the use of new technologies. Students in this course will learn through a hands-on approach to case studies and social media campaigns, as well as a detailed study of social media platforms, trends and communication theories applied to this new form of communication. A crucial element of the course is the design, development and implementation of a social media consultancy project for a non-profit.

PUBR 325, Public Relations Agency, 1 Unit

This workshop is aimed at providing students with a realistic approach to a daily life of a public relations practitioner. Structured as a workshop, students will experience a working environment that will prepare them for the professional world. This course will replicate the structure and organization of a public relations agency, where students will create a work environment producing public relations materials for a variety of clients. A key component of the course is the development of a portfolio of work samples.

Prerequisite: PUBR 250

PUBR 330, Writing 3: Public Relations Strategies and Techniques, 3 Units

This course helps students develop skills in writing and creative strategy in the public relations profession, with special attention given to news and persuasive writing in print, broadcast, digital, and social media platforms; key message construction; and writing for internal and external audiences. Course content also addresses professional standards, ethical issues, and critical thinking as part of the public relations writing process. Each student produces a personal portfolio of writing samples of public relations products, such as news releases, op-eds, media kits, interviews, scripted interviews, fact sheets, and online materials. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: PUBR 250 and Writing 2

PUBR 400, Public Relations Management, 3 Units

This course covers advanced application of strategic public relations creative and management functions in organizations through the design, creation, development, and implementation of public relations campaigns for a variety of purposes (e.g., internal communication, media relations, crisis communication, social media, diversity, social corporate responsibility). A key component of the course is planning and implementing a public relations campaign for a local organization. Students also examine specific public relations contexts and analyze case studies that exemplify how organizations successfully apply communication to take advantage of public relations opportunities and solve public relations problems.

Prerequisite: PUBR 330

PUBR 420, Public Relations, Non-profits and Social Causes + Lab, 3 Units

Course instruction covers wide-ranging study and application for working and flourishing in communications for the non-profit sector. Learning skills need to prepare for this unique field include language nuance, effective story-telling, strategic networking, as well as an understanding of the similarities and differences existing between communication approaches used in the for-profit, government, and non-profit sectors. This course will also cover the particularities of faith-based non-profits.

PUBR 440, Public Relations and Entertainment + Lab, 3 Units

We live in one of the world's largest media markets. This course will explore the entertainment industry and the public relations strategies and practices in the field. Students will learn about the structure of the entertainment industry, distribution channels, media relations and so forth. This course offers a very practical, hands-on workshop where an active professional offers students a series of case studies and challenges to be worked, discussed and solved in the classroom. Students will be exposed to the real life scenarios and will create a number of pieces for their professional portfolio.

Prerequisite: Junior or Senior Standing

PUBR 450, Public Relations International Experience, 3 Units

This course aims to explore the nature of international communication in a practical manner. This course will study the practice of social media, paying special attention to the creative process and industry trends. The course will be structured in two distinct parts, pre and post traveling. Before traveling, students will study the history, culture and socioeconomic context in order to be prepared for the places to be visited. Once abroad, we will meet with different communication agencies, social media startups and public relations professionals who will share their expertise on the topic. The practical outcome of the course will be the production of a video diary of the trip, where students will share their thoughts, reflections and lessons learned using one of the concepts previously discussed as the guideline for the visual narrative.

Prerequisite: Junior or Senior Standing

PUBR 495, Special Topics in Public Relations: Crisis Communication, 3 Units

This course studies the nature and origin of crisis and how organizations respond to them. Exploring in depth the connections between organizations, media and publics, this course reviews the industry's best practice and the theoretical framework for crisis management. Relying heavily on recent and relevant case studies, students will discover the diverse strategies and techniques and tools used by organizations when faced with crisis situations. As a practical outcome of the course, students will design and develop a full-scale crisis communication plan for an organization.

Prerequisite: Junior or Senior Standing

PUBR 496, Public Relations Capstone, 3 Units

This is a senior-level, "capstone" course structured in two distinct parts. The first half of the course discusses and explores the ethical issues that public relations practitioners will deal in their everyday life. Using the Public Relations Society of America's Code of Ethics, students will explore the ethical dimensions of the practice of public relations, and its intersection with a Christian worldview. The second half of the course covers more applied topics of professional readiness for students. As seniors prepare to enter the professional practice, this course will cover professional related topics such as vocation, resume preparation, industry knowledge, and portfolio preparation.

Prerequisite: Junior or Senior Standing

Faculty

Department Chair and Professor

Christopher Leland (<http://www.apu.edu/faculty/cleland>), Ph.D., Communication Studies

Professors

Denise Ferguson (<http://www.apu.edu/faculty/dferguson>), Ph.D., APR, Public Affairs and Issues Management, Public Relations

Bala Musa (<http://www.apu.edu/faculty/bmusa>), Ph.D., Communication Studies/Journalism

Associate Professors

Starla Anderson (<http://www.apu.edu/faculty/sranderson>), M.A., JD, Communication Studies/Journalism

Mia Anderson, Ph.D., Communication Studies, Graduate Program Director

Marcia Berry (<http://www.apu.edu/faculty/mberry>), Ph.D., Communication Studies

Courtney Davis (<http://www.apu.edu/faculty/cwdavis>), Ph.D., Communication Studies

Ismael Lopez Medel (<http://www.apu.edu/faculty/ilopezmedel>), Ph.D., Public Relations

Ryan Montague (<http://www.apu.edu/faculty/rmontague>), Ph.D., Communication Studies

Assistant Professor

Kent Walls (<http://www.apu.edu/faculty/rwalls>), M.A., Journalism

Visiting Professor

W. Jim Willis (<http://www.apu.edu/faculty/jwillis>), Ph.D., Journalism

Affiliated Faculty

Pamela Fisher (<http://www.apu.edu/faculty/pfisher>), M.A., Journalism

Adam Lipson (<http://www.apu.edu/faculty/alipson>), M.A.

Allison Oster (<http://www.apu.edu/faculty/aoster>), M.A.

David Peck (<http://www.apu.edu/faculty/dpeck>), Ph.D.

Joe Reinsch, M.A.

Adjunct Faculty

Jeff Carter, M.Div.

Laci Corzo, M.Div.

Fernanda De La O (<http://www.apu.edu/faculty/fdelao>), M.S.

Jeremiah Kitchel (<http://www.apu.edu/faculty/jkitchel>), M.A.

Isaiah Granados (<http://www.apu.edu/faculty/igranados>), M.A.

Phillip Lollar (<http://www.apu.edu/faculty/plollar>), MFA

R. Neal Montgomery, M.Div.

Don Murray (<http://www.apu.edu/faculty/dmurray>), D.Min.

Jeffrey Neu, M.A.

John Pate (<http://www.apu.edu/faculty/jpate>), M.A.

Brian Paulin, M.A.

Marion Pyle (<http://www.apu.edu/faculty/mpyle>), M.A.

Faculty Emeriti

David C. Bicker (<http://www.apu.edu/faculty/dbicker>), Ph.D., Communication Studies

Ray McCormick (<http://www.apu.edu/faculty/rmccormick>), Ph.D., Communication Studies

W. Jim Willis (<http://www.apu.edu/faculty/jwillis>), Ph.D., Journalism

Communication Studies Major

51 units

The communication studies major (<http://www.apu.edu/clas/programs/communication-major>) offers an in-depth study of communication in various contexts, including but not limited to rhetoric, argumentation, interpersonal communication, small group communication, organizational communication, conflict management, intercultural communication, and family communication.

Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Communication studies graduates often work as:

- Communication training and development specialists
- Strategic communication (including social media) specialists
- Public relations and public affairs staff
- Human resource officers
- Corporate or personal event planners
- Customer relations managers
- Sales representatives
- Higher education administrators
- Corporate managers
- Ministry leaders in churches or nonprofits
- Marriage and family counselors
- High school guidance counselors
- Entrepreneurs

Requirements

51 units

To graduate, communication studies major students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Code	Title	Units
Lower-division Core Requirements		
COMM 111	Public Communication ¹	3
COMM 201	Introduction to Communication Studies	3
COMM 203	Communication Theory	3
COMM 211	Professional Communication	3
COMM 230	Small Group Communication	3
COMM 260	Intercultural Communication ²	3
Upper-division Core Requirements		
COMM 300	Research Methods in Communication	3
COMM 302	Rhetorical Theory	3
COMM 305	Writing 3: Writing for Communication ³	3
COMM 420	Conflict Management	3
COMM 425	Interpersonal Communication Processes	3
COMM 430	Organizational Communication	3
COMM 490	Communication Internship ⁴	3
COMM 496	Senior Seminar: Ethics in Human Communication	3
Electives		
Take 9 units from the following:		9
COMM 315	Intercollegiate Forensics	
COMM 325	Gender Communication	
COMM 335	Leadership Communication	
COMM 340	Argumentation and Advocacy	
COMM 345	Nonverbal Communication	
COMM 435	Family Communication	
COMM 440	Persuasion and Attitude Change	
COMM 495	Special Topics	
COMM 498	Directed Research	
Total Units		51

¹ Meets the General Education Oral Communication requirement.

² Meets the General Education Intercultural Competence requirement.

³ Meets the General Education Writing 3 requirement.

⁴ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how communication creates, sustains, manages, and changes persons, groups, organizations, and society, and use that knowledge in an ethical manner.
2. Articulate how their faith informs the study, evaluation, and practice of communication, and exemplify Christian values that affirm people's inherent worth as they put principles into action.
3. Identify their communication tendencies, strengths, and weaknesses.
4. Express ideas clearly and accurately through oral and written communication using various media in academic and practitioner contexts.
5. Utilize quantitative and qualitative research tools to explore communication worlds.
6. Ethically apply communication theories and skills to various communicative situations (e.g., developing healthy, supportive relationships; participating in and leading teams; solving problems and making decisions; managing conflict; presenting strategic messages; cultivating healthy

organizations; interacting with diverse populations; executing change strategies; and promoting the intellectual, spiritual, and emotional growth of those with whom they live and work).

7. Identify a vocational direction where one's communication skills can be utilized to make a positive difference.

Journalism Major

51 units

The journalism major (<https://www.apu.edu/clas/programs/journalism-major>) offers an in-depth study of journalism, cultivating practical experience in writing, reporting, editing, and publication production and management. Three concentrations are offered:

- News and Storytelling
- Media Studies
- Sports Journalism

Each concentration carries additional Program Learning Outcomes specific to its focus; see the Program Learning Outcomes tab above.

Career Opportunities

To prepare for their career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Journalism graduates often work as:

- News bloggers/columnists
- Freelance writers
- Foreign news correspondents
- TV news anchors
- Print/digital reporters
- Investigative journalists
- Copy editors
- Managing editors
- News analysts
- Media relations specialists
- Copywriters
- Videographers
- Sports reporters/anchors
- Podcast/radio show hosts

Program Requirements

To graduate, journalism major students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Code	Title	Units
Lower-division Core Requirements		
COMM 111	Public Communication ¹	3
COMM 200	Introduction to Mass Communication	3
JOUR 210	News Writing and Reporting	3
JOUR 220	Press Theory and Democracy ²	3
JOUR 230	Digital News Gathering	3
Upper-division Core Requirements		
JOUR 300	Editing	3
COMM 305	Writing 3: Writing for Communication ³	3
JOUR 305	Media Law and Ethics	3
JOUR 335	Journalism Research Methods	3
JOUR 435	Media Entrepreneurship and Economics	3
COMM 490	Communication Internship ⁴	3
Area of Concentration		18

Select one of the concentrations below

Total Units	51
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- 1 Meets the General Education Oral Communication requirement.
- 2 Meets the General Education Civic Knowledge and Engagement requirement.
- 3 Meets the General Education Writing 3 requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.

Areas of Concentration

News and Storytelling

Code	Title	Units
JOUR 119	Converged Journalism Workshop: Introduction	1
JOUR 315	Multimedia Publishing and Design	3
JOUR 319	Converged Journalism Workshop: Intermediate	1
JOUR 419	Converged Journalism Workshop: Advanced	1
JOUR 430	Public Affairs Reporting	3
Select three courses from the following:		9
PUBR 250	Introduction to Public Relations	
JOUR 261	Audio Broadcasting	
JOUR 376	Television Journalism	
JOUR 410	Global Journalism and Media Systems	
JOUR 420	Entertainment, Religion, and Specialty Beat Reporting	
JOUR 495	Special Topics	

Total Units	18
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Media Studies

Code	Title	Units
JOUR 410	Global Journalism and Media Systems	3
JOUR 445	Media Theory and Applications	3
COMM 360	Studies in Popular Culture	3
Select three courses from the following:		9
JOUR 420	Entertainment, Religion, and Specialty Beat Reporting	
JOUR 495	Special Topics	
CINE 275	History of Television and Digital Media ¹	
CINE 351	Film and Social Issues ²	
COMM 440	Persuasion and Attitude Change	
PUBR 250	Introduction to Public Relations	

Total Units	18
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- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Intercultural Competence requirement.

Sports Journalism

Code	Title	Units
JOUR 119	Converged Journalism Workshop: Introduction	1
JOUR 315	Multimedia Publishing and Design	3
JOUR 319	Converged Journalism Workshop: Intermediate	1
JOUR 340	Sports Writing and Broadcasting	3
JOUR 345	Sports Communication and Public Relations	3
JOUR 415	Communicating Sports History and Economics	3
JOUR 419	Converged Journalism Workshop: Advanced	1

Select one of the following:	3
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JOUR 261

Audio Broadcasting

JOUR 376

Television Journalism

Total Units

18

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Generate excellent storytelling across a variety of media and platforms.
2. Explain the history and theories of the media and the press which compel us to civic engagement as professional journalists, media practitioners, and scholars of the field.
3. Apply ethical principles in the gathering and production of stories based on industry standards and Christian values that affirm people's inherent worth.
4. Understand the fields of a variety of different media through interaction with journalists and media professionals, work experience, and various coursework.

News and Storytelling Concentration

1. Demonstrate core journalistic competencies including interacting with sources, accuracy, proper grammar and spelling, and research and interviewing skills.
2. Practice skillful collaboration and interpersonal communication through editorial workshops as well as interaction with sources and publics.

Media Studies Concentration

1. Demonstrate competency in traditional and new media literacy.
2. Explain the relationship between communication technology and culture, and critique various schools of thought on technology and culture.
3. Use communication and media skills to engage the culture and solve problems through digital storytelling, advocacy, and persuasion.

Sports Journalism Concentration

1. Practice a variety of sports writing, broadcasting, and digital dissemination for audiences to consume.
2. Identify key roles and opportunities within the sports industry at all levels of sport.

Public Relations Major

51 units

The public relations major (<https://www.apu.edu/clas/programs/public-relations-major>) is an innovative program that offers in-depth study of the field and emphasizes hands-on experience. Students create their own professional portfolio, gain experience working in APU's student-run agency, join the local chapter of the Public Relations Student Society of America, develop global public relations skills through international study-away trips, and become specialists in nonprofit, entertainment, or sports PR.

Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. In addition, students can enroll in PUBR 325 Public Relations Agency and study away in the summer through PUBR 450 Public Relations International Experience. Public relations graduates often work as:

- Public relations managers
- Communication directors
- Creative directors
- Spokespersons
- Event planners
- Marketing analysts
- Media relations specialists
- Nonprofit communication professionals
- Media relations specialists
- Copy writers
- Bloggers

- Graphic designers
- Producers

Requirements

To graduate, public relations majors must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

Code	Title	Units
Lower-Division Core		
COMM 111	Public Communication ¹	3
PUBR 250	Introduction to Public Relations	3
COMM 200	Introduction to Mass Communication	3
COMM 211	Professional Communication	3
MKTG 260	Principles of Marketing	3
JOUR 230	Digital News Gathering	3
Upper-Division Core		
PUBR 300	Public Relations Management	3
PUBR 315	Public Relations and Social Media	3
PUBR 330	Writing 3: Public Relations Strategies and Techniques ²	3
JOUR 305	Media Law and Ethics	3
JOUR 315	Multimedia Publishing and Design	3
JOUR 335	Journalism Research Methods	3
COMM 490	Communication Internship ³	3
PUBR 496	Public Relations Capstone	3
Electives		
Select 9 units from the following:		9
At least 6 units must be from PR courses		
PUBR 325	Public Relations Agency	
PUBR 420	Public Relations, Non-profits and Social Causes + Lab	
PUBR 440	Public Relations and Entertainment + Lab	
PUBR 450	Public Relations International Experience	
PUBR 495	Special Topics in Public Relations: Crisis Communication	
JOUR 345	Sports Communication and Public Relations	
COMM 230	Small Group Communication	
COMM 302	Rhetorical Theory	
COMM 335	Leadership Communication	
COMM 420	Conflict Management	
COMM 430	Organizational Communication	
COMM 440	Persuasion and Attitude Change	

Total Units

51

- ¹ Meets the General Education Oral Communication requirement.
- ² Meets the General Education Writing 3 requirement.
- ³ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify major theories and development of the field of public relations.
2. Understand how public relations techniques create relationships between organizations and their different publics.
3. Apply Christian ethical principles to the practice of public relations.
4. Select public relations strategies and techniques to solve communication problems.
5. Utilize quantitative and qualitative tools to produce research in the field of public relations.

6. Create professional public relations campaigns.
7. Build a personal portfolio of public relations artifacts.

Communication Studies Minor

24 Units

Code	Title	Units
Core Requirements		
COMM 201	Introduction to Communication Studies	3
COMM 203	Communication Theory	3
COMM 211	Professional Communication	3
Select one of the following:		3
COMM 230	Small Group Communication	
COMM 260	Intercultural Communication ¹	
Elective Requirements: Select 4 of the following:		12
COMM 300	Research Methods in Communication	
COMM 302	Rhetorical Theory	
COMM 305	Writing 3: Writing for Communication ²	
COMM 325	Gender Communication	
COMM 335	Leadership Communication	
COMM 340	Argumentation and Advocacy	
COMM 345	Nonverbal Communication	
COMM 420	Conflict Management	
COMM 425	Interpersonal Communication Processes	
COMM 430	Organizational Communication	
COMM 435	Family Communication	
COMM 440	Persuasion and Attitude Change	
COMM 495	Special Topics	
COMM 498	Directed Research	

Total Units

24

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Writing 3 requirement.

Journalism Minor

22 units

Code	Title	Units
Core Requirements		
JOUR 210	News Writing and Reporting	3
JOUR 230	Digital News Gathering	3
JOUR 300	Editing	3
JOUR 430	Public Affairs Reporting	3
Select one of the following:		1
JOUR 325	Newspaper Workshop	
JOUR 326	Magazine Workshop	
JOUR 327	Radio Workshop	
JOUR 328	Television Workshop	
Elective Requirements		
Select three of the following:		9
JOUR 261	Audio Broadcasting	

JOUR 305	Media Law and Ethics
JOUR 315	Multimedia Publishing and Design
JOUR 376	Television Journalism
JOUR 410	Global Journalism and Media Systems
JOUR 420	Entertainment, Religion, and Specialty Beat Reporting
JOUR 435	Media Entrepreneurship and Economics
JOUR 495	Special Topics
COMM 360	Studies in Popular Culture

Total Units

22

Public Relations Minor

24 units

Requirements

Code	Title	Units
Core Requirements		
PUBR 250	Introduction to Public Relations	3
COMM 200	Introduction to Mass Communication	3
PUBR 300	Public Relations Management	3
PUBR 315	Public Relations and Social Media	3
PUBR 330	Writing 3: Public Relations Strategies and Techniques ¹	3
Electives		
Select 9 units from the following:		9
JOUR 305	Media Law and Ethics	
JOUR 315	Multimedia Publishing and Design	
JOUR 335	Journalism Research Methods	
COMM 420	Conflict Management	
COMM 490	Communication Internship ²	
PUBR 325	Public Relations Agency	
PUBR 420	Public Relations, Non-profits and Social Causes + Lab	
PUBR 440	Public Relations and Entertainment + Lab	
PUBR 450	Public Relations International Experience	
PUBR 495	Special Topics in Public Relations: Crisis Communication	
PUBR 496	Public Relations Capstone	
Total Units		24

¹ Meets the General Education Writing 3 requirement.

² Meets the General Education Integrative and Applied Learning requirement.

Honors College

Today's top-performing students are tomorrow's leaders. The Honors College (<https://www.apu.edu/honors>) *telos*—its aim, purpose, end—is to liberally educate the next generation of intellectually gifted Christian leaders, helping them develop the moral and intellectual virtue, the right habits of the heart and of the mind, to become global leaders.

The Honors College is for students who:

- Enjoy spirited conversation and debate
- Want to think deeply about important issues
- Desire to love God with their mind as well as their heart and soul
- Seek to grow in faith, virtue, and leadership
- Love to read and write
- Aspire to stir the hearts and minds of their generation

The Honors College is an opportunity to:

- Engage life's big questions in discussion-based, intellectually stimulating colloquies
- Read classics about leadership, virtue, and faith
- Grow academically in a close-knit community of engaged, intellectual peers
- Learn without exams, textbooks, or busywork
- Complete two majors in four years
- Enjoy writing-intensive courses with writing support groups
- Benefit from "high-impact educational practices"
- Experience an Oxford-style tutorial
- Study away at Oxford University
- Reserve classes with priority registration
- Receive a \$1,000-per-year Honors scholarship

Mission

The Honors College offers an innovative, enriching, and challenging Christian liberal education, emphasizing good leadership, moral and intellectual virtue, and the Christian tradition, to high-achieving, academically motivated undergraduate students.

Application to the Honors College

Students may apply to the Honors College as incoming first-year students, transfer students, or as second-year APU students.

In addition to completing the application form for admission to the university, a candidate must submit written responses to an essay prompt and three letters of recommendation. Applicants are considered on the basis of academic performance, demonstrated leadership ability, and exemplary character.

Admission to the Honors College is selective. Among those accepted and enrolled in the Honors College, the mean high school GPA is 4.2+ with an SAT score of 1350+ or a composite ACT score of 30+.

Recipients of a Trustees' (<http://www.apu.edu/trusteesscholarship>), President's (<http://www.apu.edu/onestop/finances/aid/academic>), Multi-Ethnic Leadership (MEL) (<http://www.apu.edu/onestop/finances/aid/participatory/#multiethnicleadershipscholarship>), or Haggard International (<http://www.apu.edu/international/enrollment/tuition/scholarships>) scholarship are encouraged to apply for admission. Transfer and second-year APU students may apply for admission and will be considered if space is available.

Program Overview

Curriculum

The Honors College curriculum starts with the premise that good leadership requires the cultivation of moral and intellectual virtue—the habits of the heart and mind that enable one to determine what ought to be done and how best to do it. Such habits define one's character. The content of a leader's character is shaped, in part, by his or her answers to life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God, and what is our relationship with Him? What are our responsibilities to others? What is good? What is true? What is beautiful?

The classic works read in the Honors College curriculum perceptively address such questions. Their authors are cartographers, unveiling the lay of the land, providing ways to think and talk about life's big questions.

The small, discussion-based, intellectually stimulating seminars are reading and writing intensive. The courses do not require secondary textbooks or traditional examinations. The selected texts nurture a deep understanding of the Christian faith, foster moral and intellectual virtue, and grapple with life's most important questions. Wrestling with the ideas and arguments in those texts cultivates cognitive, expressive, and civic capacities (critical inquiry, analytical reasoning, problem solving, close reading, textual interpretation, attentive listening, effective language usage as a speaker and writer, and participating in and leading small groups/teams).

In this vein, the Honors College intends to produce scholarly disciples, equipped and worthy to assume positions of leadership, having grown in wisdom, virtue, faith, and eloquence.

There are 10 courses in the Honors curriculum (48 units). Completion of all 10 courses leads to an honors humanities major. The honors humanities major is not a stand-alone major; Honors Scholars are required to complete an additional major in another field of study.

The honors humanities major satisfies all requirements in the university's General Education program (p. 131). Students pursuing the honors humanities major are generally exempt from all assessment or placement exams associated with General Education. The honors humanities minor satisfies only a portion of the university's General Education requirements (p. 131).

The Honors College offers four ways of participating in the curriculum:

- Pathway One: Honors Humanities Minor (p. 479)
- Pathway Two: Honors Humanities Major (p. 478)
- Pathway Three: Honors Humanities Major for Advanced Degrees (p. 478)
- Pathway Four: National Merit Scholars and Trustees' Scholarship Recipients (p. 478)

Study Away Opportunities

Study away is a uniquely enriching experience. To encourage Honors students to pursue study away, the Honors College has adopted the following practices:

- Honors students are encouraged to consider the Oxford Semester as a recommended study away option. In that program, it is possible to arrange to read texts similar to those in the Honors curriculum.
- Honors students who study away may substitute courses completed during a semester studying away for up to 6 units of Honors course requirements. The only requirements that may not be substituted are HON 101, HON 340, HON 440, HON 450, and HON 460.
- Honors Humanities majors may utilize the study away course substitution above for up to two semesters, and Honors Humanities minors may substitute study away courses for one required Honors course (6 units).

Career Opportunities

The honors humanities major and minor are not designed as preparation for a specific career, but rather as preparation for life. Nonetheless, the ability to combine the major/minor with a second major while graduating in four years creates many career opportunities. The program provides a competitive edge for those seeking a great graduate school and produces top candidates for employers who seek deep thinkers and articulate communicators with strong moral character. It also cultivates key skills useful in every field of endeavor: critical thinking, teamwork, oral communication, and written communication.

- Honors Humanities Major (p. 478)
- Honors Humanities Minor (p. 479)

HON 101, Leadership, 6 Units

A study of classic texts on leadership, including the Old Testament, that tackle key leadership questions- Who is a good leader? What does a good leader do? Is leadership an art or a science? How does one prepare for leadership? What ought to be the aim of good leaders? What is practical wisdom, and how does one obtain it? Are leaders constrained by any boundaries or obligations? Is virtue essential to good leadership? Is vice ever necessary? How should one lead in a situation that is less than the best? What can we learn from exemplary leaders? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

HON 240, Core I, 6 Units

A study of select classic works, including the New Testament, that have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: HON 101 or dean consent

HON 260, Core II, 6 Units

The second in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and who continue to influence us today. We join them in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: HON 240 or dean consent

HON 280, Core III, 6 Units

The third in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: HON 260 or dean consent

HON 300, Core IV, 6 Units

The fourth in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: HON 280 or dean consent

HON 340, Nature, 6 Units

A philosophical and historical review of the rise of modern natural and social science, the kinds of questions science answers, how it answers them, and the limits and potential of scientific inquiry. The course highlights major revolutions in the fields of biology, chemistry, physics, astronomy, psychology, and sociology as well as ensuing debates about the relationship between religion and science.

Prerequisite: HON 101 and HON 240 or dean consent

HON 360, Democracy, 3 Units

A study of the principles and practices of self-government in America. Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: HON 101 and HON 240 or dean consent

HON 380, Wisdom, 3 Units

A study of Old Testament wisdom literature and its teachings about moral character as well as a comparative investigation of the Apocrypha and Confucian, Daoist, Buddhist, Egyptian, Babylonian, and Greek wisdom texts. Taught by a faculty tutor in an integrative, interdisciplinary fashion.

Prerequisite: HON 101 and HON 240 or dean consent

HON 440, Oxbridge Tutorial I, 3 Units

This tutorial is the first half of a year-long course devoted to exploring a single seminal text or the collected work of a single author. Students engage in self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.

Prerequisite: HON 300 or dean's approval

HON 450, Oxbridge Tutorial, 6 Units

This tutorial is an entire semester devoted to exploring a single seminal text or the collected work of a single author. Students engage in a self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.

Prerequisite: HON 300 or dean's approval

HON 460, Oxbridge Tutorial II, 3 Units

This tutorial is the second half of a year-long course devoted to exploring a single seminal text or the collected work of a single author. Students engage in self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.

Prerequisite: HON 440 or dean's approval

HON 497, Readings, 1-6 Units

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.

HON 499, Honors Thesis, 3 Units

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 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 you for further work at the graduate and professional level.

Prerequisite: Honors College, Junior or Senior standing

Faculty

Dean

David L. Weeks (<http://www.apu.edu/faculty/dweeks>), Ph.D.

Professor

Diana Pavlac Glycer (<http://www.apu.edu/faculty/dglyer>), Ph.D.

Associate Professors

Marcia S. Berry (<http://www.apu.edu/faculty/mberry>), Ph.D.

Barbara Harrington (<http://www.apu.edu/faculty/bharrington>), Ph.D.

Assistant Professor

André Villeneuve (<http://www.apu.edu/faculty/avilleneuve>), Ph.D.

Faculty Fellows

Joseph Bentz (<http://www.apu.edu/faculty/jbentz>), Ph.D., Professor, Department of English

Adam Green (<http://www.apu.edu/faculty/agreen>), Ph.D., Associate Professor and Adjunct Coordinator, Department of Philosophy

Emily Griesinger (<http://www.apu.edu/faculty/egriesinger>), Ph.D., Professor, Department of English; Program Director, M.A. in English

Bradley Hale (<http://www.apu.edu/faculty/bhale>), Ph.D., Director, Humanities Program; Associate Professor, Department of History and Political Science

Paul Kaak (<http://www.apu.edu/faculty/pkaak>), Ph.D., Executive Director, Office of Faith Integration; Professor, Department of Leadership and Organizational Psychology

Bradley McCoy (<http://www.apu.edu/faculty/bmccoy>), Ph.D., Professor, Department of Mathematics, Physics, and Statistics

Joshua Morris (<http://www.apu.edu/faculty/jmorris>), Ph.D., Professor, Department of Biology and Chemistry

Daniel Palm (<http://www.apu.edu/faculty/dpalm>), Ph.D., Chair and Professor, Department of History and Political Science

Ethan Schrum (<http://www.apu.edu/faculty/eschrum>), Ph.D., Associate Professor, Department of History and Political Science

Abbylin H. Sellers (<http://www.apu.edu/faculty/asellers>), Ph.D., Associate Professor, Department of History and Political Science

Matthew J. Smith (<http://www.apu.edu/faculty/mjsmith>), Ph.D., Associate Professor, Department of English

Caleb D. Spencer (<http://www.apu.edu/faculty/cspencer>), Ph.D., Associate Professor, Department of English

Theresa Clement Tisdale (<http://www.apu.edu/faculty/tctisdale>), Ph.D., Psy.D., Professor, Department of Clinical Psychology

Adjunct Faculty

Christine Kern (<http://www.apu.edu/faculty/ckern>), Ph.D.

Leslie Wickman (<http://www.apu.edu/faculty/lwickman>), Ph.D.

Faculty Emeriti

Christopher Flannery, Ph.D.

Honors Humanities Major

Pathway Two: Honors Humanities Major (<https://www.apu.edu/honors/programs/humanities-major>)

This pathway is for students accepted into the Honors College as incoming freshmen and who wish to complete two majors: honors humanities and another major within any college or school on campus.

- Requires 48 units.
- Allows for completion of two academic majors while still graduating in four years.
- Results in an honors humanities major, which is not a stand-alone major but complements majors in all other fields of study.
- Provides a university-approved equivalency of the entire General Education program.
- Leads to “Honors Scholar” and “Honors Humanities” designations on a student’s diploma and transcript.
- Includes an Honors College scholarship for all four years, a personal library of classics, early class registration privileges, and the freshman Honors living-learning community.
- Grants participation in the college’s signature Oxbridge tutorial.

Pathway Three: Honors Humanities Major for Advanced Degrees

This pathway is for students accepted into the Honors College as incoming freshmen who wish to complete two majors (honors humanities and another major within any college or school on campus) and who intend to pursue an advanced degree in a prestigious graduate or professional school.

- Requires 59 units.
- Entails an Honors Thesis (Honors College or discipline-based).
- Expects mastery of a foreign language at the intermediate level.
- Allows for completion of two academic majors while still graduating in four years.
- Results in an honors humanities major, which is not a stand-alone major but complements majors in all other fields of study.
- Provides a university-approved equivalency of the entire General Education program.
- Leads to “Honors Scholar with Thesis” and “Honors Humanities” designations on a student’s diploma and transcript.
- Includes an Honors College scholarship for all four years, a personal library of classics, early class registration privileges, and the opportunity to live in the freshmen Honors living-learning community.
- Grants participation in the college’s signature Oxbridge tutorial.

Pathway Four: National Merit Scholars and Trustees’ Scholarship Recipients

This is a unique pathway by invitation only for National Merit Scholars and Trustees’ Scholarship recipients that allows them to design an individualized second major.

- Requires 120 units.
- Results in an honors humanities major, which is not a stand-alone major but complements majors in all other fields of study.
- Permits a wholly individualized second major (with approval of the Honors College dean and the respective department chairs).
- Provides a university-approved equivalency of the entire General Education program.
- Entails an Honors Thesis (Honors College or discipline-based).
- Expects mastery of a foreign language at the intermediate level.
- Leads to “Distinguished Honors Scholar with Thesis” and “Honors Humanities” designations on a student’s diploma and transcript.
- Includes an Honors College scholarship for all four years, a personal library of classics, early class registration privileges, and the opportunity to live in the freshmen Honors living-learning community.
- Grants participation in the college’s signature Oxbridge tutorial.

Requirements

Code	Title	Units
HON 101	Leadership	6
HON 240	Core I	6
HON 260	Core II	6
HON 280	Core III	6
HON 300	Core IV	6

HON 340	Nature	6
HON 360	Democracy	3
HON 380	Wisdom	3
Select one of the following options:		6
HON 450	Oxbridge Tutorial	
or		
HON 440 & HON 460	Oxbridge Tutorial I and Oxbridge Tutorial II	
Total Units		48

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically analyze primary classic texts and the ideas and arguments therein that contribute to or challenge the Christian faith.
2. Appraise important and influential Christian and non-Christian efforts to address central human questions.
3. Compare and contrast the contributions of various authors from different eras and cultures to our understanding of good leadership and moral/intellectual virtue.
4. Write lucid, concise, cogent, and in-depth analyses of texts, ideas, and arguments.
5. Present clear, well-organized, engaging, persuasive, and substantive oral contributions in group settings.
6. Contribute competently and constructively in small-group/team settings.

Honors Humanities Minor

30 units

Pathway One: Honors Humanities Minor

The honors humanities minor comprises 30 units of honors courses, and can be completed in five semesters. The minor fulfills 12 requirements in the university's required General Education program; students select which requirements are fulfilled from among the following: First-Year Seminar, Writing 1, Writing 2, Writing 3, Oral Communication, Humanities: History, Humanities: Fine Arts, Humanities: Literature, Philosophy, Intercultural Competence, Civic Knowledge and Engagement, Theology, Integrative and Applied Learning, Christian Ministry, Luke/Acts, or Exodus/Deuteronomy. All remaining General Education requirements (p. 131) must be completed in addition to the minor.

This is an ideal pathway for students who join the Honors College as sophomores and for transfer students.

- Requires 30 units of honors courses, including Leadership, Core I, Core II, Core III, and Core IV.
- Allows completion in five semesters.
- Results in an honors humanities minor.
- Leads to "Honors Scholar" designation on the student's diploma and transcript.
- Includes an Honors College scholarship for five semesters, a personal library of classics, early class registration privileges, and the freshman Honors living-learning community.
- Transfer students admitted into the Honors College having already completed 60 or more units may complete the honors humanities minor with 24 units, taking four of the required five classes.

Code	Title	Units
HON 101	Leadership	6
HON 240	Core I	6
HON 260	Core II	6
HON 280	Core III	6
HON 300	Core IV	6
Total Units		30

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically analyze primary classic texts and the ideas and arguments therein that contribute to or challenge the Christian faith.
2. Appraise important and influential Christian and non-Christian efforts to address central human questions.

3. Compare and contrast the contributions of various authors from different eras and cultures to our understanding of good leadership and moral/intellectual virtue.
4. Write lucid, concise, cogent, and in-depth analyses of texts, ideas, and arguments.
5. Present clear, well-organized, engaging, persuasive, and substantive oral contributions in group settings.
6. Contribute competently and constructively in small-group/team settings.

School of Behavioral and Applied Sciences

Introduction

The School of Behavioral and Applied Sciences (BAS) (<https://www.apu.edu/bas>) offers several undergraduate programs across the following departments:

- Department of Criminal Justice (p. 481): Criminal Justice Major
- Department of Kinesiology (p. 488): Kinesiology Major (with concentrations in Health Professions, Applied Exercise Science, and Physical Education), Athletic Coaching Minor, Adapted Physical Activity Minor
- Department of Leadership and Organizational Psychology (p. 501): Leadership Minor
- Department of Psychology (p. 504): Psychology Majors (B.A. and B.S.), Psychology Minor, Alcohol and Drug Counseling Minor
- Department of Social Work (p. 517): Social Work Major (BSW), Certificate of Distinction in Undergraduate Social Work Research

The School of Behavioral and Applied Sciences also offers two bachelor's completion programs for transfer students who have at least 30 units of college credit—a Bachelor of Arts in Criminal Justice (<http://catalog.apu.edu/graduateprofessional/behavioral-applied-sciences/criminal-justice-ba>) and a Bachelor of Arts in Psychology (<http://catalog.apu.edu/graduateprofessional/behavioral-applied-sciences/departement-of-psychology/ba>).

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 (<http://www.cswe.org>). All Azusa Pacific programs are accredited by the WASC Senior College and University Commission (<http://www.wascsenior.org>).

Faculty

Dean

Robert Welsh (<http://www.apu.edu/faculty/rwelsh>), Ph.D., ABPP

Department of Criminal Justice

Mission Statement

The Department of Criminal Justice (<http://www.apu.edu/bas/criminaljustice>) prepares students to apply knowledge of criminal justice and critical analysis of social problems to promote the equitable application of the law for all people and become ethical Christian leaders in public and private organizations that intend to make communities safer. The department provides an academically rigorous focus within a liberal arts education, developing criminal justice professionals who embody Christian social justice perspectives.

About the Department

Criminal justice is an interdisciplinary social science involving the study of crime and societal responses to it. The department seeks to foster an environment of inquiry, innovation, and lifelong learning in which students learn to recognize, critically examine, and solve social problems related to crime and criminal behavior. By examining the policies and systems designed to control criminality, students learn the sociopolitical context of crime and explore the historical and contemporary theories of violent and antisocial behavior. In addition to learning academic theories and analyzing criminal justice practices, students develop practical skills such as writing for criminal justice audiences, locating relevant laws and regulations, and understanding courtroom procedures.

The department offers a Bachelor of Arts in Criminal Justice program that includes foundational courses for understanding contemporary criminological theory and criminal justice practice through scholarly appraisal of law enforcement, the courts, and corrections, as well as elective courses that encourage the reflection, critical thinking, and ethical decision making essential to becoming responsible practitioners and leaders in the criminal justice field.

Career Opportunities

Graduates of the criminal justice program are prepared to enter a broad range of career paths and/or graduate study in the criminal justice field, including criminology/criminal justice, forensic psychology, forensic science, and law.

- Criminal Justice Major (p. 485)

CJ 110, Introduction to Criminal Justice, 3 Units

This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

CJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

CJ 220, Police and Society, 3 Units

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.

Prerequisite: CJ 110

CJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

Prerequisite: CJ 110

CJ 250, Juvenile Justice, 3 Units

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.

Prerequisite: CJ 110

CJ 251, Criminal Law, 3 Units

A study of the principles and doctrines embodied in the criminal law. Topics such as substantive crimes, justification, complicity and liability, causation, and inchoate crimes will be explored and emphasized.

Prerequisite: CJ 110

CJ 255, The Criminalization of Youth, 3 Units

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.

Prerequisite: CJ 250

CJ 280, American Court System, 3 Units

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.

Prerequisite: CJ 110

CJ 310, Criminological Theories, 3 Units

In this course the student will identify different perspectives of crime causation, and critically assess why people commit crimes. Included are the ideas, worldview, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

Prerequisite: CJ 220, CJ 280, CJ 240

CJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis often focuses on the physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students will gain a greater understanding of the frequently forgotten member of crime. This course will also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

Prerequisite: WRIT 262

CJ 350, Race, Ethnicity and Crime, 3 Units

Race, and companion factors such as race, ethnicity, social economic class (SES), gender and age are critical factors in the administration of criminal justice in the US. This course critically examines race, ethnicity and SES within the U.S. criminal justice system. The course will provide an overview of the history and background of the experiences of different racial and ethnic groups with different facets of the criminal justice system (policing, juvenile justice, sentencing, courts, etc.). This course will also introduce students to theories about the treatment of the poor compared to the non-poor in criminal offending; and will examine theoretical issues of race and justice. Empirical understandings of the intersectional relationship between race, class and gender and the criminal justice system will also be discussed.

Prerequisite: CJ 310

CJ 351, Criminal Procedure, 3 Units

This course offers a study of specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.

Prerequisite: CJ 110

CJ 355, Gender & Crime, 3 Units

This course explores the intersection between gender (with special focus on women) and crime. We will discuss such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

Prerequisite: CJ 110 and Junior or Senior standing

CJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in WRIT 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: WRIT 262 and a minimum of 90 units.

CJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur, and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

Prerequisite: CJ 110

CJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students will explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

Prerequisite: CJ 310 and PSYC 110

CJ 460, Criminal Justice Internship, 3 Units

The purpose of the internship program is to provide advanced student majors with practical experience working in the field of criminology and criminal justice. Classroom time focuses on processing your learning in the field, addressing any questions, challenges or concerns regarding the experience, and facilitating thinking about professional and graduate work in related fields. As such, classroom time is spent in a small group facilitated discussion format. Students in this course will apply their learning experience practically within a criminal justice professional setting. Class assignments will assist students in looking at different professional experiences from the lens of multiple criminal justice professionals (e.g. law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Additionally, this allows students to make contact with professionals who might later serve as references or points of contact, and it also allows students to gain actual experience which can be included on a resume or job application. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Criminal Justice Majors Junior or Senior status.

CJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by the core and elective courses. Topics vary from semester to semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

Prerequisite: CJ 110

CJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: WRIT 262 (Writing 2) and a minimum of 90 units

POLI 250, Introduction to Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, 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 consent

POLI 351, Constitutional Law: Criminal Justice, 3 Units

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th 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 consent

POLI 380, Terrorism and Counterterrorism, 3 Units

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

SOCW 410, Family Violence, 3 Units

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 or Senior standing or instructor consent

Faculty

Chair and Associate Professor

Deshonna Collier-Goubil (<http://www.apu.edu/faculty/dcollier>), Ph.D.

Assistant Professors

Candice Hodge (<http://www.apu.edu/faculty/chodge>), Ph.D.

Analia Meja Mesinas (<http://www.apu.edu/faculty/amejamesinas>), Ph.D. (Cand.)

Aris Rodriguez (<http://www.apu.edu/faculty/arodriguez>), JD

Louis Tuthill (<http://www.apu.edu/faculty/ltuthill>), Ph.D.

Charles K. Wilhite (<http://www.apu.edu/faculty/cwilhite>), Ph.D.

Criminal Justice Major

51 units

A minimum 2.0 grade-point average is required in all major courses. Students must pass all required courses with a C or higher. Students must earn at least 50% of major course credits at Azusa Pacific University to graduate with a degree in Criminal Justice.

No more than 10 percent of the criminal justice major credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination will be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

Code	Title	Units
Core Courses		
MATH 130 or MATH 115	Introduction to Statistics ¹ Mathematics in Society	3
CJ 110	Introduction to Criminal Justice ²	3
CJ 220	Police and Society	3
CJ 240	Introduction to Corrections: Jails and Prisons	3
CJ 250	Juvenile Justice	3
CJ 280	American Court System	3
CJ 310	Criminological Theories	3
CJ 340	Victimology	3
CJ 350	Race, Ethnicity and Crime	3
WRIT 262	Writing 2: Criminal Justice Research Methods ³	3
CJ 362	Writing 3: Criminal Justice Research Design ⁴	3
CJ 496	Writing 3: Senior Capstone in Criminal Justice ⁴	3
Elective Courses		15
CJ 200	Criminal Justice, Civic Engagement and Social Responsibility ⁵	
CJ 251 or POLI 250	Criminal Law Introduction to Criminal Law	
CJ 255	The Criminalization of Youth	
CJ 351 or POLI 350	Criminal Procedure Constitutional Law: Fundamental Freedoms	
CJ 355	Gender & Crime	
CJ 395	Sex Crimes	
CJ 450	Forensic Psychology for Criminal Justice Professionals	
CJ 460	Criminal Justice Internship ⁶	
CJ 495	Special Topics in Criminal Justice	
POLI 380	Terrorism and Counterterrorism	
SOCW 410	Family Violence	

Total Units

51

¹ Meets the General Education Quantitative Literacy requirement.

² Meets the General Education Social Sciences requirement.

³ Meets the General Education Writing 2 requirement.

⁴ Meets the General Education Writing 3 requirement.

⁵ Meets the General Education Civic Knowledge and Engagement requirement.

⁶ Meets the General Education Integrative and Applied Learning requirement.

CJ 110, Introduction to Criminal Justice, 3 Units

This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

CJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

CJ 220, Police and Society, 3 Units

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.

Prerequisite: CJ 110

CJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

Prerequisite: CJ 110

CJ 250, Juvenile Justice, 3 Units

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.

Prerequisite: CJ 110

CJ 251, Criminal Law, 3 Units

A study of the principles and doctrines embodied in the criminal law. Topics such as substantive crimes, justification, complicity and liability, causation, and inchoate crimes will be explored and emphasized.

Prerequisite: CJ 110

CJ 255, The Criminalization of Youth, 3 Units

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.

Prerequisite: CJ 250

CJ 280, American Court System, 3 Units

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.

Prerequisite: CJ 110

CJ 310, Criminological Theories, 3 Units

In this course the student will identify different perspectives of crime causation, and critically assess why people commit crimes. Included are the ideas, worldview, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

Prerequisite: CJ 220, CJ 280, CJ 240

CJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis often focuses on the physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students will gain a greater understanding of the frequently forgotten member of crime. This course will also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

Prerequisite: WRIT 262

CJ 350, Race, Ethnicity and Crime, 3 Units

Race, and companion factors such as race, ethnicity, social economic class (SES), gender and age are critical factors in the administration of criminal justice in the US. This course critically examines race, ethnicity and SES within the U.S. criminal justice system. The course will provide an overview of the history and background of the experiences of different racial and ethnic groups with different facets of the criminal justice system (policing, juvenile justice, sentencing, courts, etc.). This course will also introduce students to theories about the treatment of the poor compared to the non-poor in criminal offending; and will examine theoretical issues of race and justice. Empirical understandings of the intersectional relationship between race, class and gender and the criminal justice system will also be discussed.

Prerequisite: CJ 310

CJ 351, Criminal Procedure, 3 Units

This course offers a study of specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.

Prerequisite: CJ 110

CJ 355, Gender & Crime, 3 Units

This course explores the intersection between gender (with special focus on women) and crime. We will discuss such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

Prerequisite: CJ 110 and Junior or Senior standing

CJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in WRIT 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: WRIT 262 and a minimum of 90 units.

CJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur, and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

Prerequisite: CJ 110

CJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students will explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

Prerequisite: CJ 310 and PSYC 110

CJ 460, Criminal Justice Internship, 3 Units

The purpose of the internship program is to provide advanced student majors with practical experience working in the field of criminology and criminal justice. Classroom time focuses on processing your learning in the field, addressing any questions, challenges or concerns regarding the experience, and facilitating thinking about professional and graduate work in related fields. As such, classroom time is spent in a small group facilitated discussion format. Students in this course will apply their learning experience practically within a criminal justice professional setting. Class assignments will assist students in looking at different professional experiences from the lens of multiple criminal justice professionals (e.g. law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Additionally, this allows students to make contact with professionals who might later serve as references or points of contact, and it also allows students to gain actual experience which can be included on a resume or job application. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Criminal Justice Majors Junior or Senior status.

CJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by the core and elective courses. Topics vary from semester to semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

Prerequisite: CJ 110

CJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: WRIT 262 (Writing 2) and a minimum of 90 units

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate comprehension of traditional and contemporary criminology theories.
2. Critique how major components of the criminal justice system respond to crime, criminals, and victims from theoretical and practical perspectives.
3. Employ data and methods of social science research to respond to contemporary criminal justice issues.
4. Illustrate ways in which social inequalities are linked to differential justice within criminal justice systems.
5. Demonstrate a Christian worldview in recognizing, understanding, and applying ethical reasoning skills in criminal justice.

Department of Kinesiology

The Department of Kinesiology offers a kinesiology major (<https://www.apu.edu/bas/programs/kinesiology-major>), with concentrations in health professions, applied exercise science, and physical education. It also offers undergraduate minors in athletic coaching (p. 501) and adapted physical activity (p. 500), and a concentration in physical education for the liberal studies major (see Liberal Studies/Undergraduate Education K-8 program (<http://catalog.apu.edu/undergraduate/liberal-arts-sciences/liberal-studies-undergraduate-education-k-8/liberal-studies-major>) for specific requirements). The department equips students who are academically engaged, relationally centered, vocationally aware, and wellness oriented using approaches that are discipline based and grounded in a Christian worldview.

Majors

- Kinesiology (p. 496)

Minors

- Adapted Physical Activity (p. 500)
- Athletic Coaching (p. 501)

AT 160, Acute Care of Injury and Illness, 2 Units

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 469, Health Care Administration, 3 Units

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.

Corequisite: AES 473 and Senior Standing

FFL 108, Fitness for Life: Walking/Jogging, 1 Unit

This course teaches the "fitness for life" concept through walking and jogging. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 109, Fitness for Life: Cycling, 1 Unit

This course emphasizes fitness through cycling. Students are instructed in bicycle care, repair, and safety rules, and much time is spent in practical travel lab experience. Students must provide their own bicycles. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 110, Fitness for Life: Basketball, 1 Unit

This course teaches the "fitness for life" concept through basketball. This course is not open to students participating in intercollegiate basketball. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 112, Fitness for Life: Beginning Swimming and Conditioning, 1 Unit

This course teaches the "fitness for life" concept through swimming. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 113, Fitness for Life: Ultimate Frisbee, 1 Unit

This course teaches the fitness-for-life concept through Ultimate Frisbee, emphasizing the development of skills specifically for the Ultimate Frisbee game. The rules, tactics, and various offensive and defensive strategies of the game are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play Ultimate Frisbee. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 114, Fitness for Life: Flag Football, 1 Unit

This course teaches the fitness-for-life concept through flag football, emphasizing the development of skills specifically for the flag football game. The rules, tactics, and various offensive and defensive strategies of the game are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play the game of flag football. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 115, Fitness for Life: Recreational Games, 1 Unit

This course teaches the fitness-for-life concept through recreational games such as cornhole, spikeball, bocce, etc., emphasizing the development of skills specifically for various recreational games. The rules, tactics, and offensive and defensive strategies of the games are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play recreational games. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 116, Fitness for Life: Weight Training, 1 Unit

This course teaches the "fitness for life" concept through weight training, with different sections offered for athletes and nonathletes. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 117, Fitness for Life: Cardio Strength Fusion, 1 Unit

This course teaches the concepts of "fitness for life" through various styles of cardio and strength conditioning, blending cardio dance, strength training, and yoga. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 118, Fitness for Life: Triathlon, 1 Unit

This course emphasizes fitness through swimming, cycling, and running. The goal is that by the end of the course, students will be able to participate in minitriathlons, or simply have increased their fitness level. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 121, Fitness for Life: Dance for the Theater, 2 Units

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. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 122, Fitness for Life: Hiking, 1 Unit

This course teaches the "fitness for life" concept through hiking local trails, and includes instruction in trail first aid and emergency preparedness. Students provide their own transportation to local hiking trails. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 125, Fitness for Life: Yoga, 1 Unit

This course teaches the "fitness for life" concept through yoga, and includes instruction in mind-body awareness, body-weight-bearing exercises, torso stability, and intermediate balance. Students learn strength, flexibility, and relaxation through a series of postures and breathing techniques. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 126, Fitness for Life: Sand Volleyball, 1 Unit

This course teaches the "fitness for life" concept through sand volleyball, emphasizing the development of sand volleyball skills specifically for the sand doubles game. The rules, tactics and various offensive and defensive strategies of the game are also covered. Specific sand conditioning drills are incorporated into each class to develop muscular endurance, muscular strength, and the recruitment of fast-twitch muscle fibers needed to play the game of sand volleyball. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 127, Fitness for Life: Soccer, 1 Unit

This course teaches the "fitness for life" concept through soccer, covering basic soccer skills and technique and providing opportunities for cardiovascular conditioning. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 128, Fitness for Life: 5K (Beginning), 1 Unit

This course teaches the "fitness for life" concept through training to run a 5k. The workouts in this course are designed to help students start from scratch and safely work their way up to running 3.1 miles without stopping. Using a run/walk approach, students gradually increase the distance they run while decreasing the distance they walk over the course of the semester. Students also receive a brief introduction to basic weight training at the end of the semester. May be repeated for credit. Students will be required to pay the entry fees for a 5k race. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 129, Fitness for Life: 5k (Intermediate), 1 Unit

This course teaches the "fitness for life" concept through training to run a 5k. The workouts in this course are designed for students who have running experience and are looking to improve their fitness by training for a 5k. Using an interval approach, students gradually increase their running distance and speed over the course of the semester. A brief introduction to basic weight training is covered at the end of the semester. May be repeated for credit. Students will be required to pay the entry fees for a 5k race. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 130, Fitness for Life: Zumba, 1 Unit

This course is designed to increase fitness and stamina through participation in a cardio dance class called Zumba, which is a combination of Latin/international music and upbeat dance movements. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

FFL 131, Fitness for Life: Kinesiology, 1 Unit

This course gives kinesiology students the opportunity to experience structured exercise programming and develop the tools essential for adopting and maintaining healthy exercise behavior (e.g., goal setting, action planning, self-monitoring). Emphasis is on developing students' confidence in the performance of fundamental exercises that promote physical fitness, including flexibility, muscular endurance/strength/power, and cardiorespiratory endurance. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 301, Varsity Baseball: Men, 1-2 Units

Students receive advanced preparation in baseball strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 302, Varsity Basketball: Men, 1-2 Units

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 (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 303, Varsity Track and Field: Men and Women, 1-2 Units

Students train and work out two hours daily in various track and field events and compete in intercollegiate track and field meets (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 304, Varsity Cross Country: Men and Women, 1-2 Units

Students receive instruction, practice, and training in distance running for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 305, Varsity Tennis: Men and Women, 1-2 Units

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 307, Varsity Football: Men, 1-2 Units

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 (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 308, Varsity Basketball: Women, 1-2 Units

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 (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 309, Varsity Volleyball: Women, 1-2 Units

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 310, Varsity Soccer: Men, 1-2 Units

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 311, Varsity Soccer: Women, 1-2 Units

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 312, Varsity Softball: Women, 1-2 Units

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 313, Varsity Swimming and Diving: Women, 1-2 Units

Students receive instruction, practice, and training in swimming and diving for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 314, Varsity Water Polo: Women, 1-2 Units

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 (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

ATHL 315, Varsity Acrobatics and Tumbling, 1-2 Units

Students receive advanced instruction and training in tumbling, stunting, and dance, including preparing for intercollegiate competition; may be repeated for credit (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

KIN 102, Foundations of Kinesiology, 2 Units

This course introduces the student to the professions of kinesiology by reviewing the historical foundations of the profession and defining the roles and responsibilities of the exercise scientist. Students learn about relevant professional associations and career opportunities in the field of kinesiology. A discussion of the Azusa Pacific University kinesiology curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of kinesiology students.

KIN 220, Emergency Care and Clinical Skills, 3 Units

The course prepares students for American Red Cross CPR and First Aid certifications. In addition, students will learn and apply clinical skills including assessment of vitals, palpation, goniometry, and manual muscle testing.

Prerequisite: C- or higher in KIN 102

KIN 242, Fundamental Principles of Fitness, 3 Units

This foundation course will investigate fitness principles for improving cardio-respiratory endurance, strength, flexibility, body composition and overall physical wellness. The course will prepare students with the knowledge, skills and abilities necessary to develop, implement and manage basic fitness programs for physical education students and health fitness clients.

Special Fee Applies

Prerequisite: C- or higher in BIOL 231 or BIOL 251

KIN 290, Human Movement Science, 3 Units

This course focuses on the physiological and psychological mechanisms underlying the control and learning of human movement throughout the lifespan. Students will apply theoretical concepts of learning to develop age-appropriate movement programs and measure outcomes through biomechanical examinations.

Prerequisite: C- or higher in KIN 220 and BIOL 230 or BIOL 250

KIN 306, Sociological and Psychological Aspects of Physical Activity and Sport, 3 Units

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: C- or higher in PSYC 110 or PSYC 290

KIN 360, Nutrition for Exercise and Sport Science, 3 Units

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.

Prerequisite: C- or higher in BIOL 231 or BIOL 251 and KIN 290

KIN 363, Physiology of Exercise, 4 Units

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.

Special Fee Applies

Prerequisite: C- or higher in BIOL 231 or BIOL 251 and KIN 290

KIN 364, Kinesiology, 4 Units

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.

Special Fee Applies

Prerequisite: C- or higher in BIOL 231 or BIOL 251 and KIN 290

KIN 366, Care and Prevention of Athletic Injuries, 3 Units

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: C- or higher in BIOL 231 or BIOL 251

KIN 372, Corrective Exercise Strategies, 3 Units

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).

Prerequisite: C- or higher in KIN 363 and KIN 364

KIN 380, Concepts of Performance Enhancement, 3 Units

This course will examine advanced methods for enhancing human performance. Students will gain a theoretical understanding of the acute and chronic adaptations that occur in response to various anaerobic and aerobic training techniques. Students will also be given the opportunity to gain practical experience developing, implementing, and supervising strength and condition programs for both teams and individual athletes. Areas of emphasis include periodization, movement-based programming, and experience with non-traditional implements. This course is designed to enhance students' current level of knowledge in preparation for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) Exam.

Prerequisite: C- or higher in KIN 363 and KIN 364

KIN 395, Fitness Management, 3 Units

This course addresses the organizational and administrative aspects of fitness instruction to the physically active. Students study issues such as record keeping, facility design and maintenance, public relations and marketing, and legal and ethical issues related to health care.

Prerequisite: C- or higher in BIOL 231 or BIOL 251, and KIN 242.

KIN 473, Fitness and Exercise Prescription, 4 Units

This course covers the basic knowledge, skills, and abilities that fitness professionals must possess to work with medical and special populations. The course will focus on 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: C- or higher in KIN 363 and KIN 364

KIN 475, Current Topics in Kinesiology, 2 Units

Students in this course examine advanced principles in exercise and sport science through participation in field and laboratory techniques culminating in a research presentation. Possible topics of exploration include physiological and biomechanical principles of sport performance and injury prevention, sports nutrition, exercise adaptations for various populations, modalities in exercise prescription, and/or corrective exercise strategies.

Prerequisite: KIN 363, KIN 364, and instructor approval.

KIN 478, Senior Preparation in Kinesiology, 2 Units

This course is a culminating seminar for graduating seniors in kinesiology. Strategies for professional growth and development are examined, as well as current issues and future trends related to the variety of professional opportunities in the field of kinesiology.

Corequisites: KIN 490 and senior standing.

KIN 490, Writing 3: Research Methods in Kinesiology, 3 Units

The focus of the course is on the critical reading of kinesiology 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 kinesiology, as seen in the literature. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: C- or higher in KIN 363, KIN 364, Writing 2

KIN 495, Internship in Exercise Science, 1-4 Units

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. This course may be repeated for credit (2 units are required for the major). *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: C- or higher in KIN 363 and KIN 364

KIN 497, Readings, 1-3 Units

This course 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 course.

Prerequisite: Instructor consent

KIN 498, Directed Research, 1-4 Units

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 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.

Prerequisite: Junior or senior standing and instructor consent.

KIN 499, Thesis/Project, 1-4 Units

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. Each 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, a 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 course.

Prerequisite: Junior or senior standing, Writing 3, and instructor consent.

PE 105, Outdoor Experience: Camping, 1 Unit

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 the Fitness for Life requirement.

PE 106, Outdoor Exp: Backpacking, 1 Unit

This course teaches the fundamental principles of backpacking. Topics covered include: equipment selection, outdoor leadership, navigation, safety and emergency procedures, backcountry cooking, trip planning, and Leave No Trace. Practical experience includes one weekend backpacking expedition.

PE 107, Outdoor Experience: Rock Climbing, 1 Unit

This course teaches the fundamental principles of rock climbing. Topics covered include: equipment selection, movement on rock, history of the sport, knots, belaying techniques, basic anchor construction, self-rescue techniques, rating systems and climbing topos, rappelling and Leave No Trace. Practical experience includes 3 day-long rock climbing trips. *This course will NOT include lead climbing techniques.

PE 113, Lifeguard Training, 2 Units

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 Units

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 138, Introduction to Physical Education, 2 Units

This course introduces students interested in careers as physical education teachers to professional dimensions, roles, and responsibilities of physical educators in the 21st 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 Units

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental rhythmic activities, social dance, and global and nontraditional games.

Prerequisite: For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

PE 240, Health Education, 2 Units

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. To be taken concurrently with a Fitness for Life or varsity sport course.

PE 250, Methods of Teaching Individual Sports, 2 Units

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental tennis, golf, badminton, and track and field skills.

Prerequisite: For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

PE 251, Methods of Teaching Contemporary Activities, 3 Units

This course focuses on skill development, teaching methodology, analysis and evaluation of contemporary physical education activities, including combatives, cooperative games, outdoor education, swimming and water safety.

Prerequisite: For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

PE 252, Methods of Teaching Team Sports, 3 Units

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental basketball, soccer, volleyball, softball, and football skills.

Prerequisite: For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

PE 320, History and Principles of Physical Education, 3 Units

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.

PE 321, Organization and Administration of Physical Education, Athletics, and Recreation, 3 Units

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 Units

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.

Prerequisite: BIOL 115 or BIOL 250 and BIOL 251. PE or Liberal Studies PE Concentration majors only

PE 440, Coaching Theory, 2 Units

This course is designed to give students an introduction to the coaching profession, with the primary goal of developing and enhancing students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. Coursework combines sport science theory and research with practical knowledge and methods of expert coaches. This course is a prerequisite for PE 474 Coaching Practicum.

Prerequisite: KIN 242, KIN 290, KIN 306, KIN 366, PE 321

PE 450, Physical Education in Elementary Schools, K-6, 3 Units

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 fitness, and health-related fitness activities. The course emphasizes lesson plan development, writing clear objectives, and developing effective classroom management skills.

Prerequisite: EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, and JR/SR Standing

PE 451, Methods in Physical Education: 7-12, 3 Units

This course provides a classroom and practical teaching experience for the prospective physical educator. Emphasis is on the development of viable unit plans utilizing National Content Standards and California State Content Standards, along with the development of a teaching style effective for the age group and effective in accomplishing stated daily objectives. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, PE 450, and junior/senior standing

PE 452, Adapted Physical Education, 3 Units

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.

Prerequisite: EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, PE 450, and junior/senior standing

PE 474, Practicum in Coaching, 2 Units

Students in this application course utilize principles, theories, and practices from PE 440 Coaching Theory. Students shadow, interview, and observe coaches, and apply and critically evaluate practices and procedures of coaching in relation to their own philosophy and understanding of the coaching profession.

Prerequisite: PE 440 (C- or higher)

PE 475, Tests and Measurements in Physical Education and Sports, 3 Units

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.

PE 478, Senior Preparation in Physical Education, 2 Units

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.

PE 496, Senior Seminar: Ethics in Physical Education and Sport, 3 Units

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.

Prerequisite: Senior standing, completion of the majority of the units required for God's Word and the Christian Response, and upper-division writing intensive course

Faculty

Department Chair; Director, Kinesiology Program

Eric Sorenson (<http://www.apu.edu/faculty/esorenson>), Ph.D., ATC

Professors

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Cynthia McKnight (<http://www.apu.edu/faculty/cmcknight>), Ph.D., ATC

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Angela Robles (<http://www.apu.edu/faculty/amrobles>), Ed.D.

Tona DeAune Wilson (<http://www.apu.edu/faculty/tdwilson>), Ph.D.

Coaching Faculty

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Rudy Carlton (<http://www.apu.edu/faculty/rcarlton>), M.A.

Jack Hoyt, M.Ed.

Chris Keife (<http://www.apu.edu/faculty/ckeife>), M.S.

Tim Kyle (<http://www.apu.edu/faculty/txyle>), M.A.

Cesar Rivas-Sandoval (<http://www.apu.edu/faculty/crivassandoval>), M.Ed.

Victor Santa Cruz (<http://www.apu.edu/faculty/vsantacruz>), M.A.

Julie Snodgrass (<http://www.apu.edu/faculty/jsnodgrass>), M.A.

Paul Svagdis (<http://www.apu.edu/faculty/psvagdis>), M.A.

Carrie Webber (<http://www.apu.edu/faculty/cwebber>), M.A.

Kinesiology Major

Mission

“Shaping difference makers who care for the whole person.”

Our mission in the kinesiology major (<https://www.apu.edu/bas/programs/kinesiology-major>) is to shape difference makers who care for the whole person—body, mind, and spirit. We believe that exercise, movement, and sport help people thrive by improving health, fitness, and quality of life across the lifespan. To achieve our goals, we equip lifelong learners who are academically engaged, relationally focused, vocationally aware, and wellness oriented using approaches that are discipline based and grounded within a Christian worldview.

Concentrations

Health Professions

The health professions concentration is designed for students interested in pursuing physical therapy, occupational therapy, athletic training, chiropractic, physician’s assistant, and other allied health graduate programs. Students are also prepared to enter academic graduate programs (master’s and doctoral) in exercise physiology, biomechanics, and other subdisciplines of kinesiology. Students gain practical, hands-on training in kinesiology, including 100 hours of supervised internships and a strong theoretical foundation in the sciences, which may fulfill graduate school prerequisites. See concentration requirements in the table below.

Applied Exercise Science

The applied exercise science concentration prepares students to obtain positions as fitness professionals, strength and conditioning specialists, wellness directors, or exercise physiologists, and/or to pursue graduate education in cardiac rehabilitation, exercise physiology, kinesiology, nutrition, sports psychology, or allied health professions (additional prerequisite courses may be necessary). Through applied and hands-on coursework, students learn to assess, design, and implement evidence-based fitness programs for clients to achieve optimal health and performance. Students also are supervised during 150+ hours of internship experience at the university’s fitness center and in the community at one of our preapproved sites. Many students are successful at finding employment in the industry prior to graduation. See concentration requirements in the table below.

Physical Education

The physical education concentration prepares individuals to teach physical education in schools using curricula based on movement science principles. Program content is aligned with two sets of standards: those of the California Commission on Teacher Credentialing (CCTC) (<https://www.ctc.ca.gov>), and the Content Standard in Physical Education of the National Association for Sport and Physical Education (NASPE). The knowledge and skills needed to be an effective and innovative teacher are gained through immersion in service-learning experiences within public and private schools throughout the program. See concentration requirements in the table below.

Azusa Pacific University is the only private Christian university in California with a Single Subject Approved Program in Physical Education. PE concentration students who graduate with a cumulative 2.75 GPA are waived from taking the required California Subject Examination for Teachers (CSET) in Physical Education for credentialing. Prerequisites for the teaching credential may be completed during the undergraduate program or along with a master’s degree in physical education (<http://catalog.apu.edu/graduateprofessional/behavioral-applied-sciences/exercise-sports-science/>

#graduateprogramtext). To see a list of these prerequisites, and for more information on teaching credentials, see the information provided by the Division of Teacher Education (<http://catalog.apu.edu/graduateprofessional/education/teacher-education>).

Academic Standards

Students are required to complete 120 units in order to obtain an undergraduate degree at Azusa Pacific. For some students, the combination of units from the concentration and general education courses will not meet the minimum number of units for graduation, so students may need to complete additional coursework. This can be accomplished by completing a minor in a field of interest, or by taking elective courses within, or outside of, the department.

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 Kinesiology. 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 designed to be completed in four academic years. Visit the Department of Kinesiology website (<https://www.apu.edu/bas/kinesiology>) to download a 4-year academic plan for your chosen concentration.

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 NASM (<https://www.nasm.org>) Certified Personal Trainer (CPT) examination after completing KIN 242 in their sophomore year, and the NASM Corrective Exercise Specialist (CES) and/or NSCA (<https://www.nsc.com>) Certified Strength and Conditioning Specialist (CSCS) examinations after completing the related 300-level coursework. Students are responsible for all the associated fees and costs for the desired certification(s).

Additional Information

Students are required to obtain CPR and First Aid certifications during the completion of PE 138 or KIN 220. CPR certification must be CPR/AED for Professional Rescuers and Health Care Providers (American Red Cross) or Basic Life Support (BLS) for Health Care Providers (American Heart Association). First Aid certification must be completed through the American Red Cross. No completely online courses are permitted for CPR or First Aid.

CPR and First Aid certifications must be current prior to beginning any department-supervised internships or service-learning experiences. Students are also responsible for the transportation costs associated with required internship experiences in the major. All students are subject to other policies and procedures related to the major as determined by the program director and the Department of Kinesiology.

Requirements

Health Professions Concentration

Code	Title	Units
KIN 102	Foundations of Kinesiology	2
KIN 220	Emergency Care and Clinical Skills	3
KIN 290	Human Movement Science	3
KIN 306 or PSYC 330 or PSYC 360	Sociological and Psychological Aspects of Physical Activity and Sport Sports Psychology Abnormal Psychology	3
KIN 360	Nutrition for Exercise and Sport Science	3
KIN 363	Physiology of Exercise	4
KIN 364	Kinesiology	4
KIN 366 or KIN 372 or KIN 380	Care and Prevention of Athletic Injuries Corrective Exercise Strategies Concepts of Performance Enhancement	3
KIN 473	Fitness and Exercise Prescription	4
KIN 478	Senior Preparation in Kinesiology	2
KIN 490	Writing 3: Research Methods in Kinesiology ¹	3
KIN 495	Internship in Exercise Science ²	2
FFL 131	Fitness for Life: Kinesiology ³	1
MATH 130	Introduction to Statistics ⁴	3
PSYC 110 or PSYC 290	General Psychology ⁵ Human Growth and Development	3

WRIT 241	Writing 2: Physical Activity and Health Promotion ⁶	3
BIOL 101 & BIOL 102 or BIOL 103 & BIOL 102 or BIOL 151	Introduction to Biology and Introduction to Biology Laboratory ⁷ Principles of Biology for Science Disciplines and Introduction to Biology Laboratory General Biology I	4
CHEM 101 or CHEM 151	Introduction to Chemistry ⁷ General Chemistry I	4
Select one of the following:		8
BIOL 230 & BIOL 231	Human Anatomy and Physiology I and Human Anatomy and Physiology II ^{7,8}	
BIOL 250 & BIOL 251	Human Anatomy and Human Physiology ⁸	
Select two of the following: ⁹		6-8
BIOL 151	General Biology I ⁷	
BIOL 152	General Biology II	
BIOL 220	General Microbiology	
BIOC 360	Principles of Biochemistry	
CHEM 151	General Chemistry I ⁷	
CHEM 152	General Chemistry II	
CHEM 251	Organic Chemistry: Theory I	
CHEM 252	Organic Chemistry: Theory II	
PHYC 151	Physics for Life Sciences I ⁷	
PHYC 152	Physics for Life Sciences II	
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences ⁷	
Total Units		68-70

- 1 Meets the General Education Writing 3 requirement.
- 2 Meets the General Education Integrative and Applied Learning requirement.
- 3 Meets the General Education Physical Education requirement.
- 4 Meets the General Education Quantitative Literacy requirement.
- 5 Meets the General Education Social Sciences requirement.
- 6 Meets the General Education Writing 2 requirement.
- 7 Meets the General Education Natural Sciences requirement.
- 8 Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement.
- 9 Foundational science courses taken during the first year in our course sequence cannot be used for this category. A student can, however, take a higher-level course in the same area of study. Example #1: BIOL 101 in first year and BIOL 151 as elective. Example #2: BIOL 151 in first year and BIOL 152 as elective.

Applied Exercise Science Concentration

Code	Title	Units
KIN 102	Foundations of Kinesiology	2
KIN 220	Emergency Care and Clinical Skills	3
KIN 242	Fundamental Principles of Fitness	3
KIN 290	Human Movement Science	3
KIN 306 or PSYC 330	Sociological and Psychological Aspects of Physical Activity and Sport Sports Psychology	3
KIN 360	Nutrition for Exercise and Sport Science	3
KIN 363	Physiology of Exercise	4
KIN 364	Kinesiology	4
KIN 366 or KIN 372 or KIN 380	Care and Prevention of Athletic Injuries Corrective Exercise Strategies Concepts of Performance Enhancement	3

or KIN 473	Fitness and Exercise Prescription	
KIN 395	Fitness Management	3
KIN 478	Senior Preparation in Kinesiology	2
KIN 490	Writing 3: Research Methods in Kinesiology ¹	3
KIN 495	Internship in Exercise Science ²	2
PSYC 110	General Psychology ³	3
or PSYC 290	Human Growth and Development	
FFL 131	Fitness for Life: Kinesiology ⁴	1
WRIT 241	Writing 2: Physical Activity and Health Promotion ⁵	3
Select one of the following:		8
BIOL 230 & BIOL 231	Human Anatomy and Physiology I and Human Anatomy and Physiology II ^{6,7}	
BIOL 250 & BIOL 251	Human Anatomy and Human Physiology ⁷	

Total Units 53

- ¹ Meets the General Education Writing 3 requirement.
- ² Meets the General Education Integrative and Applied Learning requirement.
- ³ Meets the General Education Social Sciences requirement.
- ⁴ Meets the General Education Physical Education requirement.
- ⁵ Meets the General Education Writing 2 requirement.
- ⁶ Meets the General Education Natural Sciences requirement.
- ⁷ Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement.

Physical Education Concentration

Code	Title	Units
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	3
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 450	Physical Education in Elementary Schools, K-6	3
PE 451	Methods in Physical Education: 7-12 ¹	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
KIN 242	Fundamental Principles of Fitness	3
KIN 290	Human Movement Science	3
KIN 306	Sociological and Psychological Aspects of Physical Activity and Sport	3
KIN 363	Physiology of Exercise	4
KIN 364	Kinesiology	4
KIN 490	Writing 3: Research Methods in Kinesiology ²	3
EDLS 200	Introduction to Teaching as a Profession K-12 ³	4
or EDLS 202	Introduction to Teaching as a Profession (7-12)	
FFL 131	Fitness for Life: Kinesiology ⁴	1
PSYC 290	Human Growth and Development ⁵	3
WRIT 241	Writing 2: Physical Activity and Health Promotion ⁶	3
Select one of the following:		8
BIOL 230 & BIOL 231	Human Anatomy and Physiology I and Human Anatomy and Physiology II ^{7,8}	

BIOL 250
& BIOL 251

Human Anatomy
and Human Physiology⁸

Total Units

72

- 1 Meets the General Education Integrative and Applied Learning requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Civic Knowledge and Engagement requirement.
- 4 Meets the General Education Physical Education requirement.
- 5 Meets the General Education Social Sciences requirement.
- 6 Meets the General Education Writing 2 requirement.
- 7 Meets the General Education Natural Sciences requirement.
- 8 Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop an understanding of our Biblical responsibility regarding the care of the human body.
2. Demonstrate proficiency in principles of kinesiology.
3. Design and implement exercise programs for a variety of populations and settings.
4. Evaluate movement patterns and physical fitness using effective assessment techniques.
5. Analyze issues in exercise science using an evidence-based approach.
6. Explain how psycho-social factors influence personal health, wellness, and performance.
7. Interact professionally with a variety of constituents, such as students, clients, patients and colleagues.

Adapted Physical Activity Minor

18 units

The adapted physical activity minor provides undergraduate students with education and experience working with individuals with disabilities. Students learn how to modify and adapt skills and activities to promote a lifetime of physical activity and wellness, and gain valuable experiences while preparing for a career in liberal studies, physical education, special education, or adapted physical education. This program also serves as excellent preparation for APU's teaching credential and Adapted Physical Education Added Authorization to gain a competitive advantage in the job market.

Code	Title	Units
PE 325	Motor Development and Learning	3
PE 451	Methods in Physical Education: 7-12 ¹	3
PE 452	Adapted Physical Education	3
PE 600	Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3

Total Units

18

- ¹ Meets the General Education Integrative and Applied Learning requirement.

Completing Graduate-level Courses as an Undergraduate Student

Coursework for the minor in adapted physical activity includes three graduate-level courses. In order for undergraduate students to enroll in these courses, the following conditions must be met:

- Must be a senior with a cumulative GPA of 3.0 or higher.
- Must obtain approval from the graduate program director or graduate department chair.
- Must obtain approval from the department chair of his/her undergraduate major.
- Must submit the form provided by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).
- No more than 9 units earned as an undergraduate may be counted toward an APU graduate degree.
- Must complete a Certificate of Clearance (COC) before completing the graduate course(s).

Athletic Coaching Minor

19 units

Students who would like to obtain a minor in athletic coaching must complete the following courses:

Code	Title	Units
KIN 242	Fundamental Principles of Fitness	3
KIN 290	Human Movement Science	3
KIN 306	Sociological and Psychological Aspects of Physical Activity and Sport	3
KIN 366	Care and Prevention of Athletic Injuries	3
PE 321	Organization and Administration of Physical Education, Athletics, and Recreation	3
PE 440	Coaching Theory	2
PE 474	Practicum in Coaching	2
Total Units		19

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate understanding of sport specific fitness and nutrition principles and programming.
2. Analyze and demonstrate sport specific skills using theoretical concepts of biomechanics, kinesiology, and motor behavior.
3. Discover social and psychological principles of coaching (motivation, leadership, personality, imagery, anxiety, management, etc.).
4. Summarize practices, issues, and theories in care, prevention, and management of athletic injuries.
5. Create and explain sport organization practices and strategies.
6. Develop a personal coaching philosophy.

Department of Leadership and Organizational Psychology

Department Overview

The Department of Leadership and Organizational Psychology (<http://www.apu.edu/bas/leadershippsych>) offers a unique blend of academic and experiential learning that provides students with an effective type of learning experience for personal and professional growth.

The department offers an undergraduate leadership minor (p. 503) that assists students in identifying and developing personal and professional competencies that enable them to contribute more effectively to all areas of their lives.

- Leadership Minor (p. 503)

LDRS 103, Calling, Major, and Career Exploration: A Strengths-Based Approach to Life Planning, 3 Units

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 if you have completed LDRS303).

LDRS 201, Foundations of Leadership, 3 Units

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's "leadership story" in an awareness of 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 303, Career and Life Planning, 3 Units

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. Relevant guest presenters spend class time sharing important information that benefits students in planning for careers and life.

LDRS 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The course focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.

Prerequisite: LDRS 201 (may also be taken concurrently) or junior standing or department consent.

LDRS 311H, Leadership Values & Virtues - Honors, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.

Prerequisite: LDRS 201 (may also be taken concurrently), Junior standing, or departmental consent. Must also be a student admitted to the Honors College and be considered a member in "active" status

LDRS 322, Leadership Strengths and Skills, 3 Units

This course focuses on a strengths-based approach to leadership and leadership development, as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this course.

Prerequisite: LDRS 201 (may also be taken concurrently) or junior standing or department consent.

LDRS 333, Leadership Influence and Impact, 3 Units

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historical reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy.

Prerequisite: LDRS 201 (may also be taken concurrently) or junior standing or department consent.

LDRS 335, Leadership Communication, 3 Units

This course provides students with opportunities to understand theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics including leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership, and leadership development are examined.

LDRS 350, Entrepreneurial Leadership for Building New Ideas, 3 Units

This course pushes leaders to discover how to pursue new ideas, gain support for those ideas, build systems and processes around those ideas, and create sustainable models for continued growth. Course participants apply leadership principles to find a problem, articulate a solution to that problem, and build a sustainable business (either for-profit or nonprofit) around that solution. This course runs in tandem with the Zuventurez PITCH program.

Meets the General Education Requirement: Integrative and Applied Learning.

LDRS 401, Leadership Studies Capstone, 3 Units

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A thoughtful and thorough final project and a high-quality portfolio presentation are crafted to integrate students' learning about leadership and to provide a postgraduation plan for lifelong leadership development.

Prerequisite: LDRS 201, LDRS 311, LDRS 322, LDRS 333

LDRS 496, Moral Leadership in Life and Work, 3 Units

This course explores the integration of Christian faith, ethical issues, and personal concerns that confront business and management professionals in life and work. Special attention is given to the application of biblical and ethical principles in real-life case studies, and students have the opportunity to conduct in-depth research and reflection on the character of leadership in organizational life. *Meets the General Education Requirement: Integrative and Applied Learning.*

LDRS 497, Readings, 1-3 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a professor approved by the Program Chair. The course allows the student to identify a specific leadership theme and investigate it further.

Faculty

Chair

Edgar Barron (<http://www.apu.edu/faculty/ebarron>), Ed.D.

Professor

Michael M. Whyte (<http://www.apu.edu/faculty/mwhyte>), Ph.D.

Adjunct Faculty

Stephen Copenrath (<http://www.apu.edu/faculty/scopenrath>), M.A.

Meghan Ebersole (<http://www.apu.edu/faculty/mebersole>), M.A.

Andre Garces (<http://www.apu.edu/faculty/agarces>), M.A.

Hannah Jung (<http://www.apu.edu/faculty/hjung>), M.S.

Mike Medeiros (<http://www.apu.edu/faculty/mmedeiros>), D.Min.

Amy Rosdil (<http://www.apu.edu/faculty/arosdil>), M.Ed.

Crystal Vargas (<http://www.apu.edu/faculty/cvargas>), M.A.

Leadership Minor

18 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 18 units of leadership coursework.

Note: Seniors may take one course in the M.A. in Leadership program. If a student is accepted into the M.A. in Leadership: Leadership Development program, the course will count toward that degree as well. For more information, call (626) 815-4674.

Code	Title	Units
Core Courses		6
LDRS 201	Foundations of Leadership ^{1, 2}	3
LDRS 401	Leadership Studies Capstone	3
Electives		12
Select 4 of the following:		
LDRS 303	Career and Life Planning	3
LDRS 311	Leadership Values and Virtues	3
LDRS 322	Leadership Strengths and Skills	3
LDRS 333	Leadership Influence and Impact	3
LDRS 350	Entrepreneurial Leadership for Building New Ideas ³	3
LDRS 496	Moral Leadership in Life and Work ³	3
Total Units		18

¹ ROTC students can receive credit for LDRS 201 and one of the 300-level courses following the completion of their program.

² LDRS 201 is the prerequisite for LDRS 311, LDRS 322, and LDRS 333, but this prerequisite is waived for students enrolling in the 200- and 300-level courses in the same semester.

³ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify the foundational concepts in the field of leadership and their personal application.
2. Define virtuous leadership and articulate personal application.
3. Demonstrate personal leadership strengths.
4. Recognize the dynamics of change and practice in numerous contexts.
5. Articulate a personal leadership philosophy from a Christian perspective.
6. Model confidence while using leadership resources.

Department of Psychology

The Department of Psychology (<https://www.apu.edu/bas/psychology>) at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. In their study of psychology, students are trained to employ systematic methods of inquiry to explain normal and abnormal behavior, examining a number of factors including neural, cognitive, developmental, cultural, interpersonal, and individual differences. Students also engage in the development of their strengths and skills in personal, intellectual, and spiritual areas.

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 postbaccalaureate work in psychology or related disciplines, and helping students reflect upon the relationship of psychology to the Christian faith. Programs and activities associated with psychology are planned by the faculty, the Psychology Club, and the Psi Chi honor society to create a spirit of community. These activities include graduate school forums in which students interact with Christian psychology professionals, as well as informal gatherings where psychology majors receive information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

The design of the undergraduate curriculum reflects the extensive breadth of psychology and provides internship experience in applied field or research settings. There are two undergraduate degrees offered: the Bachelor of Arts (B.A.) (p. 510) and the Bachelor of Science (B.S.) in Psychology (p. 513). While the degrees overlap with the core courses, the focuses in terms of elective courses are different. The B.A. program focuses on the applied areas of understanding the human condition, and the B.S. program focuses on the scientific methods used to study behavior, emphasizing research skills.

The department also offers a psychology minor (p. 516), an alcohol and drug counseling minor (p. 515), and a bachelor's completion program in psychology (<http://catalog.apu.edu/graduateprofessional/behavioral-applied-sciences/department-of-psychology/ba>) for transfer students who have at least 30 units of college credit.

Mission Statement

The Department of Psychology at APU 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 our students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that each student develops his or her potential and is prepared for where God is leading them to serve.

Career Opportunities

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. Graduates with a bachelor's degree in psychology have a foundational background for entry-level jobs in mental health or community service agencies, business, and human resources. For advanced positions requiring testing, counseling, or consulting, a master's degree is generally the minimum requirement, while psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in developmental, family, health, educational, sports, industrial/organizational, ministry, and experimental psychology, as well as neuropsychology. They may also pursue licensure as clinical, counseling, or school psychologists, or marriage and family therapists. Other areas in which students seek careers include social work, marketing, law, physical therapy, and medicine. In a recent alumni survey, 85% completed postgraduate study, with two-thirds of those in a discipline-related position, and half of the alumni surveyed achieved national licensure or certification in the field. All students planning to major in psychology are urged to make an appointment at the department office (Wynn 109) and to continue visiting the department for help with progressing in the major and beyond.

Majors

- Psychology Major (B.A.) (p. 510)
- Psychology Major (B.S.) (p. 513)

Minors

- Alcohol and Drug Counseling (p. 515)
- Psychology (p. 516)

PSYC 110, General Psychology, 3 Units

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

PSYC 110H, General Psychology - Honors, 3 Units

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PSYC 250, Data Analysis in Psychology, 3 Units

This course introduces students to statistical analyses that are common in psychological research. Students learn to identify the appropriate analysis, how to run the statistical analysis in SPSS, and how to interpret SPSS output. Students are also introduced to writing results in APA style.

Prerequisite: MATH 130

PSYC 280, Introduction to Certified Alcohol Drug Counselor Credentialing, 3 Units

Students in this course examine the effects of alcoholism and drug dependency, specifically as they relate to cultural/lifestyle considerations, human behavior, and family dynamics. Course material also considers the substance use system of care, including its programs, policies, and procedures for the treatment and recovery of individuals suffering from substance use disorders. This is the first course in a series designed to meet the educational requirements for California Consortium of Addiction Programs and Professionals (CCAPP) credentialing.

PSYC 290, Human Growth and Development, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

PSYC 290H, Human Growth and Development - Honors, 3 Units

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. *Meets the General Education Requirement: Social Science.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PSYC 292, Introduction to Brain and Behavior, 3 Units

The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

PSYC 301, Global-Local Cultural Psychology Integration I, 1 Unit

This course prepares students for their semester of study away, introducing them to the cultural, multicultural, social, and ecosystemic contexts of the local study-away culture, including the history, major cultural values, and cultural, sociopolitical, and interpersonal dynamics that inform and situate their study away. Students develop an understanding of the cultural bases for psychological processes of individuals they are likely to engage with during their time abroad, and also develop awareness, self-knowledge, and self-assessment of their skills for engaging in intercultural and multicultural contexts. Students are prepared to advance their cultural self-knowledge and knowledge of diverse others in the formation of cultural competence.

Prerequisite: Enrollment in the South Africa Semester and a psychology major.

PSYC 302, Global-Local Cultural Psychology Integration II, 2 Units

This course facilitates student re-entry from a semester abroad. Students critically analyze their international study experience, synthesizing their gained awareness, knowledge of self and other, and skills in engaging with diverse others during their semester abroad. This course facilitates students translating their advanced knowledge and skills from the cross-cultural context into knowledge and skills that are effective for use in navigating their domestic multicultural context, facilitating their identity formation into ethical and responsible local citizens and emerging professionals.

Prerequisite: Students will have returned from study abroad South Africa the previous semester and are psychology majors

PSYC 305, Educational Psychology, 3 Units

Educational psychology is a broad field of study focusing on the various factors that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.

PSYC 320, Social Psychology, 3 Units

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

PSYC 330, Sports Psychology, 3 Units

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Students will spend time on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.

PSYC 340, History of Psychology, 3 Units

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

PSYC 345, Psychology of Child and Adolescent Development, 3 Units

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. *Meets the General Education Requirement: Social Science.*

PSYC 355, Psychology of Adult Development, 3 Units

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. Emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

PSYC 360, Abnormal Psychology, 3 Units

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

PSYC 362, Research Methods in Psychology, 3 Units

Students engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also complete a research project and learn to write utilizing the style adopted by the American Psychological Association.

Prerequisite: PSYC 250 and WRIT 260

PSYC 370, Industrial/Organizational Psychology, 3 Units

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

PSYC 375, Psychology of Conflict Management and Mediation, 3 Units

This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed, and develops the basic skills in the management and resolution of conflict.

PSYC 380, Psychology of Personality, 3 Units

Students in this course become familiar with the various basic elements of personality and their integration, exploring concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. Course material also covers current and traditional theories of personality.

PSYC 380H, Psychology of Personality - Honors, 3 Units

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.

Prerequisite: PSYC 110 and PSYC 290 or SOCW 310 + SOCW 311. Must also be a student admitted to the Honors College and be considered a member in "active" status.

PSYC 383, Psychology of Suicide, 3 Units

This course gives students an overview of suicidal behavior, including terminology, statistics, theories, and interventions, that addresses this sensitive topic from a biopsychosocial-spiritual perspective. Students also have opportunities to learn fundamental skills in suicide assessment, safety planning, and interventions to reduce suicide.

PSYC 385, Health Psychology, 3 Units

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.

PSYC 386, Community Psychology, 3 Units

This course is designed to give students an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus will be on the development and application of community-based psychological theory and research to understanding, designing, implementing, and evaluating social change and empowerment. The roles of research and social action at multiple levels of analysis to facilitate social change will be examined. May be repeated up to 6 units.

PSYC 390, Cognition, 3 Units

An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed.

PSYC 400, Multicultural Psychology, 3 Units

This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

PSYC 400H, Cultural Psychology- Honors, 3 Units

This course presents major psychological 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 issues of being culturally competent in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: PSYC 110. Must be an Honors Program student or non-honors student with a GPA > 3.4

PSYC 405, Psychology of Learning, 3 Units

This course examines several major theories and research in the psychology of learning, as well as how learning theories have developed historically and how learning principles apply to psychological problems.

PSYC 410, Psychology of Exceptional Children, 3 Units

Students in this course examine and analyze the problems faced by the exceptional child. Course material covers physical and emotional adjustment, speech and language disorders, as well as other physical and mental disorders.

PSYC 415, Group Process, 3 Units

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction.

PSYC 420, Political Psychology, 3 Units

This course addresses political phenomena from a psychological perspective, and students are encouraged to develop civic knowledge, apply psychological theory within political contexts, and identify determinants of political behavior. Course content includes political attitudes and identity, leadership and group influence, voting behavior, nationalism, social movements, terrorism, and international conflict/resolution. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PSYC 430, Intervention Strategies with Children, 3 Units

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site.

PSYC 432, Psychosocial Interventions in Pediatric Health Care, 3 Units

This is a core course in the child life specialist curriculum, covering a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students learn various intervention techniques using developmental play, music, art, dance, and other forms of recreation, and gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.

PSYC 440, Psychology of Religion, 3 Units

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

PSYC 445, Psychology of the Family, 3 Units

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

PSYC 450, Counseling, 3 Units

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills.

PSYC 453, Bilingualism, Biculturalism, and Cognition, 3 Units

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

PSYC 455, Field Experience, 3 Units

This course is for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavors that offer an opportunity to apply former training in a professional setting while acquiring new knowledge, and students may be required to share information regarding their personal life, family, or relationships. This course can be repeated to a total of 6 units counted toward the major, 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

PSYC 462, Research Methods II, 3 Units

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.

PSYC 463, Drugs, Behavior, and Society, 3 Units

This course provides an overview of drug use historically and in contemporary society from community and biopsychosocial perspectives. It provides an in-depth study of various psychoactive drugs of abuse, considering the physiological, psychosocial, health, legal, and political aspects of drugs. This course explores drug-taking risk behaviors and issues related to dependence among high-risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined.

PSYC 464, Substance Use Assessment and Interventions, 3 Units

Students in this course gain an in-depth understanding of empirically driven and theoretically grounded assessments and interventions for substance use issues, focusing on how to engage in effective screening and assessment protocols for substance use problem identification and service planning. Students participate in practical application of evidence-based interventions, including the use of case studies and a variety of practice exercises. Course material integrates foundational assessment and intervention models for addressing co-occurring mental health needs, family system issues, and patient-centeredness, including spirituality.

PSYC 466, Case Management in Mental Health and Substance Use Disorders, 3 Units

This course offers an overview of the theory, structure, and practice of case management. Students gain an understanding of the professional practice of case management, including scope and responsibilities, multidisciplinary and ecological systems engagement, cultural and diversity factors, and ethical and legal issues. Students develop skills in effective communication, clinical documentation, case management facilitation, managing interpersonal and individual dynamics, case management interviewing, intervention planning, and implementation of services.

PSYC 470, Cognitive Neuroscience, 3 Units

Cognitive neuroscience is the study of the relationship between cognitive processes and the brain. Students first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models, then learn how these methods have been used to inform our understanding of the neural correlates of memory, decision making, perception, and social cognition.

PSYC 472, Neurological and Behavioral Disorders, 3 Units

This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.

PSYC 475, Research Experience, 3 Units

This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests while conducting 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. Twelve (12) units of research experience (PSYC 475) can be counted toward the bachelor's degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

PSYC 480, Psychological Testing and Measurement, 3 Units

Students in this course gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is explored, the dangers and advantages of psychological instruments are discussed, and each student is required to administer and interpret a number of instruments.

PSYC 485, Stress and Coping, 3 Units

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

PSYC 494, Professional Studies in Child Life, 3 Units

This course helps students gain a broad understanding of the field of child life and equips them with the knowledge of the history and trends of the child life profession, as required by the Association of Child Life Professionals. Course content includes: 1) Scope of practice in child life, 2) child life documents, 3) impact of illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

PSYC 495, Special Topics in Psychology, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

PSYC 496, Writing 3: Senior Seminar in Psychology and Christian Integration, 3 Units

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Senior standing and WRIT 260.

PSYC 496H, Senior Seminar: Psychology and Christian Integration - Honors, 3 Units

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.

Prerequisite: Senior standing, PSYC 110, completion of the UDWI req (PSYC 362), and completion of the units required for God's Word and the Christian Response. Must be a student admitted to the Honors College and be considered a member in "active" status

PSYC 497, Readings, 1-4 Units

This course offers 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 course.

PSYC 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent-study fee is assessed for each enrollment in this class.

PSYC 498H, Directed Research- Honors, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The one-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: Honors College, PSYC 110, and Junior or Senior standing

PSYC 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Faculty

Department Chair

Kathryn Ecklund (<http://www.apu.edu/faculty/kecklund>), Ph.D.

Chair Emeritus

Brian Eck (<http://www.apu.edu/faculty/beck>), Ph.D.

Professors

Rachel Castaneda (<http://www.apu.edu/faculty/rcastaneda>), Ph.D.

Brian Eck (<http://www.apu.edu/faculty/beck>), Ph.D.

Kathryn Ecklund (<http://www.apu.edu/faculty/kecklund>), Ph.D.

Stephen S. Lambert (<http://www.apu.edu/faculty/slambert>), Psy.D.

Alan Oda (<http://www.apu.edu/faculty/aoda>), Ph.D.

Associate Professors

Brian Collisson (<http://www.apu.edu/faculty/bcollisson>), Ph.D., Program Director, B.A./B.S. in Psychology

Carissa Dwiwardani (<http://www.apu.edu/faculty/cdwiwardani>), Ph.D.

Matthew Heller (<http://www.apu.edu/faculty/mheller>), Ph.D.

Curtis Lehmann (<http://www.apu.edu/faculty/clehmann>), Ph.D.

William Whitney (<http://www.apu.edu/faculty/wwhitney>), Ph.D.

Scott J. Wood (<http://www.apu.edu/faculty/swood>), Ph.D.

Chong Ho (Alex) Yu (<http://www.apu.edu/faculty/cyu>), Ph.D.

Assistant Professors

Paul Bernard (<http://www.apu.edu/faculty/pbernard>), M.A.

Julianne Edwards (<http://www.apu.edu/faculty/jmedwards>), Ph.D.

Holly Holloway-Friesen (<http://www.apu.edu/faculty/hfriesen>), Ph.D.

Carissa Howard (<http://www.apu.edu/faculty/cjhoward>), M.S., CCLS

Marc Kinon (<http://www.apu.edu/faculty/mkinon>), Ph.D.

Hannah Knott (<http://www.apu.edu/faculty/hknott>), M.S., CCLS

Robert Linsalato (<http://www.apu.edu/faculty/rinsalato>), M.A.

Andrew Shelton (<http://www.apu.edu/faculty/ashelton>), Ph.D.

Charity Vasquez (<http://www.apu.edu/faculty/cvasquez>), M.S., CCLS

Crystal Wigglesworth (<http://www.apu.edu/faculty/cwigglesworth>), M.S., CCLS

Adjunct Faculty

Harmony Jackson, M.S., CCLS

Psychology Major (B.A.)

The Psychology Major (B.A) (<https://www.apu.edu/bas/programs/psychology-majors>) helps students learn about human behavior through critical thinking skills, gain experience in methods of research, and conduct scientific inquiries. Students who complete the program are well equipped to pursue graduate education and careers in clinical/counseling areas in psychology and child life, and a variety of applied and allied areas in psychology (e.g., organizational psychology, educational psychology, and social work).

The Bachelor of Arts in Psychology is ideal for students interested in clinical/counseling or other applied areas of psychology. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with clear applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) provide students with internship and/or research experience.

Code	Title	Units
Prerequisite Courses		
MATH 130	Introduction to Statistics ¹	
Choose one of the following:		
BIOL 101 & BIOL 102	Introduction to Biology and Introduction to Biology Laboratory (BIOL 101 Recommended) ²	
BIOL 151	General Biology I ²	
Domain 1: Core Courses		27
PSYC 110	General Psychology ^{3, 4}	
PSYC 250	Data Analysis in Psychology	
WRIT 260	Writing 2: Psychology Subdisciplines and Career Trajectories ⁵	
PSYC 360	Abnormal Psychology	
PSYC 362	Research Methods in Psychology	
PSYC 496	Writing 3: Senior Seminar in Psychology and Christian Integration ⁶	
Developmental		
Choose one of the following:		
PSYC 290	Human Growth and Development ⁴	
PSYC 345	Psychology of Child and Adolescent Development ⁴	
PSYC 355	Psychology of Adult Development	
Neurocognition		
Choose one of the following:		
PSYC 292	Introduction to Brain and Behavior	
PSYC 390	Cognition	
PSYC 405	Psychology of Learning	
PSYC 472	Neurological and Behavioral Disorders	
Sociocultural		
Choose one of the following:		
PSYC 301 & PSYC 302	Global-Local Cultural Psychology Integration I and Global-Local Cultural Psychology Integration II	
PSYC 320	Social Psychology	
PSYC 400	Multicultural Psychology (Required for B.A.) ⁷	
Domain 2: Career Focus		18
Choose any six courses (18 units) from any of the following clusters. A course may be used to meet the requirement of Domain 1 or Domain 2, but not both.		
Business and Community Cluster		
PSYC 301 & PSYC 302	Global-Local Cultural Psychology Integration I and Global-Local Cultural Psychology Integration II	
PSYC 320	Social Psychology	
PSYC 370	Industrial/Organizational Psychology	
PSYC 375	Psychology of Conflict Management and Mediation	
PSYC 386	Community Psychology	
PSYC 400	Multicultural Psychology ⁷	
PSYC 420	Political Psychology ⁸	
Clinical and Counseling Cluster		
PSYC 280	Introduction to Certified Alcohol Drug Counselor Credentialing	
PSYC 380	Psychology of Personality	
PSYC 383	Psychology of Suicide	
PSYC 415	Group Process	
PSYC 430	Intervention Strategies with Children	
PSYC 445	Psychology of the Family	
PSYC 450	Counseling	
PSYC 466	Case Management in Mental Health and Substance Use Disorders	
PSYC 527	Diagnosis and Treatment Planning	

PSYC 532	Theories of Counseling and Therapy [Proposed]
PPSY 558	Advanced Developmental Psychology
Development and Education Cluster	
PSYC 290	Human Growth and Development ⁴
PSYC 305	Educational Psychology
PSYC 345	Psychology of Child and Adolescent Development ⁴
PSYC 355	Psychology of Adult Development
PSYC 410	Psychology of Exceptional Children
PSYC 432	Psychosocial Interventions in Pediatric Health Care
PCLS 501	Advanced Child Development ⁹
PCLS 511	Family Systems Theory and Applications ⁹
PCLS 512	Theories and Practices of Grief and Loss ⁹
PCLS 521	Introduction to Child Life ⁹
PCLS 523	Coping Strategies for Children Experiencing Stress and Trauma ⁹
Methods Cluster	
PSYC 340	History of Psychology
PSYC 462	Research Methods II
PSYC 475	Research Experience ¹⁰
PSYC 480	Psychological Testing and Measurement
PSYC 501	Theory, Research and Practice in Psychology ⁹
PSYC 511	Experimental Research Methods ⁹
PSYC 512	Non-Experimental Research Methods ⁹
PSYC 518	Analysis of Variance ⁹
Neurocognition Cluster	
PSYC 292	Introduction to Brain and Behavior
PSYC 390	Cognition
PSYC 405	Psychology of Learning
PSYC 453	Bilingualism, Biculturalism, and Cognition
PSYC 470	Cognitive Neuroscience
PSYC 472	Neurological and Behavioral Disorders
Restoring Wholeness Cluster	
PSYC 330	Sports Psychology
PSYC 385	Health Psychology
PSYC 440	Psychology of Religion
PSYC 463	Drugs, Behavior, and Society
PSYC 485	Stress and Coping
Domain 3: Applied Learning	3
Choose one of the following:	
PSYC 455	Field Experience (Required for B.A.) ¹⁰
PSYC 475	Research Experience ¹⁰
Total Units	48

- 1 **Meets the General Education Quantitative Literacy requirement.**
- 2 **Meets the General Education Natural Science requirement.**
- 3 An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.
- 4 **Meets the General Education Social Science requirement.**
- 5 **Meets the General Education Writing 2 requirement.**
- 6 **Meets the General Education Writing 3 requirement.**
- 7 Meets the General Education Intercultural Competence requirement.
- 8 Meets the General Education Civic Knowledge and Engagement requirement.
- 9 Requires senior standing and departmental permission.
- 10 **Meets the General Education Integrative and Applied Learning requirement.**

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **DISCIPLINARY KNOWLEDGE-** Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. **CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION-** Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. **VALUES AND ETHICS-** Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. **APPLICATION TO VOCATION-** Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. **FAITH INTEGRATION-** Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

Psychology Major (B.S.)

The Psychology Major (B.S.) (<https://www.apu.edu/bas/programs/psychology-majors>) program helps students understand psychological science and the various statistical and research methodologies used to study human thought and behavior. The program equips students with strong foundational knowledge in areas of applied psychological science, as well as a strong skill set in research. Students who complete the program are well equipped to pursue graduate education and careers in psychology and allied health fields (e.g., physician's assistant, physical therapy, occupational therapy, speech therapy, nutrition), as well as a variety of research-related careers.

The Bachelor of Science in Psychology is ideal for students interested in psychological research and related careers. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) provide students with internship and/or research experience.

48 Units

Code	Title	Units
Prerequisites		
MATH 130	Introduction to Statistics ¹	
Choose one of the following:		
BIOL 101 & BIOL 102	Introduction to Biology and Introduction to Biology Laboratory (BIOL 101 Recommended) ²	
BIOL 151	General Biology I ²	
Domain 1: Core Courses		27
Domain courses may not be counted in more than one domain.		
PSYC 110	General Psychology ^{3, 4}	
PSYC 250	Data Analysis in Psychology	
WRIT 260	Writing 2: Psychology Subdisciplines and Career Trajectories ⁵	
PSYC 360	Abnormal Psychology	
PSYC 362	Research Methods in Psychology	
PSYC 496	Writing 3: Senior Seminar in Psychology and Christian Integration ⁶	
Developmental		
Choose one of the following:		
PSYC 290	Human Growth and Development ⁴	
PSYC 345	Psychology of Child and Adolescent Development ⁴	
PSYC 355	Psychology of Adult Development	
Neurocognition		
Choose one of the following:		
PSYC 292	Introduction to Brain and Behavior	
PSYC 390	Cognition	

PSYC 405	Psychology of Learning
PSYC 472	Neurological and Behavioral Disorders
Sociocultural	
Choose one of the following:	
PSYC 301 & PSYC 302	Global-Local Cultural Psychology Integration I and Global-Local Cultural Psychology Integration II
PSYC 320	Social Psychology
PSYC 400	Multicultural Psychology ⁷
Domain 2: Career Focus	18
Choose any six courses (18 units) from any of the following clusters; three courses (9 units) must be within the Methods cluster for students to earn a B.S in Psychology.	
Business and Community Cluster	
PSYC 301	Global-Local Cultural Psychology Integration I
PSYC 302	Global-Local Cultural Psychology Integration II
PSYC 320	Social Psychology
PSYC 370	Industrial/Organizational Psychology
PSYC 375	Psychology of Conflict Management and Mediation
PSYC 386	Community Psychology
PSYC 400	Multicultural Psychology ⁷
PSYC 420	Political Psychology ⁸
Clinical and Counseling Cluster	
PSYC 280	Introduction to Certified Alcohol Drug Counselor Credentialing
PSYC 380	Psychology of Personality
PSYC 383	Psychology of Suicide
PSYC 415	Group Process
PSYC 430	Intervention Strategies with Children
PSYC 445	Psychology of the Family
PSYC 450	Counseling
PSYC 466	Case Management in Mental Health and Substance Use Disorders
PSYC 527	Diagnosis and Treatment Planning ⁹
PSYC 532	Theories of Counseling and Therapy [Proposed] ⁹
PPSY 558	Advanced Developmental Psychology ⁹
Development and Education Cluster	
PSYC 290	Human Growth and Development ⁴
PSYC 305	Educational Psychology
PSYC 345	Psychology of Child and Adolescent Development ⁴
PSYC 355	Psychology of Adult Development
PSYC 410	Psychology of Exceptional Children
PSYC 432	Psychosocial Interventions in Pediatric Health Care
PCLS 501	Advanced Child Development ⁹
PCLS 511	Family Systems Theory and Applications ⁹
PCLS 512	Theories and Practices of Grief and Loss ⁹
PCLS 521	Introduction to Child Life ⁹
PCLS 523	Coping Strategies for Children Experiencing Stress and Trauma ⁹
Methods Cluster	
Select 3 of the following:	
PSYC 340	History of Psychology
PSYC 462	Research Methods II
PSYC 475	Research Experience ¹⁰
PSYC 480	Psychological Testing and Measurement
PSYC 501	Theory, Research and Practice in Psychology ⁹
PSYC 511	Experimental Research Methods ⁹

PSYC 512	Non-Experimental Research Methods ⁹	
PSYC 518	Analysis of Variance ⁹	
Neurocognition Cluster		
PSYC 292	Introduction to Brain and Behavior	
PSYC 390	Cognition	
PSYC 405	Psychology of Learning	
PSYC 453	Bilingualism, Biculturalism, and Cognition	
PSYC 470	Cognitive Neuroscience	
PSYC 472	Neurological and Behavioral Disorders	
Restoring Wholeness Cluster		
PSYC 330	Sports Psychology	
PSYC 385	Health Psychology	
PSYC 440	Psychology of Religion	
PSYC 463	Drugs, Behavior, and Society	
PSYC 485	Stress and Coping	
Domain 3: Applied Learning		3
Choose one of the following:		
PSYC 455	Field Experience ¹⁰	
PSYC 475	Research Experience (Required for the B.S.) ¹⁰	
Total Units		48

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Natural Science requirement.
- 3 An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.
- 4 Meets the General Education Social Science requirement.
- 5 Meets the General Education Writing 2 requirement.
- 6 Meets the General Education Writing 3 requirement.
- 7 Meets the General Education Intercultural Competence requirement.
- 8 Meets the General Education Civic Knowledge and Engagement requirement.
- 9 Requires senior standing and departmental permission.
- 10 Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **DISCIPLINARY KNOWLEDGE-** Demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. **CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION-** Demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. **VALUES AND ETHICS-** Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. **APPLICATION TO VOCATION-** Demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. **FAITH INTEGRATION-** Demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

Alcohol and Drug Counseling Minor

24 units

The minor in alcohol and drug counseling prepares students to pursue alcohol and drug counselor credentialing with the California Consortium of Addiction Programs and Professionals (CCAPP). Students who finish this minor complete the educational requirements for certified alcohol and drug

counselors, and have the foundational knowledge, understanding, and skills needed to join this ever-expanding field that allows for bachelor-level entry. *Note: There are other requirements, however, to qualify for the alcohol and drug counseling credential, as outlined and determined by CCAPP.*

For students interested in completing the Bachelor of Arts in Psychology (p. 510) or the Bachelor of Science in Psychology (p. 513), 6 units of the minor can be used to meet the requirements of the B.A. or B.S.; 15 units of the minor, including 3 units of PSYC 455, must be completed at Azusa Pacific University.

Requirements

Code	Title	Units
PSYC 280	Introduction to Certified Alcohol Drug Counselor Credentialing	3
PSYC 450 or PSYC 531	Counseling ^{1, 3} Ethics and Professional Issues [Proposed]	3
PSYC 455	Field Experience (130 of 255 hours required) ²	3
PSYC 463	Drugs, Behavior, and Society	3
PSYC 464	Substance Use Assessment and Interventions	3
PSYC 466	Case Management in Mental Health and Substance Use Disorders	3
PSYC 485	Stress and Coping	3
PSYC 455 or PSYC 542	Field Experience (130 of 255 hours required) ^{2, 3} Practicum I [Proposed]	3
Total Units		24

¹ Meets requirements of the minor and the B.A. or B.S. in psychology.

² Three units of PSYC 455 can be used to meet requirements for the minor and the B.A. or B.S. in psychology.

³ Graduate courses (500-level and above) require senior standing and departmental permission.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop entry level mastery of knowledge of substance use, misuse, and effective treatment for substance use problems.
2. Demonstrate entry level skills in engagement and facilitation of substance use recovery strategies.
3. Apply knowledge and skill related to Alcohol and Drug counseling in field experiences.
4. Demonstrate the ability to integrate faith into a comprehensive conceptualization of substance use problems.

Psychology Minor

18 units

The psychology minor introduces students to the study of human thought and behavior. Specifically, students minoring in psychology are exposed to disciplinary knowledge, critical thinking skills, scientific inquiry, and applications of psychology. This minor is ideal for students from a wide variety of education and career paths who wish to bolster their understanding of, and interactions with, people.

Code	Title	Units
PSYC 110	General Psychology ¹	3
PSYC 290	Human Growth and Development ¹	3
Select 12 units from any psychology courses; WRIT 260 is included as a psychology course. ²		12
Total Units		18

¹ **Meets the General Education Social Sciences requirement.**

² WRIT 260, PSYC 345, PSYC 400, PSYC 420, PSYC 455, PSYC 475, and PSYC 496 meet additional General Education requirements.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. PLO 1- DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society

2. PLO 2- CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication
3. PLO 3- VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. PLO 4- APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. PLO 5- FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

Department of Social Work

Social workers help people manage and overcome some of life's most difficult challenges, such as poverty, addiction, discrimination, physical and mental illness, and abuse. They provide individual, family, and group intervention; facilitate crisis prevention and intervention; advocate and participate in political action; provide management and leadership in social welfare and nonprofit agencies; and collaborate with communities to develop necessary social and economic resources. Social workers are especially committed to advancing social justice and increasing opportunities for vulnerable populations.

Bachelor of Social Work (BSW) Program

Mission Statement

The Bachelor of 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 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 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.

BSW Program Goals

1. To prepare students for professional social work practice with diverse individuals, families, groups, organizations, and communities, 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 for collaboration with the community, advocating 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 to the integration of Christian values throughout their practice
6. To engage in ongoing scholarship reflecting the goals and needs of professional social work practice

In their courses, BSW students learn the knowledge, values, and skills to help them engage, assess, and provide intervention in their direct practice with individuals, groups, families, and communities. Additionally, students are encouraged to think critically, become aware of their affective reactions, exercise good judgment, and use self-reflection as part of their professional development. During their senior year, students complete a supervised 400+-hour internship at a community-based agency where they apply the knowledge and skills learned in the classroom to professional environments and client groups to gain experience.

Career Opportunities

Social workers provide services to individuals, families, groups, organizations, and communities. Social workers can apply their training and experience in a variety of practice areas, including:

Addictions Prevention and Treatment

Homeless Individual/Families Assistance

Adoption and Foster Care

Hospice and Palliative Care

Advocacy Consulting and Planning	Housing Assistance
Charter/Alternative School Programs	In-home Services
Child Abuse and Neglect	International Social Work
Child Welfare Services	Law/Courts/Community
Criminal Justice	Medical Social Work
Crisis Intervention	Mental Health Counseling
Community Mental Health	Military Social Work
Community Planning and Advocacy	Parent Education
Delinquent/At-risk Youth	Police Work
Developmental Disabilities	Political Planning and Lobbying
Disaster Relief	Prisons and Probation
Eating Disorders	Public Health
Employee Assistance Programs	Rural/Tribal Social Work
Genetics/Transplant	School Social Work
Gerontology/Older Adult Services	Skilled Nursing Social Work

Accreditation

The undergraduate program in the Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education (<http://www.cswe.org>).

Program Competencies/Learning Outcomes

Students will demonstrate these competencies (CSWE, 2015):

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and culture exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:

- apply and communicate an understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the process for translating research:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Critically Analyze How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice

Social workers understand the role of spirituality and faith as part of a holistic approach to social practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. They:

- demonstrate self-awareness of their own worldview, as it relates to a Christian worldview;
- articulate how a Christian worldview is integrated into social work practice; and
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process.

Field Internships

Field education is a required component of the BSW curriculum. The field application and placement process occur during the semester prior to the onset of field internships. Over the course of the program, students complete a 400⁺-hour internship, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Students are concurrently enrolled in field seminar during field internship terms. Course credit is not given for life experiences or for previous or current work experience. Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the BSW program. Students are responsible for ensuring they have reliable transportation to and from field internship agencies.

Field education faculty select field internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education (<https://www.cswe.org>), including the congruence of field agency mission and goals with professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

Advising and Admission

Advising

Any student interested in social work is encouraged to speak with 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 the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>) in order to begin academic and professional planning. Upon declaring “Social Work Interest” as a major, students are assigned an academic advisor (upon full admission to the program, students will be switched from “Social Work Interest” to “Social Work” by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>)). Advisors will be assigned by the BSW program. The role of the academic advisor is to help students develop a multiyear academic plan, mentor them in their professional development, and be their liaison during the admissions process. While the academic advisor is the primary contact person within the program, students are encouraged to also meet with faculty as needed as part of their professional development. Prior to registration each semester, the program strongly encourages 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 the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>).
3. Contact the BSW office to receive your advisor assignment and the BSW Student Handbook (https://www.apu.edu/live_data/files/242/bswstudenthb1112.pdf).
4. Read the BSW Student Handbook in its entirety.
5. Meet with your advisor to develop a multiyear academic plan and confirm choice of major.
6. Meet with your 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 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 and the General Education courses that apply to social work, as outlined in the university catalog.

Code	Title	Units
Entry-level Courses ¹		
SOCW 250	Introduction to Social Work	3
SOCW 251	Social Welfare Policy and Service	3
SOCW 310	Human Behavior and the Social Environment I	3
SOCW 311	Human Behavior and the Social Environment II	3

¹ Students must submit a formal application to the BSW program and be accepted to the major prior to taking social work practice courses.

The BSW program reviews applications in the fall and spring semesters. Application deadlines are March 7 (fall admission) and November 7 (spring admission). Late applications may be considered on a case-by-case basis depending on the number of accepted students.

Students may be admitted fully, 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 (45 or more units) must submit the BSW Application for Admission (<https://goo.gl/forms/nfjMEL9dGN77WF513>) in order to be considered for full acceptance into the social work program. Submit your application to the Department of Social Work at the same time you submit your university application.

Students transferring in prior to their junior year (less than 45 units) will begin the major as social work interest, and submit applications prior to their junior year after starting at the university. Transfer students should seek academic advising in the Department of Social Work as soon as possible to begin planning coursework.

Current APU Students

Current APU students should submit their BSW Application for Admission (<https://goo.gl/forms/nfjMEL9dGN77WF513>) directly to the Department of Social Work. Applications will be reviewed by the Social Work Advising and Admissions Committee, composed of social work faculty, and will be considered based on academic and personal readiness for the program.

Admission 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
5. Submission of a personal statement providing responses to the following:
 - a. What influenced your choice of social work as a profession? Include when and how you became interested in the field of social work.
 - b. How do your professional goals align with the mission and values of social work? Review the National Association of Social Workers Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) and incorporate aspects of social work mission and values that support your goals.
 - c. What personal experiences have you had, and/or what characteristics do you possess, that will contribute to your work as a professional in the field of social work?
 - d. What personal experiences have you had, and/or what characteristics do you possess, that will present a challenge to your work as a professional in the field of social work?
 - e. The profession of social work has identified 12 Grand Challenges (<http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges>) that reflect the purpose and mission of the social work field. Referencing the challenges, select one or more of them that align with your personal and professional interests. Utilizing the challenge(s) selected, respond to the following:
 - Discuss how your professional goals align with the efforts of the challenge(s) selected. Why is the challenge selected important and how does it connect to your interest in the social work profession?
 - Discuss the significance of the challenge(s) selected based on your personal faith beliefs or values. For example, why should people who identify as Christians be concerned with the challenge selected?

Evaluation criteria for personal statements

1. Interest in Social Work: Addresses interest in the field of social work, influence for choosing the profession, and detailed personal career goals displaying a genuine interest in enhancing human well-being and advancing social justice.
2. Depth of Insight: Provides thoughtful reflection on personal strengths and challenges, with potential impact on professional development noted.
3. Faith Integration: Clear discussion of faith-based worldview as it relates to the profession of social work.
4. Critical Thinking: Interest in social work, depth of insight, and faith integration have been thoughtfully linked to Grand Challenge(s) selected.
5. Writing Skills: Writing is clear, organized, and free of grammatical and spelling errors.

Procedure

1. Complete or be enrolled in the Introduction to Social Work course, completing with a C or better (transfer students with more than 45 units can apply prior to completing Introduction to Social Work.)
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 a transfer.
5. Submit completed packet to the Department of Social Work for review by March 7 (fall admission) or November 7 (spring admission). Late applications and transfer students are evaluated on a case-by-case basis and as space allows.
6. Students will be notified in writing within three weeks of the Social Work Advising and Admissions Committee's decision.

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 regard to the committee's actions. 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.

- Bachelor of Social Work (BSW) (p. 526)
- Certificate of Distinction in Undergraduate Social Work Research (p. 532)

SOCW 250, Introduction to Social Work, 3 Units

This course introduces students to the social work profession, social welfare system, and policies in the United States. The course examines the requirements for social work practice, articulates the identity of the profession, and discovers the various settings of social work practice. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

SOCW 251, Social Welfare Policy and Service, 3 Units

This course examines social welfare policies and programs developed to meet human needs in American society. The course explores diversity of political, cultural, historical, economic, and ideological influences on social welfare policy. The course explores how critical thinking advances social and economic justice and delivery of effective social work services.

SOCW 275, Social Justice Foundations for Human Rights, 3 Units

The Social Justice Foundations in Human Rights course will examine assumptions and biases in regards to race, age, social class, religion, gender, sexual orientation and ability. This course will evaluate causes of community concern in the areas of civil rights, immigration, poverty, human trafficking, disabilities and war. It will review issues of oppression and discrimination. This course will have students gain insight and self-awareness in their interactions with individuals of from different cultural backgrounds. Students will practice developing action plans to promote social justice in targeted groups. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: Sophomore Standing

SOCW 310, Human Behavior and the Social Environment I, 3 Units

This course is a study from a multi-theoretical perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental reciprocal interactions. This course focuses on human development from birth through adolescence. The knowledge of human behavior and the social environment will be applied utilizing bio-psycho-social-spiritual frameworks to guide the process of assessment, intervention, and evaluation.

Prerequisite: Sophomore standing, recommended SOC 120 and PSYC 110

SOCW 311, Human Behavior and the Social Environment II, 3 Units

This course is a study from a multi-dimensional perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems.

Prerequisite: SOCW 310 and Sophomore standing

SOCW 332, Social Work Practice with Individuals and Families, 3 Units

This is the first of a two-semester, three-course practice sequence wherein the student will identify professional generalist social work practice behaviors. The course will develop the student's ability to think critically and apply social work ethical principles to guide practice. The course uses evidence-based practice methods in practice which engage, assess, intervenes, and evaluates individuals and families.

Special Fee Applies

Prerequisite: Application and acceptance into the Social Work Major

SOCW 333, Social Work Practice with Communities and Organizations, 3 Units

Social Work Practice with Communities and Organizations is another course in the generalist social work practice sequence. The Course will focus on macro social work practice, community organizing, and development. The course will provide students with the knowledge and skills needed for ever-changing contexts and the social service delivery systems used to respond to such contexts.

Prerequisite: SOCW 250, SOCW 332

SOCW 335, Community Transformation, 6 Units

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. 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 Units

This course offers an introduction to social work practice with older adults with attention given to current research, policies, and problems faced by the elderly, and the impact of the older adult population on society. Resources, programs, and services which focus on the well-being for the older adult population will be introduced.

Prerequisite: SOCW 251 or instructor consent

SOCW 351, Child Welfare, 3 Units

Students explore programs and policies that have been developed to meet the well-being of children and families. The issues affecting these programs and policies are studied to determine how policy impacts the delivery of child welfare programs.

Prerequisite: SOCW 250, SOCW 251 or instructor consent

SOCW 360, Social Work Practice with Groups, 3 Units

Social Work Practice with Groups is another course in the generalist social work practice sequence. This course introduces students to utilize group theories and leadership skills in social work practice. Students will demonstrate mezzo practice knowledge and skills by identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals.

Prerequisite: SOCW 250, SOCW 332

SOCW 380, Understanding International Social Problems and Services through Study Abroad, 3 Units

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 consent

SOCW 400, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

Prerequisite: SOCW 333

SOCW 410, Family Violence, 3 Units

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 or Senior standing or instructor consent

SOCW 411, Intimate Relationship Violence: Assessment and Intervention, 3 Units

This course is an in-depth study of intimate relationship violence, exploring the theory and research as to the causes of violence, gender and sexuality issues, community and societal influences, and cultural factors. Methods of assessment are investigated, as are policies and programs developed to intervene within micro and macro contexts. Course, with additional fee, meets California domestic violence counselor certification.

Prerequisite: Junior or senior standing or instructor's consent.

SOCW 415, Substance Use Disorders: Assessment and Intervention, 3 Units

This course provides an overview of substance use disorders from a bio-psycho-social-cultural-spiritual perspective. Unique issues relative to children/adolescents, women, people with disabilities, LGBT individuals, the elderly, and minorities are explored. The course focuses on a review of various types of substance use disorders; theory on the etiology and process of substance use disorders and their treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to substance use disorders in the community as well as in the Church.

Prerequisite: Junior or senior standing or instructor's consent

SOCW 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units

This course examines theological perspectives to understand 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.

Prerequisite: 3 units of UBBL and Junior standing

SOCW 425, Introduction to International Development, 3 Units

This course provides students with an opportunity to consider the theories and "on the ground" issues concerning international development. In addition, because non-governmental organizations are the primary organisms through which international development is conducted, students will familiarize themselves with the strengths and limitations these organisms bring to the development process.

Prerequisite: Junior or Senior Standing

SOCW 430, Introduction to Nonprofit Management, 3 Units

Students go out into the world and work for nonprofit organizations. The goals of the course are to enrich student 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.

Prerequisite: Junior or Senior Standing

SOCW 466, Field Internship I, 4 Units

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.

Prerequisite: SOCW 310, SOCW 311, SOCW 333 or SOCW 335, SOCW 360,

Corequisite: SOCW 467

SOCW 467, Senior Practicum Seminar I, 3 Units

This seminar course integrates the generalist practice knowledge and skills of a social work professional. Students learn how to identify and conduct themselves as professional social workers in their respective internship contexts. Evidence-based practice skills are developed to help students engage in research-informed practice and learn how practice shapes research. This course comprises the first semester of a two-semester course sequence.

Meets the General Education Requirement: Integrative and Applied Learning.

Prerequisite: SOCW 310 (C or above), SOCW 311 (C or above), SOCW 333 or SOCW 335, SOCW 360.

SOCW 468, Field Internship II, 4 Units

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.

Prerequisite: SOCW 466, SOCW 467

Corequisite: SOCW 469

SOCW 469, Senior Practicum Seminar II, 3 Units

This final Social Work Seminar will focus on integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. Students will identify, critique, and apply evidence based practice models in field practice. Emphasis will be placed on practice skills of engagement, assessment, intervention and evaluation according to the NASW Code of Ethics.

Prerequisite: SOCW 310 (C grade or above), SOCW 311 (C grade or above), SOCW 333 or SOCW 335, SOCW 360, SOCW 466

SOCW 478, Social Work Research Methods, 3 Units

This course prepares students for evidence-informed practice and research by introducing a range of social science research methods, skills in research evaluation and critique, and development of a social science research proposal informed by their field internship practice experience.

Prerequisite: MATH 130.

Corequisite: SOCW 466, SOCW 467

SOCW 479, Writing 3: Social Work Research Project, 3 Units

In this course, students prepare for evidence-informed practice and research by conducting an empirical study based on the research proposal completed in the Social Work Research Methods course (SOCW 478). Students learn to apply critical thinking to inform and communicate professional judgment through the process of data collection, data analysis, and writing a research report. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: MATH 130, SOCW 478, Writing 2;

Corequisites: SOCW 468, SOCW 469

SOCW 496, Senior Seminar: Ethics in the Helping Professions, 3 Units

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 Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, completion of the majority of the units required for God's Word and the Christian Response, and upper-division writing intensive course

SOCW 497, Readings in Social Work, 1-4 Units

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.

SOCW 499, Special Topics, 1-6 Units

Special topics courses offer undergraduate-level content that will augment the set social work curriculum. These courses include a wide range of specialized topics relevant to professional social workers. The unit value of these courses range from one to six unit credits, depending upon the specific contact hours and course workload.

Prerequisite: Junior or Senior Standing; Acceptance into the Social Work program

Faculty

Department Chair

Mary Rawlings (<http://www.apu.edu/faculty/mrawlings>), Ph.D., LCSW

Director, BSW Program

Amy Tauati (<http://www.apu.edu/faculty/atauati>), MSW

Professor

Mary Rawlings (<http://www.apu.edu/faculty/mrawlings>), Ph.D., LCSW

Associate Professors

Anupama Jacob (<http://www.apu.edu/faculty/ajacob>), Ph.D.

Assistant Professors

Daniel Guzman, LCSW, MBA

Lynn Raine (<http://www.apu.edu/faculty/lraine>), Ph.D., LCSW

Amy Tauati (<http://www.apu.edu/faculty/atauati>), MSW

Adjunct Faculty

Michelle Asbill, Ph.D., MSW

Jenica Morin, BSW

Patrick Riley, MA

Kristyn Sutton, LCSW

Social Work Major

Requirements

Coursework for the social work major (<https://www.apu.edu/bas/programs/bsw>) covers topics such as clinical interviewing and case management skills, human rights and social justice, community transformation and leadership, child welfare, group dynamics, and more.

A total of 69 units is required for the major, and a minimum 2.5 grade-point average (GPA) is required in all major courses, including specified General Education courses. Students must pass all required courses with a C or higher, and must maintain a 2.5 GPA to remain in the major.

Code	Title	Units
Specified General Education Requirements		9
PSYC 110	General Psychology ¹	
SOC 120	Introduction to Sociology ¹	
SOCW 275	Social Justice Foundations for Human Rights ²	
Biology Requirement		4
Select one of the following: ³		
BIOL 101 & BIOL 102	Introduction to Biology and Introduction to Biology Laboratory ⁴	
BIOL 151	General Biology I ⁴	
Core Requirements		
MATH 130	Introduction to Statistics ⁵	3
SOCW 250	Introduction to Social Work ⁶	3
SOCW 251	Social Welfare Policy and Service	3
SOCW 310	Human Behavior and the Social Environment I	3
SOCW 311	Human Behavior and the Social Environment II	3
SOCW 332	Social Work Practice with Individuals and Families	3
SOCW 333	Social Work Practice with Communities and Organizations ⁷	3
SOCW 350	Aging: Implications for Policy and Practice	3
SOCW 351	Child Welfare	3
SOCW 360	Social Work Practice with Groups	3
SOCW 466	Field Internship I	4
SOCW 468	Field Internship II	4
SOCW 467	Senior Practicum Seminar I ^{7, 8}	3
SOCW 469	Senior Practicum Seminar II ⁷	3
SOCW 478	Social Work Research Methods ⁷	3
SOCW 479	Writing 3: Social Work Research Project ⁹	3
Social Work Electives ¹⁰		6

Select one of the following:

SOCW 380	Understanding International Social Problems and Services through Study Abroad
SOCW 400	Fundraising, Grant Writing, and Fiscal Decision Making
SOCW 411	Intimate Relationship Violence: Assessment and Intervention
SOCW 415	Substance Use Disorders: Assessment and Intervention
SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities
SOCW 425	Introduction to International Development
SOCW 430	Introduction to Nonprofit Management
SOCW 497	Readings in Social Work
SOCW 543	Fundraising, Grant Writing, and Fiscal Decision Making
SOCW 560	Social Work Practice in Healthcare Settings
SOCW 570	International Social Work Policy and Practice

Select another course from the above group or one of the following:

ETHN 355	The Asian American Experience
ETHN 356	The African American Experience
ETHN 357	The Chicano(a)/Latino(a) Experience
GLBL 355	Principles and Practice of Community Engagement (available only through study away) ⁶
MINC 456	Ministry Organization and Administration
MINY 400	Christian Values and Human Sexuality
PADM 350	Origin of Public Administration
PSYC 360	Abnormal Psychology
PSYC 410	Psychology of Exceptional Children
PSYC 430	Intervention Strategies with Children
PSYC 432	Psychosocial Interventions in Pediatric Health Care
PSYC 450	Counseling
SOC 358	Human Diversity ²
SOC 405	The Sociology of Gender
SOC 425	Social Movements
SOC 455	Crime and Delinquency
SOC 464	Social Stratification

Total Units

69

- 1 Meets the General Education Humanities: Social Sciences requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Students interested in meeting the social work major's biology requirement at another university must ensure that the course has been articulated by the biology department or 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.
- 4 Meets the General Education Humanities: Natural Sciences requirement.
- 5 Meets the General Education Quantitative Literacy requirement.
- 6 Meets the General Education Civic Knowledge and Engagement requirement.
- 7 Only social work majors may register for these courses.
- 8 Meets the General Education Integrative and Applied Learning requirement.
- 9 Meets the General Education Writing 3 requirement.
- 10 Two electives (6 units) are required for completion of the social work major; one must be taken from courses offered within the department, and the second may be taken from either group of approved courses.

Suggested Plan of Study

A minimum of 120 units are needed to graduate. This includes units toward General Education, major, and/or minor requirements.

Course	Title	Units
Year I		
Fall		
GE 100	First-Year Seminar (Required first term)	3

WRIT 110	Writing 1: The Art and Craft of Writing	3
MIN 108	Christian Life, Faith, and Ministry	3
PSYC 110	General Psychology	3
SOCW 250	Introduction to Social Work	3
Units		15
Spring		
BIOL 101 or BIOL 103	Introduction to Biology or Principles of Biology for Science Disciplines	3
SOC 120	Introduction to Sociology	3
PHIL 100	Introduction to Philosophy	3
UBBL 100	Introduction to Biblical Literature: Exodus/ Deuteronomy	3
GE Humanities: Fine Arts		3
Units		15
Year II		
Fall		
UBBL 230	Luke/Acts	3
Foreign Language Requirement 1 ¹		4
Writing 2: Genre, Evidence and Persuasion		3
SOCW 251	Social Welfare Policy and Service	3
SOCW 310	Human Behavior and the Social Environment I	3
Units		16
Spring		
SOCW 311	Human Behavior and the Social Environment II	3
Upper Division Bible Course		3
COMM 111	Public Communication	3
GE Humanities: Literature		3
Foreign Language Requirement ¹		4
Units		16
Year III		
Fall		
MATH 130	Introduction to Statistics	3
SOCW 275	Social Justice Foundations for Human Rights	3
SOCW 332	Social Work Practice with Individuals and Families	3
SOCW 351 or SOCW 350	Child Welfare or Aging: Implications for Policy and Practice	3
Theology		3
Units		15
Spring		
SOCW 333	Social Work Practice with Communities and Organizations	3
SOCW 350 or SOCW 351	Aging: Implications for Policy and Practice or Child Welfare	3
SOCW 360	Social Work Practice with Groups	3
GE Humanities: History		3
Physical Education		1
Units		13
Year IV		
Fall		
SOCW 467	Senior Practicum Seminar I	3
SOCW 466	Field Internship I	4
SOCW 478	Social Work Research Methods	3
Social Work Elective		3

Minor or Elective Units		3
	Units	16
Spring		
SOCW 469	Senior Practicum Seminar II	3
SOCW 468	Field Internship II	4
SOCW 479	Writing 3: Social Work Research Project	3
Social Work Elective		3
	Units	13
	Total Units	119

¹ Foreign Language Proficiency Requirement may be met by APU proficiency test; SAT, AP, CLEP, FLATS, or OPIc test score; or completion of an APU language course numbered 102 or higher.

Field Internships

Field education is a required component of the BSW curriculum. The field application and placement process occurs during the term prior to the onset of field internships. Over the course of the program, students complete a 400⁺-hour internship, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Students are concurrently enrolled in field seminar during field internship terms. **Course credit is not given for life experiences or for previous or current work experience.** Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the BSW program. Students are responsible for ensuring they have reliable transportation to and from field internship agencies.

Field education faculty select field internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education (<https://www.cswe.org>), including the congruence of field agency mission and goals with professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

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 Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services>). Students who leave the BSW program must reapply for admission to the BSW program if the absence is two years or more.

Social Work Student Conduct Code

In addition to maintaining academic standards, students must demonstrate adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the BSW Student Handbook (PDF) (https://www.apu.edu/live_data/files/242/bswstudenthb1112.pdf) for the full description of the conduct code and appeals process.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate ethical and professional behavior.
2. Engage in diversity and differences in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Critically analyze how Christian beliefs and values can be ethically integrated in professional social work practice.

SOCW 250, Introduction to Social Work, 3 Units

This course introduces students to the social work profession, social welfare system, and policies in the United States. The course examines the requirements for social work practice, articulates the identity of the profession, and discovers the various settings of social work practice. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

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Prerequisite: Sophomore Standing

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Prerequisite: Sophomore standing, recommended SOC 120 and PSYC 110

SOCW 311, Human Behavior and the Social Environment II, 3 Units

This course is a study from a multi-dimensional perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems.

Prerequisite: SOCW 310 and Sophomore standing

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Prerequisite: SOCW 250, SOCW 332

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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. 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.

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Prerequisite: SOCW 251 or instructor consent

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Prerequisite: SOCW 250 or instructor consent

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This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

Prerequisite: SOCW 333

SOCW 410, Family Violence, 3 Units

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 or Senior standing or instructor consent

SOCW 411, Intimate Relationship Violence: Assessment and Intervention, 3 Units

This course is an in-depth study of intimate relationship violence, exploring the theory and research as to the causes of violence, gender and sexuality issues, community and societal influences, and cultural factors. Methods of assessment are investigated, as are policies and programs developed to intervene within micro and macro contexts. Course, with additional fee, meets California domestic violence counselor certification.

Prerequisite: Junior or senior standing or instructor's consent.

SOCW 415, Substance Use Disorders: Assessment and Intervention, 3 Units

This course provides an overview of substance use disorders from a bio-psycho-social-cultural-spiritual perspective. Unique issues relative to children/adolescents, women, people with disabilities, LGBT individuals, the elderly, and minorities are explored. The course focuses on a review of various types of substance use disorders; theory on the etiology and process of substance use disorders and their treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to substance use disorders in the community as well as in the Church.

Prerequisite: Junior or senior standing or instructor's consent

SOCW 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units

This course examines theological perspectives to understand 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.

Prerequisite: 3 units of UBBL and Junior standing

SOCW 425, Introduction to International Development, 3 Units

This course provides students with an opportunity to consider the theories and "on the ground" issues concerning international development. In addition, because non-governmental organizations are the primary organisms through which international development is conducted, students will familiarize themselves with the strengths and limitations these organisms bring to the development process.

Prerequisite: Junior or Senior Standing

SOCW 430, Introduction to Nonprofit Management, 3 Units

Students go out into the world and work for nonprofit organizations. The goals of the course are to enrich student 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.

Prerequisite: Junior or Senior Standing

SOCW 466, Field Internship I, 4 Units

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.

Prerequisite: SOCW 310, SOCW 311, SOCW 333 or SOCW 335, SOCW 360,

Corequisite: SOCW 467

SOCW 467, Senior Practicum Seminar I, 3 Units

This seminar course integrates the generalist practice knowledge and skills of a social work professional. Students learn how to identify and conduct themselves as professional social workers in their respective internship contexts. Evidence-based practice skills are developed to help students engage in research-informed practice and learn how practice shapes research. This course comprises the first semester of a two-semester course sequence.

Meets the General Education Requirement: Integrative and Applied Learning.

Prerequisite: SOCW 310 (C or above), SOCW 311 (C or above), SOCW 333 or SOCW 335, SOCW 360.

SOCW 468, Field Internship II, 4 Units

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.

Prerequisite: SOCW 466, SOCW 467

Corequisite: SOCW 469

SOCW 469, Senior Practicum Seminar II, 3 Units

This final Social Work Seminar will focus on integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. Students will identify, critique, and apply evidence based practice models in field practice. Emphasis will be placed on practice skills of engagement, assessment, intervention and evaluation according to the NASW Code of Ethics.

Prerequisite: SOCW 310 (C grade or above), SOCW 311 (C grade or above), SOCW 333 or SOCW 335, SOCW 360, SOCW 466

SOCW 478, Social Work Research Methods, 3 Units

This course prepares students for evidence-informed practice and research by introducing a range of social science research methods, skills in research evaluation and critique, and development of a social science research proposal informed by their field internship practice experience.

Prerequisite: MATH 130.

Corequisite: SOCW 466, SOCW 467

SOCW 479, Writing 3: Social Work Research Project, 3 Units

In this course, students prepare for evidence-informed practice and research by conducting an empirical study based on the research proposal completed in the Social Work Research Methods course (SOCW 478). Students learn to apply critical thinking to inform and communicate professional judgment through the process of data collection, data analysis, and writing a research report. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: MATH 130, SOCW 478, Writing 2;

Corequisites: SOCW 468, SOCW 469

SOCW 496, Senior Seminar: Ethics in the Helping Professions, 3 Units

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 Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, completion of the majority of the units required for God's Word and the Christian Response, and upper-division writing intensive course

SOCW 497, Readings in Social Work, 1-4 Units

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.

SOCW 499, Special Topics, 1-6 Units

Special topics courses offer undergraduate-level content that will augment the set social work curriculum. These courses include a wide range of specialized topics relevant to professional social workers. The unit value of these courses range from one to six unit credits, depending upon the specific contact hours and course workload.

Prerequisite: Junior or Senior Standing; Acceptance into the Social Work program

Certificate of Distinction in Undergraduate Social Work Research

- Students must have a minimum cumulative GPA of 3.3 or higher and received a *B* or higher in statistics (MATH 130) or equivalent course. Students who have received less than a *B* in statistics but meet the GPA requirement may petition to be in the advanced section. Petitions will be reviewed on a case-to-case basis.
- Students must have completed and received a *C* or higher in all other required BSW courses leading to their senior year.
- Students must complete an application that includes a brief essay noting why they wish to participate in the advanced research section.

- Students must receive a recommendation from one other BSW faculty member who can speak to the student's writing ability and professional readiness to participate in the advanced research section.

Requirements and Expectations

- Students must develop an original research project tied to their field internship in accordance with the course requirements.
- Students must complete the appropriate Institutional Review Board (IRB) application and receive approval for their projects from APU's IRB office (<https://www.apu.edu/researchandgrants/ethics/irb>).
- Students must submit an abstract for presentation at an appropriate campus-wide research event.
- Students must submit an abstract for the student research poster competition at the national undergraduate social work conference (The Association of Baccalaureate Social Work Program Directors (BPD) conference) held every March. Students who are selected, through a review process, to present their research at the BPD conference must attend the conference and participate in the research poster competition. Students apply for travel grants from APU's Undergraduate Research Program (<https://www.apu.edu/undergraduate-research>) to support travel and conference-related expenses.
- Students are invited to submit abstracts to participate in the annual, highly competitive Posters on the Hill interdisciplinary student conference in Washington, DC, sponsored by the Council on Undergraduate Research.
- Students coauthor with the instructor to submit an article based on their research to a peer-reviewed academic journal in social work for publication consideration by the end of the spring semester. Students are expected to remain in touch with the course instructor postgraduation to work on any revisions requested by the journal(s) in order to be accepted for publication.

Code	Title	Units
SOCW 478	Social Work Research Methods	3
SOCW 479	Writing 3: Social Work Research Project ¹	3
Total Units		6

¹ Meets the General Education Writing 3 requirement.

School of Business and Management

Mission

The School of Business and Management (<https://www.apu.edu/business>) is a Christ-centered community of scholars and professionals pursuing academic excellence to advance the work of God in the world, developing students of character and competence as difference makers in business and society.

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 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.

Students of Character

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 the World

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.

Overview

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 school 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 school encompasses diverse programs in business, management, and economics, and within these programs are multiple options for majors and minors. The school offers a Bachelor of Arts in Business Management and a Bachelor of Science in Business with six majors: accounting, economics, entrepreneurship, 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. The school also offers a Bachelor of Arts in Economics, which requires the completion of the economics core and additional economics electives.

Curriculum content in the undergraduate business program is aligned with graduate school requirements for those who wish to pursue a Master of Business Administration (MBA) (<http://catalog.apu.edu/graduateprofessional/business-management/business-administration-mba>), Master of Business Management (MBM) (<http://catalog.apu.edu/graduateprofessional/business-management/ma-management-mam>), or Master of Professional

Accountancy (MAcc) (<http://catalog.apu.edu/graduateprofessional/business-management/lp-timothy-leung-school-accounting/professional-accountancy-mpa>).

Majors

- Accounting (B.S.) (p. 544)
- Business Management (B.A.) (p. 546)
- Economics (B.A.) (p. 547)
- Economics (B.S.) (p. 548)
- Entrepreneurship (B.S.) (p. 550)
- Finance (B.S.) (p. 551)
- International Business (B.S.) (p. 553)
- Marketing (B.S.) (p. 554)

Minors

- Accounting (p. 556)
- Business Management (p. 556)
- Economics (p. 556)
- Entrepreneurship (p. 557)
- Finance (p. 558)
- Marketing (p. 559)

Scholars for Business Achievement

Scholars for Business Achievement (SBA) is a dynamic student-led organization within the School of Business and Management (SBM) that strives to build student professional development at Azusa Pacific University.

SBA is dedicated to the continuing development and transformation of all business students through major incentives such as networking events, résumé-building experience, mock interviews, etiquette dinners, and community involvement. SBA bridges the gap between undergraduate students and alumni through events, featured speakers, and gatherings (social hours). SBA also seeks to guide younger business students through a peer-to-peer mentoring program. SBA provides opportunities for APU business students to thrive, become their professional best, and prepare to enter the world of work in a business environment. For more information, contact sba@apu.edu.

Enactus

APU Enactus provides students an opportunity to confront real-world challenges by creating solutions that achieve real results for real people. A team/project-based approach is employed to allow students to obtain experience turning ideas into action, measure outcomes, and evaluate results. It allows students to develop leadership, managerial, teamwork, and communication skills that emerge from real-life experiences. Students can choose to participate in an existing project or start one, and those who participate for more than one semester commonly speak of APU Enactus as a life-changing experience. It is open to all campus majors/minors, across all class levels (freshman to graduate). For more information, email apuenactus@apu.edu.

Accounting Honor Society

The Accounting Honor Society (AHS) is a student-led group within the LP and Timothy Leung School of Accounting in the School of Business and Management that focuses on career preparation for accounting majors. AHS provides numerous networking opportunities, hosting Mock Interview Night and the Meet the Firms event, conducting firm tours, and bringing professionals on campus to speak about their careers and give tips on how to excel in the accounting profession. AHS is designed to connect accounting students by building a lifelong professional and collegial network of support. AHS maintains the Leung School of Accounting's values of character and competency to reflect the life of Christ and shine the light of Truth, which we believe results in the highest form of success. For more information, email ahs@apu.edu.

Student Investment Fund (SIF)

The Student Investment Fund (SIF) is an exclusive group of ambitious students and faculty who seek to take learning beyond the classroom setting. They analyze, research, and invest real money in the stock market. Their portfolio is handcrafted and structured by the students with the oversight of qualified professionals. SIF is an opportunity to meet and network with like-minded individuals and industry professionals, all while creating a great résumé-building experience to establish a strong foundation for the students' future. It also offers internship credit to help with units toward graduation. For more information, contact the School of Business and Management.

Business Internship Experience

The business internship course (BUSI 350) augments business majors' classroom experience and expands their focus to external career possibilities. The student is able to utilize practical real-world experience, create a plan for their career, and build their résumé prior to graduation. This course offers the opportunity for students to apply academic concepts and theories, gain firsthand business experience, and build interpersonal, networking, and professional relationships. Students reflect on how their positions fit into the value proposition of the organizations they are serving, as well as incidents and observations they identify as notable, and integrate the Christian worldview into the roles they are working in at the organizational level.

To qualify, students must be juniors or seniors and have been accepted into the School of Business and Management. All internships must be preapproved by the department (an application is required). Students are responsible for submitting assignments and projects at the same time they are gaining experience.

ACCT 120, Principles of Accounting I, 4 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students complete a computer simulation which introduces computer application in accounting.

ACCT 121, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.

Prerequisite: ACCT 120

ACCT 122, Accounting Perspectives, 1 Unit

This course introduces students pursuing an accounting degree to a broad overview of the various career paths available to successful accounting graduates.

ACCT 320, Intermediate Accounting I, 3 Units

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 current liabilities.

Prerequisite: ACCT 121

ACCT 321, Intermediate Accounting II, 3 Units

This course continues the study begun in ACCT 225, covering operational assets, intangible assets, investments, 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 320

ACCT 325, Cost Accounting, 3 Units

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.

Prerequisite: ACCT 321

ACCT 331, Federal Taxes I, 3 Units

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.

Prerequisite: ACCT 121

ACCT 332, Federal Taxes II, 3 Units

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

ACCT 336, Advanced Accounting, 3 Units

This course provides an in-depth study of accounting theory and principles. Topics include business combinations, consolidations, insolvency, foreign currency transactions, segment reporting, partnerships, fund accounting, and accounting for state and local governmental units and other non-business organizations.

Prerequisite: ACCT 321

ACCT 425, Writing 3: Accounting Ethics, 3 Units

Students in this course are introduced to issues of accounting ethics that professionals encounter in practice, moral reasoning to resolve ethical dilemmas, and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspectives on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance. Credit is not given for both ACCT 425 and ACCT 525. ACCT 425 does not satisfy the requirements of the Master of Professional Accounting (MAcc) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2 and ACCT 321.

ACCT 426, Auditing Principles I, 3 Units

This course is an overview of auditing concepts, 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 also addressed, as are the audit objectives and procedures applied to the elements in a financial statement.

ACCT 427, Auditing Principles II, 3 Units

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

BUSI 100, Personal Finance, 3 Units

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 Units

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 240, Introduction to Information Systems, 3 Units

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 operating systems, and Microsoft Office is provided.

BUSI 296, Business Law, 3 Units

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

BUSI 311, Quantitative Analysis for Management, 3 Units

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 better in MATH 110

BUSI 350, Business Internship, 1-3 Units

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 Enactus, SBA (Scholars for Business Achievement) or directed research for service learning. May be taken three times for credit.

Prerequisite: Completion of 60 units, appropriate employment or approval for Enactus or SBA, and instructor consent. All Internships must be pre-approved by the School of Business and Management.

BUSI 370, International Business, 3 Units

This course presents a survey of issues in international business, with a focus 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 Requirement: Intercultural Competence.*

Prerequisite: ECON 250

BUSI 405, Business Report Writing, 3 Units

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.

BUSI 430, Money and Banking, 3 Units

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.

Prerequisite: ACCT 121, ECON 250, and ECON 251

BUSI 495, Writing 3: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace. Students explore biblical and moral principles for ethical analysis and reflection and utilize the case method to research and write managerial responses to current ethical dilemmas in the workplace. This course fulfills the General Education Writing 3 requirement and is recommended for all business majors. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2

BUSI 496, Senior Seminar: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing and upper-division writing intensive course, majority of God's Word and the Christian Response

BUSI 496H, Senior Seminar: Business Ethics - Honors, 3 Units

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior Standing and upper-division writing intensive course. Must also be a student admitted to the Honors College and be considered a member in "active" status.

BUSI 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

BUSI 497H, Readings - Honors, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

ECON 250, Principles of Macroeconomics, 3 Units

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. *Meets the General Education Requirement: Social Science.*

Prerequisite: C- or better in MATH 110 or MATH 151 or MATH 161, or 60 or higher on the ALEKS math placement assessment.

ECON 251, Principles of Microeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.

Prerequisite: C- or better in MATH 110 or MATH 151 or MATH 161, or 60 or higher on the ALEKS math placement assessment.

ECON 350, Intermediate Macroeconomics, 3 Units

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; MATH 151 or MATH 161

ECON 351, Intermediate Microeconomics, 3 Units

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; MATH 151 or MATH 161

ECON 352, Financial Markets and Institutions, 3 Units

This course covers financial markets, instruments, and institutions, with students examining the roles 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.

Prerequisite: ECON 250 or instructor consent; B- or higher in MATH 110

ECON 355, Environmental Economics, 3 Units

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 Units

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 Units

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.

Prerequisite: ECON 250 and ECON 251

ECON 359, Urban and Regional Economics, 3 Units

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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: ECON 250 and ECON 251

ECON 371, Comparative Economics, 3 Units

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 market economies and socialist economies, examining their domestic and international policies toward economic interactions.

Prerequisite: ECON 250

ECON 372, International Trade and Finance, 3 Units

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.

Prerequisite: ECON 250 and ECON 251

ECON 452, Econometrics, 3 Units

This course introduces students to econometric analysis to better understand the economic environment. Cross-sectional regression analysis and time series methods are covered, and serial correlation and heteroskedasticity are addressed. Panel data methods are introduced, as well as such topics as instrumental variables and simultaneous equation estimation.

Prerequisite: ECON 350; ECON 351 (may be taken concurrently); MATH 130 or MATH 361

ECON 453, Microfinance and Microenterprise, 3 Units

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.

Prerequisite: ECON 250, ECON 251, and Junior Standing

ECON 454, Industrial Organization and Regulation, 3 Units

This course investigates the importance of market structure for firm and consumer outcomes beyond the standard perfect competition and monopoly models. Students will learn to incorporate real world attributes into their understanding of market activity through case studies and advanced market models. Topics to be addressed include cartels, entry and exit, oligopoly, price discrimination, and research and development.

Prerequisite: ECON 351; ECON 350 (may be taken concurrently)

ECON 458, Economics and Religion, 3 Units

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. In particular, students examine the relationship between economic behavior/institutions and Islam, Confucianism, and Christianity.

Prerequisite: ECON 350, ECON 351 (may be taken concurrently), Junior Standing.

ECON 497, Readings, 1-4 Units

This program of study concentrates on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time faculty member.

ENTR 210, Small Business Ventures, 3 Units

Students in this course apply their leadership, problem-solving, and strategy skills to consider how winning entrepreneurs think, act, and perform, then establish goals to practice emulating those actions, attitudes, and strategies. New venture creation is about the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again.

Prerequisite: BUSI 110

ENTR 312, Creativity and Innovation, 3 Units

Students in this course investigate innovation in the corporate setting and the personal creative process, with an emphasis on understanding the role innovation plays in corporate success. Via lectures and personal exercises designed to build information content and a repertoire of specific techniques, students learn and apply the practical toolkit for sharpening and implementing their innovative and creative skills.

Prerequisite: BUSI 110

ENTR 313, Negotiating Entrepreneurial Issues, 3 Units

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to entrepreneurial negotiation.

Prerequisite: BUSI 110

ENTR 314, Entrepreneurial Management, 3 Units

Students apply their creative and innovative talents while sharpening their analytical abilities. Students will develop a new business idea and craft it into a comprehensive business plan that details the qualitative (e.g. business modeling and milestone planning) and quantitative (financial forecasts and valuation) process of bringing a new venture idea to fruition. The business plan that each team develops is an operating plan for a start-up company or a new venture within a larger corporation.

Prerequisite: ENTR 310

ENTR 315, Social Entrepreneurship, 3 Units

Social entrepreneurship is an emerging and rapidly changing field dedicated to the starting and growing of social mission-driven ventures - organizations that strive to advance social change through innovative solutions. This course exposes students to viable business models in social enterprise, focusing on the ideas, process, steps, and strategies required for creating new social ventures. Through lectures, case studies, and classroom dialogue, students will learn to think strategically and to act opportunistically with balanced social and financial perspective.

Prerequisite: BUSI 110

ENTR 420, Entrepreneurship and Innovation Practicum, 3 Units

This course gives students practical experience through guest speakers and company visits, and through work in an entrepreneurial or innovative organization, with students translating those experiences into academic learning. With close guidance from practicum faculty, students identify and work with a business or a public or nonprofit organization. Working individually or in small teams, students complete a defined project of approximately 100 hours that has practical value and academic rigor. Students provide regular status reports and receive faculty coaching during the practicum.

Prerequisite: Junior standing

FIN 300, Business Finance for Managers, 3 Units

This course introduces concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short-term financial needs of the organization, and how to make good capital budgeting decisions. Credit is not given for both FIN 300 and FIN 320. FIN 300 does not satisfy the prerequisites of any course requiring FIN 320 as a prerequisite.

Prerequisite: ACCT 120, MATH 110; business management majors only.

FIN 320, Principles of Corporate Finance, 3 Units

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.

Prerequisite: ACCT 120; BUSI 311 or ECON 351 or MATH 151 or MATH 161

FIN 330, Financial Analysis, 3 Units

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.

Prerequisite: ACCT 121, FIN 320, MATH 151 or MATH 161

FIN 331, Managerial Finance, 3 Units

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: FIN 320 or Instructor's consent

FIN 338, Applied Portfolio Management, 3 Units

This course allows students to engage in practical application of financial investment principles and theory in a business setting through a portfolio management opportunity. Students learn to set portfolio objectives and measure performance against specific metrics in a business setting through a structured reporting process with the instructor. May be taken twice for credit.

Prerequisite: FIN 320

FIN 432, Investment Analysis, 3 Units

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 an experience of real market activities.

Prerequisite: FIN 320; MATH 151 or MATH 161, ECON 352 (may be taken concurrently) or Instructor's consent

FIN 434, Derivatives, 3 Units

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.

Prerequisite: FIN 432, MATH 130

FIN 436, Financial Risk Management, 3 Units

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.

Prerequisite: FIN 434 or Instructor's consent

FIN 439, Seminar in Finance, 3 Units

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.

Prerequisite: FIN 330, FIN 432 or instructor consent

IBUS 374, Topics in International Management and Strategy, 3 Units

Students in this course analyze operational management issues encountered in international and culturally diverse enterprises. Course material may focus on human resource management, production management, cross-cultural issues, or strategic planning and implications for the firm.

Prerequisite: BUSI 370

IBUS 479, Import/Export Practicum, 3 Units

In this project-based class, students gain practical knowledge of the business of imports and exports. Students are expected to start a one-semester small business importing a product from abroad and selling it domestically. Key assignments may include a market analysis, sourcing analysis, business plan, importing a sample, and selling the sample. Students have freedom of scope and scale when deciding which product(s) should comprise the project.

Prerequisite: BUSI 370 or instructor consent

MGMT 210, Principles of Management, 3 Units

In this course, 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, boards of directors, organization charting, formal and informal organization, communication, and reaction to change.

MGMT 311, Leadership In Management, 3 Units

This course covers contemporary theories, principles, and practices of leadership within the context of managing businesses and organizations, introducing leadership topics such as change management, developing leaders and followers, and organizational communication. Significant attention is given to students' personal assessment and evaluation of their personality, strengths, leadership styles, and work, in order to establish a leadership and management identity.

Prerequisite: MGMT 210

MGMT 312, Managing Teams and Groups, 3 Units

This course introduces students to essential theories and concepts for analyzing, understanding, and managing groups and teams in the workplace. The course examines components that comprise teams, helps students develop skills in diagnosing opportunities and threats that face teams, and enhances teamwork expertise. Significant time is spent exploring interpersonal processes, conflict resolution, and characteristics that influence the effectiveness of a team. This course also provides an understanding of principles and processes necessary for leading teams effectively in a wide variety of situations.

Prerequisite: MGMT 210

MGMT 335, Real Estate Management, 3 Units

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.

MGMT 350, Business Management Internship, 3 Units

This course provides the opportunity for practical application of principle and theory in an actual business setting through an internship opportunity, helping students apply their knowledge, skills, and abilities in a practical setting. The course format is similar to that of an independent study, combining in-class meetings, online lesson plans, and real-life work experience. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Completion of 60 units, appropriate employment for internship, and instructor consent.

MGMT 410, Production Management, 3 Units

This course 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: MGMT 210, MATH 110

MGMT 440, Business Process Management, 3 Units

Business processes are the core of organizations, providing service to customers, impacting operations and cost structures, and defining enterprise software requirements. In this course, students explore what business processes are-how they are defined, documented, and managed. The course introduces the role of business architect as the initial developer of an enterprise software solution, and features real-world software tools, since software develops (and demands) a deeper understanding of the complexity and nuances associated with business process management. The course is suitable for all business students, since technology has become such a critical component of business.

Prerequisite: BUSI 240

MGMT 445, Human Resource Management, 3 Units

Students in this course study the human factors in modern business, particularly how they affect and are influenced by labor-management interactions and personnel relations, techniques, and procedures.

Prerequisite: MGMT 210

MGMT 448, Organizational and Administrative Behavior, 3 Units

Organizational behavior is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, economics, organization theory, statistics, and many others. The purpose of this course is to provide students with an understanding of the field of organizational behavior and the various research strategies that it employs. This course examines human behavior in organizations, individual, group, and organization-level processes that impact workplace behavior and organizational life. Students are exposed to organizational behavioral science theories and their applications in different management settings and a variety of organizations. Students also have an opportunity to engage in experiential and skill-building activities, applying conceptual frameworks in community settings and developing strategies for engaging stakeholder participation and increasing civic participation. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: MGMT 210

MGMT 450, Strategic Management, 3 Units

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow-and what is the right size? *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: MGMT 210; FIN 300 or FIN 320; MKTG 260; Junior Standing.

MKTG 260, Principles of Marketing, 3 Units

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.

MKTG 350, Marketing Internship, 1-3 Units

This course integrates marketing principles and theory into a working environment relating to marketing. Includes research, setting objectives, general marketing decision making and reflection.

Prerequisite: MKTG 260, Junior or Senior standing. All internships must be pre-approved by the School of Business and Management

MKTG 361, Integrated Marketing Communications, 3 Units

The marketing communication function is introduced. Topics include advertising theory and measurement, communication theory, promotional strategies, the IMC mix, public relations and publicity, consumer education, creative strategy, and promotional ethics.

Prerequisite: MKTG 260

MKTG 362, Consumer Behavior, 3 Units

This course involves a comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer behavior in relation to the buying-selling process, with emphasis on understanding the consumer in order to facilitate the development of an effective marketing strategy.

Prerequisite: MKTG 260

MKTG 363, Marketing Research, 3 Units

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.

Prerequisite: MKTG 260 and MATH 130

MKTG 364, Sales and Sales Management, 3 Units

In this course, consideration is given to personal sales strategies and practices, including relationship management, negotiation, consultative selling, and key account management. The sales management function, including recruiting and selecting salespeople, motivation and training, compensation plans and quotas, supervising, sales forecasting and budgeting, salesforce evaluation, and the ethics in selling and sales management is covered.

Prerequisite: MKTG 260 or instructor consent

MKTG 368, Retail Management, 3 Units

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, human resources management, procurement, inventory, product mix and profitability, traditional and online retail methods are considered.

Prerequisite: MKTG 260

MKTG 369, Global Industrial Marketing, 3 Units

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.

Prerequisite: MKTG 362, MKTG 363

MKTG 373, Global Marketing Management, 3 Units

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.

Prerequisite: MKTG 260 and BUSI 370

MKTG 465, Strategic Marketing Management, 3 Units

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 the marketing mix through project coursework.

Prerequisite: MKTG 361, MKTG 362

MKTG 466, Digital Marketing, 3 Units

Within an organization's strategic and business objectives, digital marketing leverages traditional marketing, utilizing essential digital marketing tools such as online branding, display advertising, social media marketing and Search Engine Optimization. Course content will emphasize the development of digital marketing strategies and programs for an organization.

Prerequisite: MKTG 260

Faculty

Interim Dean

Rukshan Fernando (<http://www.apu.edu/faculty/rfernando>), Ph.D.

Associate Dean

Ron Jewe (<http://www.apu.edu/faculty/rjewe>), Ph.D.

Chair, Department of Management, Marketing, Entrepreneurship, and International Business

Roxanne Helm-Stevens (<http://www.apu.edu/faculty/rhelmstevens>), DBA

Chair, Department of Accounting, Economics, and Finance

Ken Kederian (<http://www.apu.edu/faculty/vkederian>), MBA, CPA, CGMA

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Professors

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Roxanne Helm-Stevens (<http://www.apu.edu/faculty/rhelmstevens>), DBA

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Assistant Professors

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Accounting Major

The accounting major (<https://www.apu.edu/business/programs/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 real-world experience also prepares candidates for the CPA examination administered by the various state boards of accountancy in the United States.

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 67-69 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3
MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3
BUSI 296	Business Law	3
FIN 320	Principles of Corporate Finance	3
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3
Select one of the following:		3-5
BUSI 311	Quantitative Analysis for Management	
MATH 151	Applied Calculus I	
MATH 161	Calculus I	
Accounting Courses		
ACCT 320	Intermediate Accounting I ^F	3
ACCT 321	Intermediate Accounting II ^S	3
ACCT 325	Cost Accounting ^S	3
ACCT 331	Federal Taxes I ^F	3
ACCT 332	Federal Taxes II ^S	3
ACCT 336	Advanced Accounting ^F	3
ACCT 426	Auditing Principles I ^F	3
ACCT 427	Auditing Principles II ^S	3
Total Units		67-69

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Science requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. 4.1 Written Communication: Students will be able to convey ideas clearly through professional written communication. \ \ 4.2 Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
5. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.

6. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
7. 7.1 Discipline Knowledge: Students will be able to demonstrate knowledge of accounting concepts. \\ 7.2 Discipline Problem Solving/Strategy: Students will be able a) solve core accounting problems or b) analyze accounting situations and provide strategy for effectiveness.

Business Management Major

55 units

Introduction

Preparation for a business career requires a deep appreciation for and a sound understanding of the marketplace. Thus the Business Management (https://www.apu.edu/business/programs/business-management-major)t (https://www.apu.edu/business/programs/business-management-major) program is designed for those who seek a broad spectrum of business courses or wish to combine several fields. This program develops competence in conceptual, human, and technical skills, and these skills—developed through a well-chosen sequence of electives—make those completing the program well prepared for employment in 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 positions such as supervisor and team or shift leader. This degree also prepares and equips students for staff specialist or general administration positions. Students may enter into a wide range of industries, including retail and sales, commercial banking, real estate, savings and loan associations, entertainment, and more. 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 55 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3
MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3
BUSI 296	Business Law	3
FIN 300	Business Finance for Managers	3
or FIN 320	Principles of Corporate Finance	
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3
Business Management Courses		
MGMT 410	Production Management	3
MGMT 445	Human Resource Management	3
Business Management Electives		
Select three of the following:		9
BUSI 100	Personal Finance	
BUSI 110	Business and Entrepreneurship	
BUSI 350	Business Internship	
MGMT 311	Leadership In Management	
MGMT 312	Managing Teams and Groups	

MGMT 335

Real Estate Management

Total Units

55

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Science requirement
- 3 Meets the General Education Intercultural Competence requirement
- 4 Meets the General Education Civic Knowledge and Engagement requirement
- 5 Meets the General Education Integrative and Applied Learning requirement

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of business management concepts.
9. Discipline Problem Solving/Strategy: Solve core management problems, or analyze management situations and provide strategy for effectiveness.

Economics Major

Economists study how society creates and allocates value among its members, including the supply and demand decisions of individuals and firms, the market structure and competitive conditions of particular industries, and the effects of policy changes on business and social decisions. National economic growth, the structure of domestic and international economic systems, employment and wage conditions, and the availability of financial resources are also significant issues. Economics also examines how social and economic conditions are changing in the developing world, and how small- and large-scale efforts can improve the living conditions of people. At APU, students may choose from among a broad range of economics course offerings.

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 mission organizations, and international affairs. Students interested in graduate study in economics will benefit from taking additional mathematics courses.

Economics Core

The core requirements of the Economics Major (<https://www.apu.edu/business/programs/economics-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 must complete the common economics core in the table below.

Requirements

The economics major comprises 42 units. Students must attain a minimum C- grade in all courses required for the major, and an average GPA of 2.5 in all courses counted for the major (this includes the Economics Core).

Code	Title	Units
Economics Core		
ECON 250	Principles of Macroeconomics ¹	3
ECON 251	Principles of Microeconomics	3
ECON 350	Intermediate Macroeconomics ^F	3
ECON 351	Intermediate Microeconomics ^S	3
ECON 458	Economics and Religion ^S	3
MATH 130	Introduction to Statistics ²	3
MATH 151	Applied Calculus I	3
Economics Electives		

Select seven of the following:		21
ECON 352	Financial Markets and Institutions ^F	
ECON 355	Environmental Economics ^{OF}	
ECON 356	Labor Economics ^{EF}	
ECON 357	Economics of the Developing World ^{ES}	
ECON 359	Urban and Regional Economics ³	
ECON 371	Comparative Economics ^F	
ECON 372	International Trade and Finance ^S	
ECON 452	Econometrics ^S	
ECON 453	Microfinance and Microenterprise ^{OS}	
ECON 454	Industrial Organization and Regulation ^F	

Total Units 42

- ¹ Meets the General Education Social Science requirement.
² Meets the General Education Quantitative Literacy requirement.
³ Meets the General Education Civic Knowledge and Engagement requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. 1.1 Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. 2.1 Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. 3.1 Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. 4.1 Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. 4.2 Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. 5.1 Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. 6.1 Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. 7.1 Discipline Knowledge: Students will be able to demonstrate knowledge of economics concepts.\
9. 7.2 Discipline Problem Solving/Strategy: Students will be able a) solve core economics problems or b) analyze economics situations and provide strategy for effectiveness.\

Business Economics Major

The business economics major (<https://www.apu.edu/business/programs/business-economics-major>) equips students with 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 64-66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core). To ensure that all ECON prerequisites are satisfied, economics students should choose MATH 151 or MATH 161 in the Business Core.

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3
MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3
BUSI 296	Business Law	3
FIN 320	Principles of Corporate Finance	3
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3
Select one of the following:		3-5
BUSI 311	Quantitative Analysis for Management	
MATH 151	Applied Calculus I	
MATH 161	Calculus I	
Economics Courses		
ECON 350	Intermediate Macroeconomics ^F	3
ECON 351	Intermediate Microeconomics ^S	3
ECON 452	Econometrics ^S	3
ECON 454	Industrial Organization and Regulation ^F	3
Select three of the following:		9
ECON 352	Financial Markets and Institutions ^F	
ECON 355	Environmental Economics ^{OF}	
ECON 356	Labor Economics ^{EF}	
ECON 357	Economics of the Developing World ^{ES}	
ECON 359	Urban and Regional Economics ^{4, S}	
ECON 372	International Trade and Finance ^S	
ECON 453	Microfinance and Microenterprise ^{OS}	
ECON 458	Economics and Religion ^S	
Total Units		64-66
1	Meets the General Education Quantitative Literacy requirement.	
2	Meets the General Education Social Science requirement.	
3	Meets the General Education Intercultural Competence requirement.	
4	Meets the General Education Civic Knowledge and Engagement requirement.	
5	Meets the General Education Integrative and Applied Learning requirement.	
F	Offered in Fall only	
S	Offered in Spring only	
F/S	Offered in both Fall and Spring terms	
EF	Offered in Fall in even years	
ES	Offered in Spring in even years	

OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **Competent Business Knowledge:** Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. **Critical Thinking:** Identify and solve business problems using analytical and critical thinking skills.
3. **Christian Business Ethics:** Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. **Written Communication:** Convey ideas clearly through professional written communication.
5. **Oral Communication:** Express ideas effectively through professional oral presentations.
6. **Collaborative Teamwork:** Demonstrate the ability to function as an effective business team member.
7. **Comprehensive Global Awareness:** Identify cultural, economic and political aspects of business in a global environment.
8. **Discipline Knowledge:** Demonstrate knowledge of economic concepts.
9. **Discipline Problem Solving/Strategy:** Solve core economic problems, or analyze economic situations and provide strategy for effectiveness.

Entrepreneurship Major

The entrepreneurship major (<https://www.apu.edu/business/programs/entrepreneurship-major>) focuses on the creation of social and economic value and is designed to prepare students for the intricacies of planning, launching, and leading a new business, with a focus on creativity and innovation, new venture planning, entrepreneurial finance, and managing and growing a new business. Entrepreneurship students learn how to shape entrepreneurial opportunities and assess financial and market feasibility. The entrepreneurship major includes working in teams, constructing business models, communicating with partners and customers, and assessing feasibility while launching a new venture or initiative. Entrepreneurship majors apply their knowledge and skills in academic and real-world settings.

Career Opportunities

The skills and competencies gained in this program are vital for the success of any business or organization, including early-stage startups, corporations, family businesses, nonprofits, franchises, and other settings. Graduates can start new businesses, buy existing ventures, or go into entrepreneurial positions in profit or not-for-profit ventures. Other career options include intrapreneurship (innovation in large organizations), venture capital, and social entrepreneurship.

Requirements

The entrepreneurship major comprises 64-66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3
MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3
BUSI 296	Business Law	3
FIN 320	Principles of Corporate Finance	3
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3
Select one of the following:		3-5
BUSI 311	Quantitative Analysis for Management	
MATH 151	Applied Calculus I	
MATH 161	Calculus I	

Entrepreneurship Courses

BUSI 110	Business and Entrepreneurship	3
ENTR 210	Small Business Ventures	3
ENTR 312	Creativity and Innovation	3
ENTR 313	Negotiating Entrepreneurial Issues	3
ENTR 314	Entrepreneurial Management	3
ENTR 315	Social Entrepreneurship	3
ENTR 420	Entrepreneurship and Innovation Practicum	3
Total Units		64-66

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Science requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of entrepreneurship concepts.
9. Discipline Problem Solving/Strategy: Solve core entrepreneurship problems, or analyze entrepreneurship situations and provide strategy for effectiveness.

Finance Major

The finance major (<https://www.apu.edu/business/programs/finance-major>) is designed for students 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, and gain experience in portfolio construction; applications of derivatives in financial management, asset management, and international financial management; and case studies in corporate finance. The program equips 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 managed. To ensure that all finance (FIN) prerequisites are satisfied, business finance students should choose MATH 151 or MATH 161 in the Business Core. *To complete the finance major in four years, students must complete FIN 320 and MATH 151 or MATH 161 by the end of their sophomore year.*

Career Opportunities

This program prepares students for employment in a variety of fields, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are expected to experience strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

Requirements

The finance major comprises 67-69 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3

MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3
BUSI 296	Business Law	3
FIN 320	Principles of Corporate Finance	3
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3
Select one of the following:		3-5
BUSI 311	Quantitative Analysis for Management	
MATH 151	Applied Calculus I	
MATH 161	Calculus I	
Finance Courses		
ACCT 320	Intermediate Accounting I ^F	3
ECON 352	Financial Markets and Institutions ^F	3
ECON 372	International Trade and Finance ^S	3
FIN 330	Financial Analysis ^S	3
FIN 338	Applied Portfolio Management	3
FIN 432	Investment Analysis ^S	3
FIN 436	Financial Risk Management ^F	3
FIN 439	Seminar in Finance ^S	3
Total Units		67-69

- ¹ Meets the General Education Quantitative Literacy requirement.
- ² Meets the General Education Social Science requirement.
- ³ Meets the General Education Intercultural Competence requirement.
- ⁴ Meets the General Education Civic Knowledge and Engagement requirement.
- ⁵ Meets the General Education Integrative and Applied Learning requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of finance concepts.
9. Discipline Problem Solving/Strategy: Solve core finance problems, or analyze finance situations and provide strategy for effectiveness.

International Business Major

The international business major (<https://www.apu.edu/business/programs/international-business-major>) provides students a strong general business foundation followed by courses preparing them for careers in global business. The program incorporates a liberal arts approach to the study of culture, history, economics, and politics as it prepares students to work in a dynamic and interdependent global business environment. Students also acquire practical skills and experience through study-away opportunities, internships, foreign language study, and the import/export practicum project.

Career Opportunities

International business careers may be found with multinational corporations, foreign companies, banks, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Individuals graduate from this program with significant international experience, as well as proficiency in a foreign language, and are in high demand in today's job market.

Requirements

The international business major comprises 64-68 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3
MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3
BUSI 296	Business Law	3
FIN 320	Principles of Corporate Finance	3
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3
Select one of the following:		3-5
BUSI 311	Quantitative Analysis for Management	
MATH 151	Applied Calculus I	
MATH 161	Calculus I	
International Business Courses		
Select four of the following:		12
ECON 371	Comparative Economics ^F	
ECON 372	International Trade and Finance ^S	
IBUS 374	Topics in International Management and Strategy	
IBUS 479	Import/Export Practicum ^S	
MKTG 373	Global Marketing Management	
Additional competencies		
BUSI 350	Business Internship (International)	3
The equivalent of 6-8 additional units of foreign language ⁶		6-8
Academic study away participation		
Total Units		64-68

¹ Meets the General Education Quantitative Literacy requirement.

² Meets the General Education Social Science requirement.

³ Meets the General Education Intercultural Competence requirement.

⁴ Meets the General Education Civic Knowledge and Engagement requirement.

⁵ Meets the General Education Integrative and Applied Learning requirement.

⁶ This is in addition to the General Education Foreign Language Proficiency requirement. Students may choose to take 2 additional semesters of the same language that was taken for General Education (6 units) or elect to take 2 semesters of a different language (8 units).

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **Competent Business Knowledge:** Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. **Critical Thinking:** Identify and solve business problems using analytical and critical thinking skills.
3. **Christian Business Ethics:** Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. **Written Communication:** Convey ideas clearly through professional written communication.
5. **Oral Communication:** Express ideas effectively through professional oral presentations.
6. **Collaborative Teamwork:** Demonstrate the ability to function as an effective business team member.
7. **Comprehensive Global Awareness:** Identify cultural, economic and political aspects of business in a global environment.
8. **Discipline Knowledge:** Demonstrate knowledge of international business concepts.
9. **Discipline Problem Solving/Strategy:** Solve core international business problems, or analyze international business situations and provide strategy for effectiveness.

Marketing Major

64-66 units

The marketing major (<https://www.apu.edu/business/programs/marketing-major>) provides students with a strong business foundation and solid skills in the functional areas of marketing. Further, coursework in digital and social media marketing equips students with the skills to take advantage of current trends in marketing. The program emphasizes academic preparation, as well as skill-building practice with the integration of class projects and marketing case studies. Many students are able to secure internships during their time at APU to give them work experience and build their résumés.

Career Opportunities

Career paths open to marketing majors include marketing coordinator/specialist, marketing project manager, account coordinator/executive manager, product/brand manager, digital marketing specialist/manager, social media marketing manager, creative assistant, web content writer/manager, sales representative/manager, marketing researcher/analyst, marketing manager, advertising and promotion manager, media planner/buyer, retail marketer, marketing analytics specialist, and marketing communications coordinator. Income potential and personal fulfillment are high. Marketing professionals who excel can become top executives.

Requirements

The marketing major comprises 64-66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

Code	Title	Units
Business Core Courses		
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
MATH 130	Introduction to Statistics ¹	3
MGMT 210	Principles of Management	3
BUSI 240	Introduction to Information Systems	3
ECON 250	Principles of Macroeconomics ²	3
ECON 251	Principles of Microeconomics	3
MKTG 260	Principles of Marketing	3

BUSI 296	Business Law	3
FIN 320	Principles of Corporate Finance	3
BUSI 370	International Business ³	3
MGMT 448	Organizational and Administrative Behavior ⁴	3
MGMT 450	Strategic Management ⁵	3

Select one of the following: 3-5

BUSI 311	Quantitative Analysis for Management	
MATH 151	Applied Calculus I	
MATH 161	Calculus I	

Marketing Courses

MKTG 361	Integrated Marketing Communications	3
MKTG 362	Consumer Behavior	3
MKTG 363	Marketing Research	3
MKTG 465	Strategic Marketing Management	3
MKTG 466	Digital Marketing	3

Select one of the following: 3

MKTG 350	Marketing Internship	
BUSI 350	Business Internship	

Select one of the following: 3

MKTG 368	Retail Management ^F	
MKTG 364	Sales and Sales Management ^S	
MKTG 373	Global Marketing Management	

Total Units 64-66

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Science requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

F	Offered in Fall only
S	Offered in Spring only
F/S	Offered in both Fall and Spring terms
EF	Offered in Fall in even years
ES	Offered in Spring in even years
OF	Offered in Fall in odd years
OS	Offered in Spring in odd years

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of marketing concepts.
9. Discipline Problem Solving/Strategy: Solve core marketing problems, or analyze marketing situations and provide strategy for effectiveness.

Accounting Minor

19 units

Code	Title	Units
ACCT 120	Principles of Accounting I	4
ACCT 121	Principles of Accounting II	3
ACCT 320	Intermediate Accounting I	3
ACCT 331	Federal Taxes I	3
ACCT 332	Federal Taxes II	3
ACCT 426	Auditing Principles I	3

No more than three courses in the student's major may count toward this minor.

Total Units 19

Business Management Minor

The management minor allows no more than three courses in the student's major to count toward this minor.

Code	Title	Units
BUSI 110	Business and Entrepreneurship	3
MGMT 210	Principles of Management	3
MGMT 445	Human Resource Management	3
MGMT 448	Organizational and Administrative Behavior ¹	3
MKTG 260	Principles of Marketing	3

Select two of the following: 6

BUSI 350	Business Internship	
MGMT 335	Real Estate Management	
MGMT 410	Production Management	
MKTG 364	Sales and Sales Management	
MKTG 368	Retail Management	
MKTG 373	Global Marketing Management	

Total Units 21

¹ Meets the General Education Civic Knowledge and Engagement requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

- 1.1 Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
- 2.1 Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
- 3.1 Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
- 4.1 Written Communication: Students will be able to convey ideas clearly through professional written communication.
- 4.2 Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
- 5.1 Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
- 6.1 Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
- 7.1 Discipline Knowledge: Students will be able to demonstrate knowledge of management concepts.
- 7.2 Discipline Problem Solving/Strategy: Students will be able a) solve core management problems or b) analyze management situations and provide strategy for effectiveness.

Economics Minor

The economics minor allows no more than three courses in the student's major to count toward this minor.

Code	Title	Units
ECON 250	Principles of Macroeconomics ¹	3
ECON 251	Principles of Microeconomics	3
ECON 350	Intermediate Macroeconomics	3
ECON 351	Intermediate Microeconomics	3
Select three upper-division economics courses:		9
ECON 352	Financial Markets and Institutions	
ECON 355	Environmental Economics	
ECON 356	Labor Economics	
ECON 357	Economics of the Developing World	
ECON 359	Urban and Regional Economics ²	
ECON 371	Comparative Economics	
ECON 372	International Trade and Finance	
ECON 452	Econometrics	
ECON 453	Microfinance and Microenterprise	
ECON 454	Industrial Organization and Regulation	
ECON 458	Economics and Religion	
Total Units		21

¹ Meets the General Education Social Science requirement.

² Meets the General Education Civic Knowledge and Engagement requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of economics concepts.
9. Discipline Problem Solving/Strategy: Solve core economics problems, or analyze economics situations and provide strategy for effectiveness.

Entrepreneurship Minor

21 units

Code	Title	Units
BUSI 110	Business and Entrepreneurship	3
ENTR 210	Small Business Ventures	3
ENTR 312	Creativity and Innovation	3
ENTR 313	Negotiating Entrepreneurial Issues	3
ENTR 314	Entrepreneurial Management	3
ENTR 315	Social Entrepreneurship	3
ENTR 420	Entrepreneurship and Innovation Practicum	3
Total Units		21

No more than three courses in the student's major may count toward this minor.

ENTR 210, Small Business Ventures, 3 Units

Students in this course apply their leadership, problem-solving, and strategy skills to consider how winning entrepreneurs think, act, and perform, then establish goals to practice emulating those actions, attitudes, and strategies. New venture creation is about the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again.

Prerequisite: BUSI 110

ENTR 312, Creativity and Innovation, 3 Units

Students in this course investigate innovation in the corporate setting and the personal creative process, with an emphasis on understanding the role innovation plays in corporate success. Via lectures and personal exercises designed to build information content and a repertoire of specific techniques, students learn and apply the practical toolkit for sharpening and implementing their innovative and creative skills.

Prerequisite: BUSI 110

ENTR 313, Negotiating Entrepreneurial Issues, 3 Units

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to entrepreneurial negotiation.

Prerequisite: BUSI 110

ENTR 314, Entrepreneurial Management, 3 Units

Students apply their creative and innovative talents while sharpening their analytical abilities. Students will develop a new business idea and craft it into a comprehensive business plan that details the qualitative (e.g. business modeling and milestone planning) and quantitative (financial forecasts and valuation) process of bringing a new venture idea to fruition. The business plan that each team develops is an operating plan for a start-up company or a new venture within a larger corporation.

Prerequisite: ENTR 310

ENTR 315, Social Entrepreneurship, 3 Units

Social entrepreneurship is an emerging and rapidly changing field dedicated to the starting and growing of social mission-driven ventures - organizations that strive to advance social change through innovative solutions. This course exposes students to viable business models in social enterprise, focusing on the ideas, process, steps, and strategies required for creating new social ventures. Through lectures, case studies, and classroom dialogue, students will learn to think strategically and to act opportunistically with balanced social and financial perspective.

Prerequisite: BUSI 110

ENTR 420, Entrepreneurship and Innovation Practicum, 3 Units

This course gives students practical experience through guest speakers and company visits, and through work in an entrepreneurial or innovative organization, with students translating those experiences into academic learning. With close guidance from practicum faculty, students identify and work with a business or a public or nonprofit organization. Working individually or in small teams, students complete a defined project of approximately 100 hours that has practical value and academic rigor. Students provide regular status reports and receive faculty coaching during the practicum.

Prerequisite: Junior standing

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. 1.1 Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. 2.1 Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. 3.1 Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. 4.1 Written Communication: Students will be able to convey ideas clearly through professional written communication.\ 4.2 Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
5. 5.1 Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
6. 6.1 Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
7. 7.1 Discipline Knowledge: Students will be able to demonstrate knowledge of entrepreneurship concepts.\ 7.2 Discipline Problem Solving/Strategy: Students will be able a) solve core entrepreneurship problems or b) analyze entrepreneurship situations and provide strategy for effectiveness.

Finance Minor

Code	Title	Units
Required Courses		
ECON 352	Financial Markets and Institutions	3
ECON 372	International Trade and Finance	3
FIN 320	Principles of Corporate 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 Course		
BUSI 350	Business Internship (Recommended) ¹	
Total Units		24

Note: No more than three courses in the student's major may count toward this minor.

¹ Meets the General Education Integrative and Applied Learning requirement

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Identify and solve business problems using analytical and critical thinking skills.
3. Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Convey ideas clearly through professional written communication.
5. Express ideas effectively through professional oral presentations.
6. Demonstrate the ability to function as an effective business team member.
7. Identify cultural, economic and political aspects of business in a global environment.

Marketing Minor

No more than three courses in the student's major may count toward this minor.

Code	Title	Units
MKTG 260	Principles of Marketing	3
MKTG 361	Integrated Marketing Communications	3
MKTG 362	Consumer Behavior	3
MKTG 363	Marketing Research	3
MKTG 466	Digital Marketing	3
Select two of the following:		6
MKTG 350	Marketing Internship	
MKTG 364	Sales and Sales Management	
MKTG 368	Retail Management	
MKTG 373	Global Marketing Management	
MKTG 465	Strategic Marketing Management	
Total Units		21

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of marketing concepts.
9. Discipline Problem Solving/Strategy: Solve core marketing problems, or analyze marketing situations and provide strategy for effectiveness.

School of Education

The School of Education (<https://www.apu.edu/education>) at Azusa Pacific University equips teachers and administrators for excellence and leadership in educational settings. In collaboration with the College of Liberal Arts and Sciences, the School of Education offers the Integrated Bachelor's/Credential Program (p. 567) to undergraduate students seeking a preliminary teaching credential during their undergraduate degree.

School of Education Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

School of Education Learner Goals

The School of Education seeks to prepare:

1. Ethical professionals who understand and articulate the integration of a Christian worldview in their communities of practice.
2. Responsive educators who practice reflective, creative critical thinking in their engagement with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration, professional growth, and lifelong learning.

Professional School-Level Dispositions

The School of Education has adopted a set of professional dispositions that represent the attitudes and behaviors expected of all educational professionals. These dispositions reflect the values that are central to the mission of the School of Education. In addition to maintaining satisfactory academic progress, candidates are expected to demonstrate these dispositions throughout all education programs. Candidates who fail to meet the dispositional requirements will be evaluated for fitness to practice in the profession.

Accreditation

- The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.caepnet.org>).
- The School of Education credential programs are approved by the California Commission on Teacher Credentialing (CTC) (<http://www.ctc.ca.gov>).

Program Expectations

- APU School of Education candidates prepare to work in schools as educators, including teachers, school and district leaders, school counselors and psychologists, and other specialty personnel. They must demonstrate the content, pedagogy, and writing skills and dispositions required of the profession. Therefore, the School of Education assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- Candidates are required to sign a dispositions form as a condition of program participation.
- All candidates must have access to technology (i.e., computer and internet connectivity).
- The clinical practice component requires 16 weeks of full-time student teaching experience.
- Candidates who live in, work at, or relocate to a location more than 50 miles from the nearest Azusa campus (including regional campuses) must receive approval from the department to participate in fieldwork and/or clinical experience at a distance and will be assessed charges to cover the costs (travel, lodging, etc.) for fieldwork and/or clinical experience supervision.
- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, and these supersede catalog descriptions of prior programs and requirements.
- Candidates participating in credential programs must be covered by professional liability insurance in their capacity as credential candidates.
- Candidates participating in fieldwork and/or clinical experience must have proof of auto insurance.

Minimum Requirements for Credential Students

Certain designated courses within the School of Education (e.g., fieldwork, clinical practice, etc.) are graded on a Credit (*CR*)/No Credit (*NC*) basis. A grade of *NC* is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

Students who earn an *NC* grade are required to meet with their program director or chair to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

Assessment System (Taskstream)

The School of Education uses Taskstream to support the collection and analysis of student outcomes in all credential programs. Additionally, Taskstream offers candidates a personalized space to submit signature assignments and other documentation of performance as they progress through their program.

All School of Education credential candidates are required to have a Taskstream account and maintain their subscription throughout their time of enrollment in the School of Education. Candidates are required to submit particular assignments and other forms in Taskstream by the deadline specified in the course syllabus. Successful evaluation of necessary submissions is required for recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure access to an active Taskstream account, enroll in the correct Directed Response Folio(s), and submit assignments to the correct evaluator.

At the start of a candidate's first term in the School of Education, instructions on how to create a Taskstream subscription will be provided by email. All Taskstream-related inquiries may be sent to soetaskstream@apu.edu.

Certificate of Clearance

Azusa Pacific University requires candidates who are admitted to any program within the School of Education, or to credential programs housed within other schools in the university, to have and maintain a Certificate of Clearance or a valid and current credential for teaching, administration, counseling, school psychology, or nursing from the California Commission on Teacher Credentialing. Candidates who allow their Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing to expire will be prevented from enrolling in future terms. For more information, contact the Office of Credentials (<http://www.apu.edu/education/resources/credentials>) at soecredentials@apu.edu or (626) 815-5346.

Approved Subject-Matter Programs

APU offers a number of California Commission on Teacher Credentialing (CTC)-approved subject-matter programs for candidates completing their bachelor's degrees. The following programs can be used to meet the subject matter authorization requirement for a Preliminary Teaching Credential:

- English Approved Subject-Matter Program (p. 222)
 - Mathematics Approved Subject-Matter Program (p. 272)
 - Music Approved Subject-Matter Program (p. 384)
 - Physical Education Approved Subject-Matter Program (p. 496)
 - Social Science Approved Subject-Matter Program (p. 252)
1. Bachelor of Science in Allied Health with Single Subject (Science) Teaching Credential (p. 175)
 2. Bachelor of Arts in Liberal Studies with Mild/Moderate Disabilities Education Specialist Credential (p. 578)
 3. Bachelor of Arts in Liberal Studies with Moderate/Severe Disabilities Education Specialist Credential (p. 578)
 4. Bachelor of Arts in Mathematics with Single Subject (Math) Teaching Credential (p. 273)
 5. Bachelor or Arts in Liberal Studies (p. 570)
 6. Liberal Studies Minor (p. 585)

ART 310, Fundamental Art Experiences, 3 Units

This introductory course explores the use of art production, integration with other subjects, and art development in children, and includes on-site service-learning experiences. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

BIOL 400, Science and Children, 4 Units

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. Does not count toward biology major credit.

Special Fee Applies

EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California 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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: Sophomore Standing

EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: Sophomore Standing

EDLS 300, Introduction to Teaching as a Profession, 4 Units

Lecture, 3 hours; Lab, 1 hour and 15 minutes 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 15 hours in a K-12 school.

Prerequisite: Sophomore Standing

EDLS 302, Introduction to Teaching as a Profession: 7-12, 4 Units

Lecture, 3 hours; Lab, 1 hour 15 minutes per week: The course provides an overview to the art and profession of teaching at the 7-12 level. Issues addressed surround the California State Standards for Content and the Teaching Profession, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 15 hours in 7-12 classrooms.

Prerequisite: Sophomore Standing

EDLS 303, Introduction to Special Populations, 3 Units

This course will provide 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 will be examined. Learning problems will be addressed in terms of the specific categories related to mild to moderate disabilities.

Prerequisite: Sophomore Standing

EDLS 304, Introduction to Teaching Special Populations, 3 Units

This course will provide an overview of instructional practices and procedures for assisting the prospective teacher in his role as educator of students with mild to moderate disabilities. It will raise 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 Units

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. Includes service-learning hours in educational settings. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: Junior standing

EDLS 495, Foundations of Education Capstone, 3 Units

This is the capstone course for seniors in the Liberal Studies program. In this course, students integrate the concepts and skills they have learned throughout their various Liberal Studies courses, apply their knowledge in a classroom service learning experience, and prepare to transition from college to their teaching careers. Students utilize the California State Common Core Standards for the Teaching Profession to reflect on their growth as educators, synthesize their knowledge and service learning experiences from across multiple courses to develop their personal philosophy of education, and generate cross-disciplinary projects that showcase their skills in curriculum development and pedagogy while preparing for the CSET (California Subject Examination for Teachers). In addition, students develop essential job searching and interviewing skills. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: EDLS 496, EDLS 200 or EDLS 202, EDLS 405, and senior standing

EDLS 496, Writing 3: Education and Professional Ethics, 3 Units

This writing 3 course prepares students to develop a written thesis which offers a cogent analysis of a complex topic while defending a clear thesis. Students will understand and express a Christian perspective on issues critical to the education profession through a written thesis. 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 Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Junior standing, Writing 2

EDLS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

ENGL 434, Children's Literature, 3 Units

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 402, Principles of Language, 3 Units

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.

HIST 201, World Civilizations and Geography to 1648, 3 Units

This survey course incorporates human geography as a crucial means to understand the narrative of histories, religions, migrations, and forms of government of people and civilizations from the ancient times to 1648. In doing so, this course aims to study the distribution, processes, and effects of the human population on our planet during this time period.

Prerequisite: Liberal Studies Majors Only

HIST 202, United States History to 1930, 3 Units

This course surveys the political and cultural history of the United States from its colonial origins to 1930. Subject matter includes concepts of government and analysis of political institutions. This course meets the state requirements in U.S. history and government.

Prerequisite: Liberal Studies Majors Only

HIST 338, History of California, 3 Units

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.

MATH 201, Mathematics Concepts for Elementary Teachers, 3 Units

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

MUS 432, Music in the Elementary Schools, 3 Units

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 School. 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.

PE 450, Physical Education in Elementary Schools, K-6, 3 Units

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 fitness, and health-related fitness activities. The course emphasizes lesson plan development, writing clear objectives, and developing effective classroom management skills.

Prerequisite: EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, and JR/SR Standing

PHYC 115, Physical Science for Teachers, 3 Units

This course focuses on three fundamental concepts of physics: conservation of energy, Newton's laws, and waves. Students will engage in practices of science such as performing experiments, collecting and analyzing data, developing models, and writing and evaluating explanations. Students will also examine the nature of science and learning. Course content is aligned with content, practices, and cross-cutting concepts of the Next Generation Science Standards. This course is intended for Liberal Studies majors and does not meet the APU General Education requirement in Natural Science.

PHYC 125, Earth Science Concepts and Applications, 3 Units

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.

PSYC 290, Human Growth and Development, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

THTR 115, Introduction to Theater, 3 Units

This course exposes students to all aspects of producing theatre, classic plays for reading and analysis, and the cognitive process of critiquing live theatre. *Meets the General Education Requirement: Humanities: Fine Arts.*

TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

Corequisite: TEP 561

TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.

Prerequisite: TEP 532;

Corequisite: TEP 562

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: TEP 561

TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.

Prerequisite: TESP 501

TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.

Prerequisite: TESP 502

SPED 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 527, Teaching Students with Moderate to Severe Disabilities, 3 Units

This course provides teacher candidates with a systems perspective for understanding and supporting individuals with moderate to severe disabilities and their families who come from culturally and linguistically diverse backgrounds. Using a person-centered planning approach, candidates examine effective collaborative strategies for team building, IEP development, joint problem solving, and transition planning. This course covers evidence-based strategies, adaptations, modifications, and technologies that provide access to Common Core standards, functional academics, and life skills. Various models are reviewed, including co-teaching, inclusion, community-based instruction, and vocational training.

SPED 528, Assessment and IEP Development, 3 Units

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

Corequisite: SPED 551 or SPED 571

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

Corequisite: SPED 552 or SPED 572

SPED 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: SPED 551

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: SPED 571

Faculty

Dean

Anita Fitzgerald Henck (<http://www.apu.edu/faculty/ahenck>), Ph.D.

Associate Dean for External Partnerships

Kent Bechler (<http://www.apu.edu/faculty/kbechler>), Ph.D.

Assistant Dean for Academic Planning and Accreditation

Rebekah Harris (<http://www.apu.edu/faculty/rharris>), M.S.

Assistant Dean for Outreach and Engagement

Nori Conner (<http://www.apu.edu/faculty/nconner>), M.A.

Assistant Dean for Student Academic Services

Angela Guta (<http://www.apu.edu/faculty/aguta>), Ph.D.

Integrated Bachelor's/Credential Program

The Integrated Bachelor's/Credential (APU IBC) program provides an accelerated, rigorous education leading to a bachelor's degree and a preliminary California teaching credential. As part of this unique 3+1 model, students complete credential courses as undergraduates and work in the field alongside mentor-teachers throughout the credential portion of the program. At this time the APU IBC program is available only to the majors of allied health and math with a Single Subject Teaching Credential and the major of liberal studies with an Education Specialist (Special Education) Credential. The credential portion of the program is approved by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov>) and accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.caepnet.org>).

The programs available are:

1. Bachelor of Science in Allied Health with Single Subject (Science) Teaching Credential (p. 175)
2. Bachelor of Arts in Liberal Studies with Mild/Moderate Disabilities Education Specialist Credential (p. 578)
3. Bachelor of Arts in Liberal Studies with Moderate/Severe Disabilities Education Specialist Credential (p. 578)
4. Bachelor of Arts in Mathematics with Single Subject (Math) Teaching Credential (p. 273)

Program Details

During the first three years, students complete most of the requirements for their major and participate in undergraduate field experiences in public school classrooms. Students formally apply for admission to the School of Education during their junior year. In the summer between their junior and senior years, students begin taking graduate-level courses offered through the School of Education. Throughout the program, students participate in service-learning projects, field experiences, and clinical practice (student teaching) in area K-12 public schools. The clinical practice component requires 16 weeks of full-time student teaching. All field experiences and clinical practice experiences must take place in a K-12 public school located within 50 miles of Azusa or an APU regional campus. Students must have access to reliable transportation.

Application to the Integrated Bachelor's/Credential Program

Admission to the School of Education is required for all students before they begin credential courses offered through the School of Education. Applications are available in the Office of Credentials (<https://www.apu.edu/education/resources/credentials>) in Room 168 of Building One on West Campus. Students may apply to the APU IBC program once they have completed at least 32 semester hours of undergraduate credit and before they complete at 96 hours of undergraduate credit. Students who wish to enroll in the APU IBC program and want to begin School of Education credential courses in the summer must submit the application and accompanying requirements (see list below) to the Office of Credentials by April 1; students who wish to begin credential courses in the fall must submit the application and accompanying requirements by July 1; students who wish to begin credential courses in the spring must submit the application and accompanying requirements by November 1.

In addition to completing the application form for admission to the School of Education, a student must submit the following items to the School of Education:

- A one- to two-page personal statement addressing the following topics: experiences from the applicant's background that enhance the teaching experience; the most rewarding and challenging aspects of working with youth; why the applicant wants to teach; preferred grade level and content areas and why; and how the applicant envisions supporting the success of all students and contributing to the profession.
- Proof of Certificate of Clearance (COC) (review instructions on Obtaining a Certificate of Clearance (https://www.apu.edu/apply/pdfs/ed_certificate_clearance.pdf)). Applicants are encouraged to begin this step early in their second year to allow time for processing by the California Commission on Teacher Credentialing.
- Proof that the Basic Skills Requirement has been satisfied.
- Two letters of recommendation.
- An interview with the credential program director or his/her designee.
- Admission to the APU IBC program is selective; among those accepted, the mean undergraduate GPA at time of application is 3.0+ with an SAT score of 993+ (2016 or earlier version) or 1490+ (2017 version), a composite ACT score of 20+, or a CBEST Reading subtest score of 50+ and Math subtest score of 52+.

International students must meet the following additional requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL iBT score of 90 (22 on Reading, 22 on Listening, 22 on Speaking, and 24 on Writing) or IELTS score of 7.

During the first three years of the program, APU undergraduate students planning to participate in the APU IBC program are completing General Education requirements and degree major requirements for liberal studies, allied health, or math. Advising is coordinated by the degree major department. Once undergraduate students are admitted to the APU IBC program, the Office of Credentials advises them in regard to the California preliminary teaching credential and credential requirements.

Credential Tracks

Program graduates earn a Preliminary California Teaching credential in one of the following:

Special Education Track

This track prepares students to effectively teach individuals with special needs. Preliminary Education Specialist credentials are offered in the areas of:

- Mild/Moderate Disabilities which includes specific learning disabilities, mild to moderate intellectual disabilities, autism, other health impairment, and emotional disturbance
- Moderate/Severe Disabilities which includes autism, deaf-blindness, moderate to severe intellectual disabilities, multiple disabilities, and emotional disturbance

Single Subject Track

This track prepares students to teach at the middle/high school level (6-12). Preliminary Single Subject credentials that can currently be completed via the APU IBC program are Math and Science. The School of Education offers the graduate Single Subject Credential program in additional subject areas. Please visit the Division of Teacher Education section of the Graduate Catalog for additional information.

Clinical Practice Clearance

The following requirements must be met before undergraduate students may progress to clinical practice (student teaching).

Applications for clinical practice must be submitted to the Office of Student Placements by April 10 for the fall semester and September 10 for the spring semester. Students must also submit the following to the Office of Student Placements by April 30 for fall semester and September 30 for spring semester:

- Transcript(s) demonstrating successful completion of at least 110 undergraduate units and an undergraduate GPA of 3.0 or higher
- Recommendation letter from the undergraduate major advisor confirming student is on track to graduate at the conclusion of the clinical practice semester
- Verification of successful completion of the Basic Skills Requirement
- TB test that will be current throughout clinical practice
- Certificate of Clearance or other appropriate CTC-issued document that will be valid throughout the clinical practice semester
- Proof of U.S. Constitution coursework or exam
- Original, passing CSET exams or official verification of completion of four-fifths of a CTC-approved subject-matter program confirmed by a credential analyst (note: CSET subtest exams expire 10 years from their administration date unless the score is used for recommendation of an intern credential or above)

Clinical practice courses are taken as Credit (*CR*)/No Credit (*NC*). Students who earn an *NC* grade are required to meet with their program director to identify knowledge, skills, and/or dispositions that may need strengthening and develop a performance improvement plan. Students will not receive another placement for clinical practice until after they have met with their program director and received their performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a probation period may be dismissed from the credential program.

Students are expected to successfully complete their culminating clinical practice courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition the Division of Teacher Education to repeat the course, but a successful petition is required for a student to repeat. A culminating clinical practice course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

Credential Application

To be eligible for a credential, students must demonstrate the following:

- Conferral of a bachelor's degree in allied health, liberal studies, or math
- Successful completion of credential coursework (i.e., competency on each student learning outcome and a course grade of *B-* or better)
- Evaluation of Taskstream assignments
- Proficiency in the Teaching Performance Expectations (TPEs)
- Passage of all state-required examinations (RICA is required for students who wish to become certified for teaching special education; CalTPA is required for students who wish to become certified for teaching a single subject [math or science])
- Successful completion of CPR for infants, children, and adults
- Successful completion of an Induction Individual Development Plan approved by the program director
- Completion of all other credential requirements

It is the student's responsibility to submit a credential application through the Office of Credentials (<https://www.apu.edu/education/resources/credentials>) upon completion of a credential program to receive their California preliminary teaching credential. This request may be submitted to the office up to one month before completion of all credential requirements.

Program Expectations

- Students in the APU IBC program prepare to work in schools as educators. They must demonstrate the content, pedagogy, and writing skills and dispositions required for the profession. Therefore, the School of Education assesses students, in academic and dispositional standards, from the time of admission to the program through recommendation of credential.
- Students are expected to maintain a high level of professional and ethical behavior throughout the program; failure to do so may result in discipline up to and including dismissal from the program.
- Students must be covered by professional liability insurance during the semesters in which they are participating in field experience and clinical practice.
- Students participating in field experience and clinical practice who are driving onto K-12 school sites must have proof of auto insurance.

- Students are required to have and maintain a valid Certificate of Clearance (COC) from their time of admission to the program through recommendation of credential. Students who allow their COC to expire will be prevented from enrolling in future terms until they once again have a valid COC.
- Students are required to ensure access to an active Taskstream account, enrollment in the correct Directed Response Folio for the APU IBC program, and submission of assignments and other required documents to the correct evaluator by published deadlines in Taskstream. Students failing to submit the signature assignment for courses in Taskstream by the last day of the session will receive a nonpassing grade in the course. Successful submission of Taskstream items is required for recommendation for a credential to the California Commission on Teacher Credentialing (CTC).
- Students must earn a *B-* or better in all credential coursework. Students who earn a *C+* or below must retake the course for the course to be used toward credential requirements, and must meet with their academic advisor for a revised course sequence plan before progressing in the program.
- All standards and requirements for the credential portion of the program are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, and these supersede catalog descriptions of prior programs and requirements.

An integrated bachelor's/credential is granted based on the completion of all requirements. If a student does not complete all requirements, as indicated in the Graduation Clearance Pending letter, within two years of filing their graduation application, he or she will be subject to automatically having their stand-alone degree posted. If the remaining requirements for the stand-alone degree are not completed by the deadline, the student will be subject to policies governing reentering students, and a new catalog year will apply.

Liberal Studies/Undergraduate Education K-8 Program Major

Mission

The liberal studies major (<https://www.apu.edu/clas/programs/liberal-studies-major>) 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 an emphasis in specific subject areas aligned with Common Core standards for subject matter while fostering a holistic understanding of knowledge.

Program Overview

The Liberal Studies/Undergraduate Education K-8 program offers a Bachelor of Arts in Liberal Studies aligned with California Common Core subject-matter standards in order 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 (CSET): Multiple Subject. Opportunities are available to take additional units toward the Supplementary/Subject Matter Authorization (SMA) if the student desires to teach content up to a ninth-grade level. Consult the Liberal Studies/Undergraduate Education K-8 program in the Division of Teacher Education 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 200 or EDLS 202 as sophomores, juniors, or seniors, along with EDLS 405, EDLS 495, and EDLS 496. Students in this program participate in a minimum of 75 hours of teacher-oriented, service-learning field experience and observation through several core liberal studies/undergraduate education K-8 courses.

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 Division of Teacher Education assesses candidates in these standards from admissions through recommendation of credentials, making APU graduates highly sought-after professionals.

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.

Additional Preparation

Multiple subject credential candidates seeking admission into the teacher education program (<http://catalog.apu.edu/graduateprofessional/education/teacher-education>) must take the CBEST and CSET. **Undergraduate students should plan for successful passage of the CBEST during their sophomore year, and of the CSET during their junior or 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 Teaching Credential. This fulfills one of the requirements for eligibility for an intern credential.

Requirements

Code	Title	Units
GENERAL EDUCATION		
Intellectual and Practical Skills		
COMM 111	Public Communication	3
FFL 121	Fitness for Life: Dance for the Theater	2
GE 100	First-Year Seminar (Liberal Studies sections)	3
MATH 110	College Algebra	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
	Writing 2	3
	Foreign Language ¹	8
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
PHIL 100	Introduction to Philosophy	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
	Select one of the following:	3
	HUM 325	Core Texts in Christianity
	THEO 301	Faith and the Arts
	THEO 303	Theology and the Christian Life
	THEO 352	Church History: Apostolic Era to the Eve of the Reformation
	THEO 354	Church History from the Eve of the Reformation to the Present
	Select one of the following:	3
	UBBL 310	I and II Samuel
	UBBL 311	Old Testament Prophets
	UBBL 317	Ruth and Esther
	UBBL 320	Hebrew Poetical and Wisdom Literature
	UBBL 330	Life and Teachings of Jesus
	UBBL 331	Johannine Literature
	UBBL 340	Romans and Galatians
	UBBL 341	Thessalonian and Corinthian Epistles
	UBBL 350	Biblical Lands and Cultures
Knowledge of Human Cultures and the Physical and Natural World		
BIOL 101	Introduction to Biology	4
ENGL 111	Studies in Literature	3
HIST 121	World Civilizations Since 1648	3
LIBERAL STUDIES		
Core Requirements		
ART 310	Fundamental Art Experiences ²	3
BIOL 400	Science and Children	4
	Select one of the following:	4
	EDLS 200	Introduction to Teaching as a Profession K-12 ⁸
	EDLS 202	Introduction to Teaching as a Profession (7-12) ⁸
EDLS 405	Diversity in the Classroom ³	3
EDLS 495	Foundations of Education Capstone ⁴	3
EDLS 496	Writing 3: Education and Professional Ethics ⁵	3
ENGL 434	Children's Literature	3
HIST 202	United States History to 1930 ⁶	3
MATH 201	Mathematics Concepts for Elementary Teachers	3

MUS 432	Music in the Elementary Schools	3
PE 450	Physical Education in Elementary Schools, K-6	3
PSYC 290	Human Growth and Development ⁷	3

Additional Requirements

ENGL 402	Principles of Language	3
HIST 201	World Civilizations and Geography to 1648	3
HIST 338	History of California	3
PHYC 115	Physical Science for Teachers	3
PHYC 125	Earth Science Concepts and Applications	3
THTR 115	Introduction to Theater ²	3

Concentrations

Select one concentration from the list below. 12-20

Total Units 121-129

- 1 Proficiency requirement may be met by APU proficiency test; SAT, AP, CLEP, or FLATS test score; or completion of an APU language course numbered 102 or higher.
- 2 Meets the General Education Humanities: Fine Arts requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 3 requirement.
- 6 Liberal studies students are required to satisfy the state of California's U.S. Constitution curriculum requirement, which can be satisfied with HIST 202 or POLI 150. If a student transfers HIST 202 from another institution, the state of California's U.S. Constitution requirement will be verified by the Undergraduate Enrollment Services Center (<https://www.apu.edu/onestop/academic/registration>).
- 7 Meets the General Education Social Science requirement.
- 8 Meets the General Education Civic Knowledge and Engagement requirement.

Art Concentration

Code	Title	Units
Required Courses		
ART 145	Drawing I	3
ART 146	Painting I	3
Select one of the following:		3
ART 354	History of Ancient Art and Architecture ¹	
ART 356	Writing 3: History of Modern Art and Architecture ²	
ART 357	History of Contemporary Art and Architecture ¹	
ART 361	History of Early Christian and Medieval Art and Architecture ¹	
ART 362	History of Renaissance to Rococo Art and Architecture ¹	
Select one of the following:		3
ART 205	Ceramics I	
ART 403	Multicultural Art ¹	
Upper-division Elective		
DSGN 430	Applied Design ³	1-4
or any upper-division ART course		
Total Units		13-16

- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Students who take ART 205 will need 4 units of an upper-division art elective.

English Concentration

Code	Title	Units
Required Courses		
ENGL 404	Approaches to Grammar (prerequisite of ENGL 402) ^F	3

ENGL 406	Writing 3: Advanced Composition ¹	3
Select one of the following:		3
ENGL 224	World Literature to the Renaissance ²	
ENGL 234	World Literature Since the Renaissance ²	
ENGL 244	American Literature to 1865 ²	
Select one of the following:		3
ENGL 254	American Literature Since 1865 ²	
ENGL 377	Shakespeare ²	
ENGL 410	American Novel	
ENGL 435	Social and Psychological Aspects of Language	
Total Units		12

¹ Meets the General Education Writing 3 requirement.

² Meets the General Education Humanities: Literature requirement.

F Offered every Fall term.

Math Concentration

See the Department of Mathematics and Physics (p. 258) for updated schedules.

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT/ACT score, previous university coursework, or the APU mathematics placement assessment. Some students will require one or more courses prior to calculus.

Code	Title	Units
Required Courses		
MATH 110	College Algebra ^{1, 2}	3
MATH 165	Calculus I	3
MATH 280	Discrete Mathematics and Proof (Prerequisite of MATH 165) ^F	3
MATH 340	Geometry (Prerequisite of MATH 166; ask dept. for prereq code) ^S	3
Choose one of the following:		3
MATH 130	Introduction to Statistics ²	
MATH 361	Probability and Statistics I (Prerequisite of MATH 166; ask dept. for prereq code) ^S	
Choose 6 units from the following:		6
MATH 166	Calculus II	
MATH 250	Data Analysis ^F	
MATH 268	Multivariable Calculus	
MATH 270	Ordinary Differential Equations ^S	
MATH 290	Linear Algebra ^{3, S}	
MATH 295	Applied Linear Algebra ^{3, F}	
MATH 390	Number Theory ^{OF}	
Total Units		21

¹ Students who waive MATH 110 and do not receive the units must make up the 3 units with an extra elective.

² Meets the General Education Quantitative Literacy requirement.

³ It is not permitted to count both MATH 290 and MATH 295 toward the math concentration.

F Offered every Fall term.

S Offered every Spring term.

OF Offered every odd Fall term.

Music Concentration

Code	Title	Units
Required Courses		
MUS 101	Beginning Voice Class	1
MUS 103	Beginning Piano Class ¹	1
MUS 104	Elementary Piano Class ¹	1

MUS 110	Elementary Guitar Methods	1
MUS 121	Music Theory I ²	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	3
MUS 250	Music and Civilization	3
Total Units		18

¹ Or 1 unit each Applied Piano (permission by audition only).

² Meets the General Education Humanities: Fine Arts requirement.

³ Meets the General Education Intercultural Competence requirement.

Physical Education Concentration Option I ¹

Code	Title	Units
KIN 242	Fundamental Principles of Fitness	3
KIN 290	Human Movement Science	3
KIN 306	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE 237	Methods of Teaching Rhythmic and Multicultural Activities ^S	3
PE 250	Methods of Teaching Individual Sports ^F	2
PE 252	Methods of Teaching Team Sports ^S	3
PE 452	Adapted Physical Education (prerequisite of KIN 290 and PE 450)	3
Total Units		20

¹ Courses must be taken in sequence (i.e., 200 before 300, 300 before 400).

^S Offered every Spring term.

^F Offered every Fall term.

Physical Education Concentration Option II ¹

Code	Title	Units
Select one of the following:		3
PE 325	Motor Development and Learning	
KIN 290	Human Movement Science	
PE 451	Methods in Physical Education: 7-12 ²	3
PE 452	Adapted Physical Education	3
PE 600	Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3
Total Units		18

¹ Courses must be taken in sequence (200 before 300, 300 before 400).

² Meets the General Education Integrative and Applied Learning requirement.

Psychology Concentration (School Psychology)

PSYC 290 and MATH 130 are prerequisite courses for the upper-division courses in this concentration.

Code	Title	Units
PSYC 110	General Psychology ¹	3
MATH 130	Introduction to Statistics ²	3
PSYC 305	Educational Psychology	3
PSYC 345	Psychology of Child and Adolescent Development ¹	3
PSYC 360	Abnormal Psychology	3

PSYC 410	Psychology of Exceptional Children	3
Total Units		18

¹ Meets the General Education Social Science requirement.

² Meets the General Education Quantitative Literacy requirement.

Science Concentration Option I

Code	Title	Units
BIOL 151	General Biology I ¹	4
BIOL 152	General Biology II	4
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences ¹	4
PHYC 140	Introduction to Astronomy ¹	4
PHYC 151	Physics for Life Sciences I ¹	4
Total Units		20

¹ Meets the General Education Natural Science requirement.

Science Concentration Option II

Code	Title	Units
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences ¹	4
PHYC 151	Physics for Life Sciences I ¹	4
Total Units		16

¹ Meets the General Education Natural Science requirement.

Social Science Concentration

Code	Title	Units
POLI 150	American Government ¹	3
Select one of the following:		3
HIST 320	Modern Africa	
HIST 392	Colonial Latin America	
POLI 320	Comparative Politics	
POLI 390	History and Politics of the Non-Western World	
Select two of the following:		6
HIST 334	History of American Foreign Affairs ^S	
HIST 350	Medieval Europe ^F	
HIST 352	Renaissance and Reformation	
HIST 357	Enlightenment Europe	
HIST 358	Europe 1789-1914	
HIST 359	Europe 1914-1992	
HIST 374	Colonial Era	
HIST 380	Civil War and Reconstruction	
HIST 386	Modern America	
HIST 389	Modern American Intellectual History	
Total Units		12

¹ Meets the General Education Civic Knowledge and Engagement requirement.

^S Offered every Spring term.

^F Offered every Fall term.

Spanish Concentration

Code	Title	Units
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Community ^{1, 2, F}	3
WRIT 204	Writing 2: Writing for the Humanities in Spanish ^{3, S}	3
Select one of the following:		3
SPAN 421	Survey of Spanish Literature	
SPAN 422	Survey of Latin American Literature	
SPAN 432	Literary Masters ⁴	
Total Units		15

¹ SPAN 101, SPAN 102, SPAN 201, and SPAN 202 are prerequisites for 300-level SPAN courses.

² Meets the General Education Intercultural Competence requirement.

³ Meets the General Education Writing 2 requirement.

⁴ Meets the General Education Humanities: Literature requirement.

F Offered every Fall term.

S Offered every Spring term.

Special Education Concentration

Code	Title	Units
EDLS 303	Introduction to Special Populations ^F	3
EDLS 304	Introduction to Teaching Special Populations ^S	3
PSYC 110	General Psychology ¹	3
PSYC 410	Psychology of Exceptional Children	3
PSYC 430	Intervention Strategies with Children	3
Total Units		15

F Offered every Fall term.

S Offered every Spring term.

¹ Meets the General Education Social Science requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K6 teachers by the State of California
2. Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Children's Literature, Mathematical Concepts for the Elementary Teacher, Science and Children, Fundamental Art Experiences, Music in the Elementary Schools, Physical Education in the Elementary Schools
3. Define teaching methods of instruction using best practices with a Christian perspective while integrating Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Introduction to Teaching as a Profession
4. Understand cultural diversity issues within the context of the classroom through service learning experiences, inclass discussion
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to current education issues through EDLS 496 Senior Seminar

EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California 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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: Sophomore Standing

EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: Sophomore Standing

EDLS 300, Introduction to Teaching as a Profession, 4 Units

Lecture, 3 hours; Lab, 1 hour and 15 minutes 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 15 hours in a K-12 school.

Prerequisite: Sophomore Standing

EDLS 302, Introduction to Teaching as a Profession: 7-12, 4 Units

Lecture, 3 hours; Lab, 1 hour 15 minutes per week: The course provides an overview to the art and profession of teaching at the 7-12 level. Issues addressed surround the California State Standards for Content and the Teaching Profession, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 15 hours in 7-12 classrooms.

Prerequisite: Sophomore Standing

EDLS 303, Introduction to Special Populations, 3 Units

This course will provide 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 will be examined. Learning problems will be addressed in terms of the specific categories related to mild to moderate disabilities.

Prerequisite: Sophomore Standing

EDLS 304, Introduction to Teaching Special Populations, 3 Units

This course will provide an overview of instructional practices and procedures for assisting the prospective teacher in his role as educator of students with mild to moderate disabilities. It will raise 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 Units

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. Includes service-learning hours in educational settings. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: Junior standing

EDLS 495, Foundations of Education Capstone, 3 Units

This is the capstone course for seniors in the Liberal Studies program. In this course, students integrate the concepts and skills they have learned throughout their various Liberal Studies courses, apply their knowledge in a classroom service learning experience, and prepare to transition from college to their teaching careers. Students utilize the California State Common Core Standards for the Teaching Profession to reflect on their growth as educators, synthesize their knowledge and service learning experiences from across multiple courses to develop their personal philosophy of education, and generate cross-disciplinary projects that showcase their skills in curriculum development and pedagogy while preparing for the CSET (California Subject Examination for Teachers). In addition, students develop essential job searching and interviewing skills. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: EDLS 496, EDLS 200 or EDLS 202, EDLS 405, and senior standing

EDLS 496, Writing 3: Education and Professional Ethics, 3 Units

This writing 3 course prepares students to develop a written thesis which offers a cogent analysis of a complex topic while defending a clear thesis. Students will understand and express a Christian perspective on issues critical to the education profession through a written thesis. 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 Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Junior standing, Writing 2

EDLS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

Faculty

Program Director

Paul Flores (<http://www.apu.edu/faculty/pflores>), Ph.D.

Professor

Paul Flores (<http://www.apu.edu/faculty/pflores>), Ph.D.

Associate Professor

Tolulope Noah (<http://www.apu.edu/faculty/tnoah>), Ed.D.

Adjunct Faculty

Kerry DeRenzo, Ph.D.

Christine Estrada, M.A.

Suzanne Evans, M.Ed.

Serena Frisella, M.A.

Celynda Wilder-Kingsby, Ed.D.

Liberal Studies Major with Integrated Bachelor's Credential

In this program, students earn a Bachelor of Arts in Liberal Studies and a mild/moderate or moderate/severe disabilities education specialist credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 567) page of this catalog.

Code	Title	Units
GENERAL EDUCATION		
Intellectual and Practical Skills		
COMM 111	Public Communication	3
FFL 121	Fitness for Life: Dance for the Theater	2
GE 100	First-Year Seminar (Liberal Studies sections)	3
MATH 110	College Algebra	3
WRIT 110	Writing 1: The Art and Craft of Writing	3
Writing 2		3
Foreign Language ¹		8
Biblical, Theological, and Philosophical Formation		
MIN 108	Christian Life, Faith, and Ministry	3
PHIL 100	Introduction to Philosophy	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL 230	Luke/Acts	3
Select one of the following:		3
HUM 325	Core Texts in Christianity	
THEO 301	Faith and the Arts	
THEO 303	Theology and the Christian Life	
THEO 352	Church History: Apostolic Era to the Eve of the Reformation	
THEO 354	Church History from the Eve of the Reformation to the Present	
Select one of the following:		3
UBBL 310	I and II Samuel	
UBBL 311	Old Testament Prophets	
UBBL 317	Ruth and Esther	
UBBL 320	Hebrew Poetical and Wisdom Literature	

UBBL 330	Life and Teachings of Jesus	
UBBL 331	Johannine Literature	
UBBL 340	Romans and Galatians	
UBBL 341	Thessalonian and Corinthian Epistles	
UBBL 350	Biblical Lands and Cultures	

Knowledge of Human Cultures and the Physical and Natural World

BIOL 101	Introduction to Biology	4
ENGL 111	Studies in Literature	3
HIST 121	World Civilizations Since 1648	3

LIBERAL STUDIES**Core Requirements**

ART 310	Fundamental Art Experiences ²	3
BIOL 400	Science and Children	4
Select one of the following:		4

EDLS 200	Introduction to Teaching as a Profession K-12 ⁸	
EDLS 202	Introduction to Teaching as a Profession (7-12) ⁸	
EDLS 405	Diversity in the Classroom ³	3
EDLS 495	Foundations of Education Capstone ⁴	3
EDLS 496	Writing 3: Education and Professional Ethics ⁵	3
ENGL 434	Children's Literature	3
HIST 202	United States History to 1930 ⁶	3
MATH 201	Mathematics Concepts for Elementary Teachers	3
MUS 432	Music in the Elementary Schools	3
PE 450	Physical Education in Elementary Schools, K-6	3
PSYC 290	Human Growth and Development ⁷	3

Additional Requirements

ENGL 402	Principles of Language	3
HIST 201	World Civilizations and Geography to 1648	3
HIST 338	History of California	3
PHYC 115	Physical Science for Teachers	3
PHYC 125	Earth Science Concepts and Applications	3
THTR 115	Introduction to Theater ²	3

Concentrations

Select one concentration from the list below. 12-20

Total Units 121-129

- ¹ Proficiency requirement may be met by APU proficiency test; SAT, AP, CLEP, or FLATS test score; or completion of an APU language course numbered 102 or higher.
- ² Meets the General Education Humanities: Fine Arts requirement.
- ³ Meets the General Education Intercultural Competence requirement.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Meets the General Education Writing 3 requirement.
- ⁶ Liberal studies students are required to satisfy the state of California's U.S. Constitution curriculum requirement, which can be satisfied with HIST 202 or POLI 150. If a student transfers HIST 202 from another institution, the state of California's U.S. Constitution requirement will be verified by the Undergraduate Enrollment Services Center (<https://www.apu.edu/onestop/academic/registration>).
- ⁷ Meets the General Education Social Science requirement.
- ⁸ Meets the General Education Civic Knowledge and Engagement requirement.

Art Concentration

Code	Title	Units
Required Courses		
ART 145	Drawing I	3
ART 146	Painting I	3

Select one of the following:		3
ART 354	History of Ancient Art and Architecture ¹	
ART 356	Writing 3: History of Modern Art and Architecture ²	
ART 357	History of Contemporary Art and Architecture ¹	
ART 361	History of Early Christian and Medieval Art and Architecture ¹	
ART 362	History of Renaissance to Rococo Art and Architecture ¹	
Select one of the following:		3
ART 205	Ceramics I	
ART 403	Multicultural Art ¹	
Upper-division Elective		
DSGN 430	Applied Design ³	1-4
or any upper-division ART course		
Total Units		13-16

- ¹ Meets the General Education Humanities: Fine Arts requirement.
² Meets the General Education Writing 3 requirement.
³ Students who take ART 205 will need 4 units of an upper-division art elective.

English Concentration

Code	Title	Units
Required Courses		
ENGL 404	Approaches to Grammar (prerequisite of ENGL 402) ^F	3
ENGL 406	Writing 3: Advanced Composition ¹	3
Select one of the following:		3
ENGL 224	World Literature to the Renaissance ²	
ENGL 234	World Literature Since the Renaissance ²	
ENGL 244	American Literature to 1865 ²	
Select one of the following:		3
ENGL 254	American Literature Since 1865 ²	
ENGL 377	Shakespeare ²	
ENGL 410	American Novel	
ENGL 435	Social and Psychological Aspects of Language	
Total Units		12

¹ Meets the General Education Writing 3 requirement.
² Meets the General Education Humanities: Literature requirement.
^F Offered every Fall term.

Math Concentration

See the Department of Mathematics and Physics (p. 258) for updated schedules.

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT/ACT score, previous university coursework, or the APU mathematics placement assessment. Some students will require one or more courses prior to calculus.

Code	Title	Units
Required Courses		
MATH 110	College Algebra ^{1,2}	3
MATH 165	Calculus I	3
MATH 280	Discrete Mathematics and Proof (Prerequisite of MATH 165) ^F	3
MATH 340	Geometry (Prerequisite of MATH 166; ask dept. for prereq code) ^S	3
Choose one of the following:		3
MATH 130	Introduction to Statistics ²	
MATH 361	Probability and Statistics I (Prerequisite of MATH 166; ask dept. for prereq code) ^S	
Choose 6 units from the following:		6

MATH 166	Calculus II
MATH 250	Data Analysis ^F
MATH 268	Multivariable Calculus
MATH 270	Ordinary Differential Equations ^S
MATH 290	Linear Algebra ^{3, S}
MATH 295	Applied Linear Algebra ^{3, F}
MATH 390	Number Theory ^{OF}

Total Units

21

¹ Students who waive MATH 110 and do not receive the units must make up the 3 units with an extra elective.

² Meets the General Education Quantitative Literacy requirement.

³ It is not permitted to count both MATH 290 and MATH 295 toward the math concentration.

F Offered every Fall term.

S Offered every Spring term.

OF Offered every odd Fall term.

Music Concentration

Code	Title	Units
Required Courses		
MUS 101	Beginning Voice Class	1
MUS 103	Beginning Piano Class ¹	1
MUS 104	Elementary Piano Class ¹	1
MUS 110	Elementary Guitar Methods	1
MUS 121	Music Theory I ²	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	3
MUS 250	Music and Civilization	3
Total Units		18

¹ Or 1 unit each Applied Piano (permission by audition only).

² Meets the General Education Humanities: Fine Arts requirement.

³ Meets the General Education Intercultural Competence requirement.

Physical Education Concentration Option I ¹

Code	Title	Units
KIN 242	Fundamental Principles of Fitness	3
KIN 290	Human Movement Science	3
KIN 306	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE 237	Methods of Teaching Rhythmic and Multicultural Activities ^S	3
PE 250	Methods of Teaching Individual Sports ^F	2
PE 252	Methods of Teaching Team Sports ^S	3
PE 452	Adapted Physical Education (prerequisite of KIN 290 and PE 450)	3
Total Units		20

¹ Courses must be taken in sequence (i.e., 200 before 300, 300 before 400).

S Offered every Spring term.

F Offered every Fall term.

Physical Education Concentration Option II ¹

Code	Title	Units
Select one of the following:		
PE 325	Motor Development and Learning	3
KIN 290	Human Movement Science	
PE 451	Methods in Physical Education: 7-12 ²	3
PE 452	Adapted Physical Education	3
PE 600	Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3
Total Units		18

¹ Courses must be taken in sequence (200 before 300, 300 before 400).

² Meets the General Education Integrative and Applied Learning requirement.

Psychology Concentration (School Psychology)

PSYC 290 and MATH 130 are prerequisite courses for the upper-division courses in this concentration.

Code	Title	Units
PSYC 110	General Psychology ¹	3
MATH 130	Introduction to Statistics ²	3
PSYC 305	Educational Psychology	3
PSYC 345	Psychology of Child and Adolescent Development ¹	3
PSYC 360	Abnormal Psychology	3
PSYC 410	Psychology of Exceptional Children	3
Total Units		18

¹ Meets the General Education Social Science requirement.

² Meets the General Education Quantitative Literacy requirement.

Science Concentration Option I

Code	Title	Units
BIOL 151	General Biology I ¹	4
BIOL 152	General Biology II	4
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences ¹	4
PHYC 140	Introduction to Astronomy ¹	4
PHYC 151	Physics for Life Sciences I ¹	4
Total Units		20

¹ Meets the General Education Natural Science requirement.

Science Concentration Option II

Code	Title	Units
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences ¹	4
PHYC 151	Physics for Life Sciences I ¹	4
Total Units		16

¹ Meets the General Education Natural Science requirement.

Social Science Concentration

Code	Title	Units
POLI 150	American Government ¹	3
Select one of the following:		3
HIST 320	Modern Africa	
HIST 392	Colonial Latin America	
POLI 320	Comparative Politics	
POLI 390	History and Politics of the Non-Western World	
Select two of the following:		6
HIST 334	History of American Foreign Affairs ^S	
HIST 350	Medieval Europe ^F	
HIST 352	Renaissance and Reformation	
HIST 357	Enlightenment Europe	
HIST 358	Europe 1789-1914	
HIST 359	Europe 1914-1992	
HIST 374	Colonial Era	
HIST 380	Civil War and Reconstruction	
HIST 386	Modern America	
HIST 389	Modern American Intellectual History	
Total Units		12

¹ Meets the General Education Civic Knowledge and Engagement requirement.

^S Offered every Spring term.

^F Offered every Fall term.

Spanish Concentration

Code	Title	Units
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Community ^{1, 2, F}	3
WRIT 204	Writing 2: Writing for the Humanities in Spanish ^{3, S}	3
Select one of the following:		3
SPAN 421	Survey of Spanish Literature	
SPAN 422	Survey of Latin American Literature	
SPAN 432	Literary Masters ⁴	
Total Units		15

¹ SPAN 101, SPAN 102, SPAN 201, and SPAN 202 are prerequisites for 300-level SPAN courses.

² Meets the General Education Intercultural Competence requirement.

³ Meets the General Education Writing 2 requirement.

⁴ Meets the General Education Humanities: Literature requirement.

^F Offered every Fall term.

^S Offered every Spring term.

Special Education Concentration

Code	Title	Units
EDLS 303	Introduction to Special Populations ^F	3
EDLS 304	Introduction to Teaching Special Populations ^S	3
PSYC 110	General Psychology ¹	3
PSYC 410	Psychology of Exceptional Children	3
PSYC 430	Intervention Strategies with Children	3
Total Units		15

F Offered every Fall term.

S Offered every Spring term.

1 Meets the General Education Social Science requirement.

Mild/Moderate Credential Requirements

The only concentration offered with the Integrated Bachelor's/Credential Program is Special Education.

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching ¹	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design ¹	3
TESP 502	Science of Teaching I: How Students Learn ¹	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners ¹	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 526	Specialized Academic Instruction: Reading, Writing, and Math	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 551	Clinical Practice I: Mild to Moderate Disabilities	2
SPED 552	Clinical Practice II: Mild to Moderate Disabilities	2
Total Units		34

¹ These courses must be completed prior to beginning clinical practice.

Moderate/Severe Credential Requirements

The only concentration offered with the Integrated Bachelor's/Credential Program is Special Education.

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching ¹	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design ¹	3
TESP 502	Science of Teaching I: How Students Learn ¹	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners ¹	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 527	Teaching Students with Moderate to Severe Disabilities	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 571	Clinical Practice I: Moderate to Severe Disabilities	2
SPED 572	Clinical Practice II: Moderate to Severe Disabilities	2
Total Units		34

¹ These courses must be completed prior to beginning clinical practice.

Liberal Studies Major

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K6 teachers by the State of California
2. Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Children's Literature, Mathematical Concepts for the Elementary Teacher, Science and Children, Fundamental Art Experiences, Music in the Elementary Schools, Physical Education in the Elementary Schools
3. Define teaching methods of instruction using best practices with a Christian perspective while integrating Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Introduction to Teaching as a Profession
4. Understand cultural diversity issues within the context of the classroom through service learning experiences, inclass discussion
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to current education issues through EDLS 496 Senior Seminar

Integrated Bachelor's Credential

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

Liberal Studies Minor

22-23 units

The liberal studies minor is a multidisciplinary program that adds 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 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 major and minor fields in order to create an organized on-campus study.

NOTE: The minor does not prepare the student for the subject-matter exam, currently CSET. Additional studying is required to pass the exam and move forward with obtaining a Multiple Subject Teaching Credential. Liberal studies minors must maintain a C or higher in all courses credited toward the minor.

Requirements

Code	Title	Units
Core Courses		
EDLS 200 or EDLS 202	Introduction to Teaching as a Profession K-12 ¹ Introduction to Teaching as a Profession (7-12)	4
EDLS 405	Diversity in the Classroom ²	3
Subject-matter Electives		
Select five of the following:		15-16
ART 310	Fundamental Art Experiences ³	
BIOL 400	Science and Children	
ENGL 434	Children's Literature	
MATH 201 or MATH 301	Mathematics Concepts for Elementary Teachers Mathematics for Secondary Teachers	
MUS 432	Music in the Elementary Schools	
PE 450	Physical Education in Elementary Schools, K-6	
EDLS 303 or EDLS 304	Introduction to Special Populations Introduction to Teaching Special Populations	
EDLS 495	Foundations of Education Capstone ⁴	
Total Units		22-23

- 1 Meets the General Education Civic Knowledge and Engagement requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Humanities: Fine Arts requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K6 teachers by the State of California
2. Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Children's Literature, Mathematical Concepts for Elementary Teachers, Science and Children, Fundamental Art Experiences, Music in the Elementary Schools, Physical Education in the Elementary Schools
3. Define teaching methods of instruction using best practices with a Christian perspective while integrating K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects
4. Understand cultural diversity issues within the context of the classroom through service-learning experiences and in class discussion
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to different education issues

School of Nursing

Mission Statement

To serve God through excellence in professional nursing education, scholarship, and practice.

Overview

APU's School of Nursing (<http://www.apu.edu/nursing>) offers a traditional Bachelor of Science in Nursing (p. 598) program and professional undergraduate programs (p. 602), including programs for upper-division transfer students (BSN 2+2 Upper-Division Transfer Program (p. 603) and LVN to BSN (p. 606)) and the RN to BSN (p. 603) bachelor's completion program. Each provides students with an unparalleled baccalaureate nursing education (BSN) that equips them to make a difference in their patients and the world.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)
- School of Nursing programs are approved by the California Board of Registered Nursing (BRN) (<http://www.rn.ca.gov>). The prelicensure programs qualify the student to take the National Council Licensure Examination (NCLEX-RN®) required to become a registered nurse. The graduate is eligible to apply for a California Public Health Nurse (PHN) certificate. The School of Nursing offers options for the registered nurse (RN) and the licensed vocational nurse (LVN) leading to a Bachelor of Science in Nursing (BSN).
- The baccalaureate degree in nursing is accredited by the Commission on Collegiate Nursing Education (<https://www.aacnursing.org/CCNE>), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791.

Majors

- Nursing (BSN) (p. 596)
 - Traditional Bachelor of Science in Nursing (BSN) Program (p. 598)

Note: View the Professional Programs (<http://catalog.apu.edu/graduateprofessional/nursing/professional-programs>) subsection for other BSN program options (BSN 2+2 Upper-Division Transfer Program, LVN to BSN, and LVN to RN; also see the Department of RN to BSN (<http://catalog.apu.edu/graduateprofessional/nursing/rn-bsn-department>) page).

Minors

- International Health Nursing (p. 601)
- Nutrition (p. 602)

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) derived from a foundation of nursing science, General Education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, as a leader and/or member of the healthcare team, to manage and coordinate care.

RNRS 221, Health Assessment, 3 Units

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

RNRS 272, Professional Concepts in Nursing, 4 Units

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized.

Prerequisite: Admission requirements for admission into the RN-BSN program apply

RNRS 299, Transition to Professional Practice, 3 Units

This is a bridge course designed to be taken by inexperienced licensed RN's who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board.

Prerequisite: RNRS 298

RNRS 307, Theoretical Frameworks in Nursing, 3 Units

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

RNRS 321, Health Assessment, 5 Units

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data and identification of risks, including genetics and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice are discussed to reduce risk and promote health.

RNRS 327, Nursing Research and Statistics, 4 Units

This course introduces the steps in the nursing research process, with emphasis on principles and methods. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored.

Prerequisite: The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2, Current enrollment in the RN to BSN Program is required

RNRS 368, Pathophysiology, 5 Units

This course presents an introduction to alterations in health status across the life span and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

RNRS 396, Professional Practice: Ethics, Issues, and Spirituality in Health Care, 6 Units

The focus of this course is on the examination and application of the religious, theological, philosophical, and cultural foundation of ethics to professional nursing practice. Participants will develop knowledge and skills in ethical decision-making applicable to current healthcare issues that are theoretically sound, evidence based, and holistic. The expanding roles and responsibilities of the professional nurse in meeting the healthcare needs of a dynamic society with attention to the spiritual formation of the nurse will also be considered. *Meets the General Education Requirement: UP Bible Requirement.*

Prerequisite: The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

RNRS 448, Leadership in Health Care Settings, 6 Units

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.

Prerequisite: Enrollment in the RN to BSN Program

RNRS 449, Theory and Practice in Community Health Settings, 6 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

RNRS 458, Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways, 5 Units

The focus of this course is exploration and integration of the evidence-based practice (EBP) process, including EBP implementation and critique of clinical pathways within individual organizations, the relationship of informatics in healthcare and its importance in evidence based practice. Theoretical nursing and non-nursing models will be reviewed, with a focus on examining how theoretical principles are reflected in professional practice. This course *meets the General Education requirement of Writing 3 in which the students receive instruction in writing in genres for professional audiences.*

RNRS 469, Improving Patient Outcomes: Quality, Safety, and Risk Management, 5 Units

The focus of this course is the implementation of quality and safety mechanisms into clinical practice to improve patient outcomes. Utilizing national standards for quality and safety in health care, students examine initiatives necessary to improve patient outcomes. Concepts of informatics, patient-centered care, leadership, inter- and intraprofessional teamwork, collaboration, and communication are addressed.

RNRS 479, Population Health and Public Health Nursing, 4 Units

This course focuses on population-based public health nursing practice. The assessment of systematic differences in outcomes across populations, including the complexity of interactions among health determinants (such as social environment, resource allocation, and biological pathways), provides the foundation for public health nursing practice. Exploration of how these determinants exert their influence over time and throughout the life cycle, with variations in their patterns of occurrence (including health inequities and inequalities), is central to the course. The role of the public health nurse in assessing and understanding health systems and the health status of a population is emphasized.

Corequisite: RNRS 482P

RNRS 480, Community Health and Care Transitions, 4 Units

This course builds on the concepts of population health and public health nursing and describes the interaction of the nurse and the client in the home and in the community. Given an assessment of a community's priority health needs, students use course content to identify change-agent functions to promote and preserve health and to prevent disease and disability. All levels of prevention for the individual, family, and community system are addressed as community health nursing interventions. Course topics include the role of community health nursing in supporting care transitions across varied clinical and community settings, legal and regulatory considerations, and ethical issues related to community health.

Prerequisite: RNRS 479; **corequisite:** RNRS 482P

RNRS 481P, Community Health Practicum, 0 Units

This course is the clinical component to RNRS 482 Community Health and Public Health Nursing, and its focus is on students implementing the systematic assessment of a community health population and creating an intervention that will support health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals.

RNRS 482, Community Health and Public Health Nursing, 5 Units

This course focuses on the health of communities, including vulnerable population groups, and the importance of health promotion and disease prevention, including global health. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care, is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and trauma-informed care is considered. The importance of utilizing epidemiological data to assess community health and emergence of infectious disease as well as potential for bioterrorism is explored.

RNRS 482P, Clinical Practicum, 2 Units

This course is the clinical component to RNRS 479 Population Health and Public Health Nursing and RNRS 480 Community Health and Care Transitions. The focus of this course is on students implementing the systematic assessment of a community health population and creating an intervention that supports health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals. *Meets the General Education Requirement: Integrative and Applied Learning.*

Corequisites: RNRS 479 and RNRS 480

RNRS 483, Population Health and Care Transitions, 5 Units

This course has two areas of focus within the community setting: the study of unique populations and their health needs, and principles and practices involved in community health nursing, including basic principles of epidemiology. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of home and community-based settings. An essential component of this course is collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates. Improving understanding and application of cultural competency in all settings is expected.

RNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. This course may be repeated for credit as the topic varies.

RNRS 497, Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

RNRS 499, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

UNRS 105, Foundations in Professional Nursing/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program;

Corequisite: UNRS 105P (Practicum)

UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units

UNRS 105 Clinical Practicum

Corequisite: UNRS 105; Acceptance into the nursing program

UNRS 113, Pharmacology, 2 Units

Lecture, 2 units This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: Acceptance into the nursing program

UNRS 120, Fundamentals of Human Nutrition, 3 Units

Lecture: 3 units Principles of human nutrition are the focus of this course, including nutrient functions, metabolism, and changing needs across the lifespan. Nutrient deficiency and toxicity signs and symptoms are covered. Implications of a poor diet on the development of chronic disease are explored. Various nutrient analysis methods are used.

UNRS 212, Nursing Care of Adults/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community.

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program;

Corequisite: UNRS 212P

UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum

Corequisite: UNRS 212

UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.

Special Fee Applies

Corequisite: UNRS 220L; Must be accepted into the Nursing Program

UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

UNRS 260, Nutrition, 2 Units

Lecture 2 units; Foundations of nutrition in the prevention of chronic disease are explored. Pathophysiology of various disease states and appropriate medical nutrition therapy are understood. Nursing's role in nutrition assessment is appreciated with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments. Evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease are addressed. Coverage of alternate feeding methods and issues surrounding drug-nutrient interactions are included. To expand their knowledge in these areas, students complete case studies. Opportunities to present prevention of disease through nutrition education in the community are offered.

Prerequisite: CHEM 123 or PRCH 123 or department approval if a non-nursing major

UNRS 270, Professional Concepts in Nursing, 3 Units

Theory, 3 hours/Week: This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs and students with nursing transfer credits who are entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

Prerequisite: Acceptance into the nursing program

UNRS 280, Life Cycle Nutrition, 3 Units

Lecture 3 units: This course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood and late adulthood. Students understand the changing nutrient requirements through the lifecycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.

Prerequisite: BIOL 101, CHEM 123, UNRS 120, PSYC 290

UNRS 281, Introduction to Global Healthcare, 1 Unit

A seminar or online format is utilized to introduce students to major aspects of the global healthcare experience such as the development of an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, and the integration into another culture, the in-country experience, and the re-entry into the home country upon return.

Prerequisite: UNRS 282 (may be taken concurrently)

UNRS 282, Transcultural Health Care: Country Specific, 3 Units

Lecture 1 unit; Clinical practicum 2 units (90 hours/semester): Through seminar, journal writing and a variety of clinical experiences, students are introduced to the theoretical basis of transcultural nursing practices and provided with an opportunity to formulate personal perspectives and individual cultural values that promote high quality professional nursing worldwide.

Special Fee Applies

Prerequisite: UNRS 105, UNRS 113, UNRS 220; UNRS 281 (May be taken concurrently)

UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units

UNRS 282 Clinical Practicum

Prerequisite: UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*

Prerequisite: MATH 95 or an appropriate score on the APU mathematics proficiency exam, or SAT Math score of 540 or ACT Math score of 23.
Admission to the School of Nursing

UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.

Prerequisite: BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units

Theory, 3 hours: Students in this course will gain understanding and the ability to utilize a variety of genres of scientific writing while exploring, integrating and applying theoretical models of stress, development and health care adaptation to nursing practice. Students will examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered to be persuasive in the sciences. They will also develop a basic proficiency in the use of APA style writing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: C or better in WRIT 110; Acceptance into the nursing program.

UNRS 310, Mental Health Nursing, 4 Units

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.

Special Fee Applies

Corequisite: UNRS 310P; Must be accepted into the Nursing Program

UNRS 310P, Mental Health Nursing Practicum, 0 Units

UNRS 310 Clinical Practicum

Corequisite: UNRS 310

UNRS 312, Nursing Management of Adults, 3 Units

Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester): This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.

Special Fee Applies

Corequisites: UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program.

UNRS 312P, Nursing Management of Adults Practicum, 0 Units

UNRS 312 Clinical Practicum

Corequisites: UNRS 312, UNRS 313 and 313P

UNRS 313, Restorative Nursing, 4 Units

Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.

Special Fee Applies

Corequisites: UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program.

UNRS 313P, Restorative Nursing Practicum, 0 Units

UNRS 313 Clinical Practicum

Corequisites: UNRS 312, UNRS 312P and UNRS 313

UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units

This course examines the foodways of people around the world. Health benefits and practices of various cultures will be explored along with how industrialization of food influences nutrition content and pricing of foods. Effects of famine on life expectancy and how one's environment or living situation limits access to food are explored. A food lab is included in the course to allow students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.

Prerequisite: UNRS 120, SOC 358, GLBL 301, GLBL 310 or COMM 310

UNRS 367, Pathophysiology, 3 Units

Lecture, 3 hours: This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: Acceptance into the nursing program

UNRS 380, Transcultural Health Care Outreach, 2 Units

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families, and communities.

Prerequisite: Acceptance into the nursing program

UNRS 381, Transcultural Health Care Outreach - Practicum, 1 Unit

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations.

Prerequisite: Acceptance into the nursing program

UNRS 382, Community Health Nursing, 3 Units

Lecture, 1 unit (1 hour/week); Clinical Practicum, 2 units (90 hours/semester): This course focuses on the study of principles and practices involved in community health nursing. The emphasis is on the role of the nurse in assessing, planning, implementing and evaluating care of clients in a variety of community-based settings. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness and client education services to individuals, families and aggregates are essential components of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and issues such as liberty, equality, terrorism, crisis, and disasters will be included. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 382P

UNRS 382P, Community Health Nursing Practicum, 0 Units

UNRS 382 Clinical Practicum

Corequisite: UNRS 382

UNRS 383, International Health Nursing, 3-5 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of health care issues. In addition, it will provide opportunities to develop intercultural competence, equip students to engage with others from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary crossing community. *Meets the General Education Requirement: Intercultural Competence.*

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 383P (Practicum)

UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.

Prerequisite: Acceptance into the nursing program

UNRS 384, Urban/Rural Health Nursing, 3-5 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on observation and participation in urban/rural health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of health care issues. In addition, it will provide opportunities to develop intercultural competence, equip students to engage with others from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. *Meets the General Education Requirement: Intercultural Competence.*

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 384P (Practicum)

UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.

Prerequisite: Acceptance into the nursing program

UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.

Special Fee Applies

Corequisite: UNRS 402P; Must be accepted into the Nursing Program.

UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 404

UNRS 404, Nursing Care of Children and Young Adults, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Special Fee Applies

Corequisites: UNRS404P; Must be accepted into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units

UNRS 411, Advanced Nursing Care of Adults and Aging, 5 Units

Lecture, 2 units; Clinical practicum, 3 units (135 hours/semester); This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included.

Special Fee Applies

Corequisite: UNRS 411P

UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units

UNRS 412, Clinical Residency Nursing, 2 Units

Clinical Practicum, 90 Hours/semester: The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN examination. *Meets the General Education Requirement: Integrative and Applied Learning.*

Corequisite: UNRS 411 and UNRS 411P

UNRS 425, Nursing Research, 3 Units

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

Prerequisite: UNRS 299; Must be accepted into the Nursing Program.

UNRS 436, Fundamentals of Case Management, 3 Units

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program.

Corequisite: UNRS 436P (Practicum)

UNRS 436P, Fund of Case Mgmt Practicum, 0 Units

UNRS 444, Clinical Specialization Elective, 1-2 Units

This elective clinical is a clinical specialty experiential course designed as a collaborative partnership with selected community health care organizations. This is an intensive preceptored clinical experience planned to ease the role transition from student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

Prerequisite: One of the following: UNRS 402 (for OB), UNRS 404 (for Peds), UNRS 310 (for Mental Health Nursing), UNRS 382 (for Community Health). If taken for two units instructor consent is required. Co-Requisite UNRS 411.

UNRS 445, Application of Pharmacological Principles in an Acute-Care Setting, 2 Units

This is an elective course in pharmacology intended to enhance the student's ability to apply knowledge acquired in the basic pharmacology course by utilizing critical thinking skills at a more advanced level. Emphasis is placed on the application and utilization of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories utilized to manage common patient disorders across the lifespan in clinical nursing practice.

Prerequisite: Acceptance into the nursing program

UNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development, and/or to develop a particular project. May be repeated for credit as the topic varies.

Prerequisite: Acceptance into the nursing program

UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units

The focus of this course is on the integration of Christian faith, ethical concerns, issues and trends in healthcare that confront nurses in their work life. Students will develop their abilities as independent thinkers to construct their own knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refining of writing products. The capstone project for this course will be a comprehensive research paper and formal presentation by each participant demonstrating their scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Special Fee Applies

Prerequisite: UNRS 306 and Senior standing in the School of Nursing

UNRS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

UNRS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

UNRS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

Faculty

Dean

Aja Tulleners Lesh (<http://www.apu.edu/faculty/alesh>), PhD, RN

Senior Associate Dean of Academic Initiatives and Innovation

Renee Pozza (<http://www.apu.edu/faculty/rpozza>), PhD, RN, CNS, FNP

Associate Dean, Research; and Executive Director, Institute of Health Research

Sheryl Tyson (<http://www.apu.edu/faculty/styson>), PhD, RN, PMHCNS

Associate Dean, Division of Undergraduate Programs

Grace Moorefield (<http://www.apu.edu/faculty/gmoorefield>), PhD, APRN-BC

Chair, Undergraduate Traditional Program

Melinda Dicken (<http://www.apu.edu/faculty/mdicken>), MSN, RN, CNS

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Patricia Esslin (<http://www.apu.edu/faculty/pesslin>), PhD, RN, APRN-CNS, CNE

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Diane Sadoughi (<http://www.apu.edu/faculty/dsadoughi>), MSN, RN

Valerie Joy Smith (<http://www.apu.edu/faculty/vjsmith>), MSN, RN, PhD(c)

Instructors

Arianna Smith (<http://www.apu.edu/faculty/agsmith>), MSN, RN, PNP

Baccalaureate Nursing Programs

The School of Nursing baccalaureate programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacnursing.org/CCNE>) and approved by the California Board of Registered Nursing (<http://www.rn.ca.gov>). The prelicensure programs enable students to take the California Board of Registered Nursing examination for RN licensure, and graduates are eligible to apply for a California Public Health Nurse (PHN) 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 (p. 131).

Program Options

The School of Nursing offers:

1. Traditional Bachelor of Science in Nursing (BSN) (p. 598)
2. Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program (p. 603)
3. Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) (p. 606)
4. Licensed Vocational Nurse (LVN) to Registered Nurse (RN) (p. 606)
5. Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree Completion Program (also online) (p. 603)

NOTE: Students are encouraged to consult with their advisor if they have questions regarding coursework needed to meet graduation requirements.

Baccalaureate Nursing Programs At A Glance

Traditional Bachelor of Science in Nursing (BSN)	BSN 2+2 Upper-Division Transfer Program
Designed primarily for recent high school graduates who will be admitted as first-year university students. ¹	Designed for transfer students interested in pursuing a baccalaureate degree in nursing. ¹
Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students.	Based on a cohort model, students are accepted into the 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.	All coursework assigned to a specific semester is prerequisite for progression to the next semester.
RN to BSN Degree Completion Program	LVN to BSN and LVN to RN
Designed specifically for adult learners who have an RN license or are currently enrolled in an ADN program (Bridge to BSN option) and desire to complete their baccalaureate degree while continuing to work.	Two programs are available to the Licensed Vocational Nurse (LVN): the LVN to BSN and LVN to RN (30-unit option).
Based on a field-based modular design, cohort module.	Both programs are available on a space-available basis for clinical and didactic coursework.
Each student cohort has a primary advisor who provides guidance, direction, and mentorship to enrolled students.	Licensed Vocational Nurses are evaluated on an individual basis.

¹ Once accepted into an option, students must remain in that option for the duration of the program.

Admission to the Bachelor of Science in Nursing (BSN) Programs

Admission to the university does not guarantee admission into the School of Nursing. Students interested in admission into a School of Nursing BSN program must indicate their desire on their application to the university. Students applying to the traditional BSN program should apply through the Office of Undergraduate Admissions (p. 20); students applying to the BSN 2+2 Upper-Division Transfer Program, LVN to BSN, or RN to BSN programs should apply through the Office of Graduate and Professional Admissions (<http://catalog.apu.edu/graduateprofessional/admission-policies/graduate-admission-university/#professional>).

Applicants will be reviewed by a School of Nursing Admissions Committee for possible admission into the university as well as one of the BSN programs: the traditional program, the 2+2 Upper-Division Transfer Program, an LVN program, or the RN to BSN program.

Determinations will be made and letters will be sent to applicants indicating whether they have been accepted into the university as well as into one of the 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 BSN programs may still be admitted to the university. These applicants may consider coursework in preparation for application to the Entry-Level Master of Science in Nursing (ELM) program (<http://catalog.apu.edu/graduateprofessional/nursing/entry-level-masters-program/second-degree-program-entry-level-master-science-nursing-elm>), designed for students who have completed a baccalaureate degree in another major but are interested in pursuing a career in nursing.

The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary. Refer to the School of Nursing Handbook, which includes program-specific guidelines and detailed descriptions of course and program requirements.

Program Learning Outcomes

Graduates of Azusa Pacific University's baccalaureate nursing programs integrate faith and ethics as skilled and knowledgeable practitioners, accountable professionals, healthcare educators, and advocates and coordinators of care. Each graduate:

- Uses 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, as a leader and/or member of the healthcare team, to manage and coordinate care.

Traditional Bachelor of Science in Nursing (BSN) Program

Applicants interested in the Traditional Bachelor of Science in Nursing program must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions (<http://www.apu.edu/undergraduate-admissions>) indicating interest in becoming a nursing major and pursuing the BSN. 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;
 - d. A résumé reflecting volunteer and work experience within the past three years, including 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 Introduction of Biology)
 - c. Two years of high school math (algebra or geometry) and an SAT math score of 540+ or ACT math score of 23+. A math placement assessment is required unless the placement assessment is waived.
 - d. WRIT 110 Writing 1: The Art and Craft of Writing.
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 Foundations in Professional Nursing/Aging):
 - a. Successful completion of anatomy with lab (4 units) and chemistry with lab (4 units), with a minimum *B-* (2.7 grade-point average) and no grade lower than a *C* (2.0) in each course; (Note: A student is allowed only one opportunity to repeat a single failed science course to try to raise his/her grade prior to beginning nursing (UNRS) courses). A *B-* (2.7) average must be obtained in all subsequent science coursework with no grade lower than a *C* (2.0) in each science course or the student will not be allowed to progress in his/her UNRS coursework. If a student is unable to meet the requirements of their conditional admission through the minimum science and overall college grade-point average as stated, the student may be placed on academic probation and will have two subsequent semesters to raise their GPA in order to begin nursing coursework and progress in the nursing program.
 - b. Once admitted into the nursing program, students must: (1) Overall: Maintain a cumulative GPA of 3.0 (84% or *B*) or higher in all course work, and no lower than a 2.0 (73% or *C*) in any course; (2) Science: Maintain a cumulative GPA of 2.7 (80% or *B-*) in all science courses, and no lower than a 2.0 (73% or *C*) in any science course; (3) Nursing (UNRS): Maintain a cumulative GPA of 2.7 (80% or *B-*) or higher in core nursing courses or the student will be placed on academic probation.
 - c. Receive credit or waiver for college algebra.

Transfer Students with Nursing Credit/Previous Education 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. Applicants may petition to have nursing units transferred from a nationally accredited university, but must receive administrative approval for inclusion in total credits. Students may be awarded credit for prior coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

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 WRIT 110, 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 80 iBT. 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 score 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) (p. 146) 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 (<http://www.apu.edu/undergraduate-admissions>) regarding residency requirements prior to application.

Requirements and Sequences for the Traditional BSN Program

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.

The Traditional BSN program is based on a cohort model. All coursework assigned to a specific semester is prerequisite for progression to the next semester. Students in the Traditional BSN program begin their nursing coursework either in the fall or spring semesters and continue in sequence for two consecutive semesters per school year. Depending on cohort admission and sequencing of the curriculum, the length of the program may be 4-4½ years. The coursework is as follows:

Code	Title	Units
Nursing Requirements		
UNRS 105 & 105P	Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum	6
UNRS 113	Pharmacology	2
UNRS 212 & 212P	Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum	6
UNRS 220	Health Assessment	3
UNRS 260	Nutrition	2
UNRS 299	Statistics and Data Management for Nursing and Health Care ¹	3
UNRS 306	Writing 2: Theoretical Frameworks in Nursing ²	3
UNRS 310 & 310P	Mental Health Nursing and Mental Health Nursing Practicum	4
UNRS 312 & 312P	Nursing Management of Adults and Nursing Management of Adults Practicum	3
UNRS 313 & 313P	Restorative Nursing and Restorative Nursing Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382 & 382P	Community Health Nursing and Community Health Nursing Practicum ³	3
Select one of the following:		3-5
UNRS 383 & 383P	International Health Nursing and International Health Nursing Practicum ^{4, 5}	
UNRS 384 & 384P	Urban/Rural Health Nursing and Urban Health Nursing Practicum ⁴	
UNRS 402 & 402P	Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404 & 404P	Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum	4
UNRS 411 & 411P	Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum	5
UNRS 412	Clinical Residency Nursing ⁶	2
UNRS 425	Nursing Research	3
UNRS 496	Writing 3: Ethics and Issues in Health Care ⁷	4
Total Units		69-71

¹ Meets the General Education Quantitative Literacy requirement. May be waived by petition by an AP Stats test score of 3 or greater.

² Meets the General Education Writing 2 requirement.

³ Meets the General Education Civic Knowledge and Engagement requirement.

⁴ Meets the General Education Intercultural Competence requirement.

⁵ Must apply to and be selected by the School of Nursing Global and Community Health Committee (GCHC).

⁶ Meets the General Education Integrative and Applied Learning requirement.

⁷ Meets the General Education Writing 3 requirement.

Additional Nursing Requirements

Code	Title	Units
BIOL 220	General Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
CHEM 123	General, Organic, and Biological Chemistry for the Health Sciences ^{1,2}	4
PSYC 110	General Psychology ³	3
PSYC 290	Human Growth and Development ³	3
Additional General Education Requirements		
GE 100	First-Year Seminar ⁴	3
COMM 111	Public Communication ⁵	3
PE 1XX Fitness for Life/Varsity Sport		1
MIN 108	Christian Life, Faith, and Ministry ⁶	3
WRIT 110	Writing 1: The Art and Craft of Writing ⁴	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy ⁶	3
UBBL 230	Luke/Acts ⁶	3
PHIL 100	Introduction to Philosophy ⁷	3
3XX/4XX	Bible ⁸	3
THEO 3XX Doctrine Requirement		3
Humanities: History		3
Humanities: Literature		3
Humanities: Fine Arts		3
Foreign Language Proficiency		
Total Units		59

¹ Meets the General Education Natural Sciences requirement.

² Nursing prerequisite requirement.

³ Meets the General Education Social Science requirement.

⁴ Meets the General Education Intellectual and Practical Skills requirement.

⁵ Meets the General Education Oral Communication requirement.

⁶ Meets the General Education Biblical, Theological, and Philosophical Formation requirement.

⁷ Meets the General Education Philosophy requirement.

⁸ May meet the General Education Upper-Division Bible requirement.

Recommended Nursing Electives for the Traditional Program

Code	Title	Units
UNRS 120	Fundamentals of Human Nutrition	3
UNRS 280	Life Cycle Nutrition	3
UNRS 281	Introduction to Global Healthcare (Prerequisite for UNRS 282 and UNRS 383) ¹	1
UNRS 282	Transcultural Health Care: Country Specific	3
UNRS 300	Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition	3
UNRS 320	Cultural Aspects of Food and Nutrition	3
UNRS 444	Clinical Specialization Elective	1-2
UNRS 445	Application of Pharmacological Principles in an Acute-Care Setting	2
UNRS 495	Special Topics in Nursing	1-4
KIN 360	Nutrition for Exercise and Sport Science	3
SPAN 103	Elementary Spanish I for Healthcare Professionals	3
SPAN 104	Elementary Spanish II for Healthcare Professionals	3
HIST 235	Cultural History/Travel Study (Country-Specific) ^{1,2}	3

GLBL 425	Integration and Formation Seminar ¹	1
MODL 101	Modern Language I (Introduction to Zulu; South Africa Semester only)	3

¹ Required for School of Nursing Study Away Semester.

² Meets the General Education Intercultural Competence requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) derived from a foundation of nursing science, General Education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, as a leader and/or member of the healthcare team, to manage and coordinate care.

International Health Nursing Minor for the Traditional BSN Program

19 units

Students interested in expanding their global perspective on health and nursing care may apply to participate in a short-term transcultural health nursing experience, an international health nursing semester, or the international health nursing minor. Accepted students complete additional coursework, and a study plan is developed by the student and advisor. Contact the School of Nursing for the proposed study plan.

Requirements

Code	Title	Units
Required Courses		
UNRS 220	Health Assessment	3
UNRS 281	Introduction to Global Healthcare	1
UNRS 282	Transcultural Health Care: Country Specific ¹	3
UNRS 383	International Health Nursing (Country Specific) ^{2,3}	5
UNRS 383P	International Health Nursing Practicum	0
HIST 235 or HIST 335	Cultural History/Travel Study Cultural History/Travel Study	3
GLBL 425	Integration and Formation Seminar	1
Electives		
Choose one of the following:		
GLBL 201	Anthropology for Everyday Life (or GLBL 301 if previously taken) ³	
GLBL 260	Intercultural Communication (or GLBL 310 if previously taken) ³	
SOC 358	Human Diversity ³	
UNRS 300	Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition	
UNRS 320	Cultural Aspects of Food and Nutrition	
Choose one of the following if one is not selected from elective list above:		
PHIL 452 or PHIL 252	Classical Chinese Ethics ³ Classical Chinese Ethics	
RELG 200	World Religions ³	
RELG 351	Introduction to Islam ³	
RELG 352	Introduction to Hinduism and South Asian Traditions ³	
RELG 353	Introduction to Buddhism and East Asian Traditions ³	

Total Units

19

- 1 This is a short-term study-away experience with the School of Nursing.
- 2 This is a semester-long study-away experience with the School of Nursing.
- 3 Meets the General Education Intercultural Competence requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

Minor in Nutrition for the Traditional BSN Program

17 units

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 a healthful lifestyle: physical activity, good diet, healthy choices, and preventative screening—all crucial for national health. Contact the School of Nursing for the proposed study plan, verification of course offerings, and program availability.

Requirements

Code	Title	Units
UNRS 120	Fundamentals of Human Nutrition	3
UNRS 260	Nutrition	2
UNRS 280	Life Cycle Nutrition	3
UNRS 300	Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition	3
UNRS 320	Cultural Aspects of Food and Nutrition	3
KIN 360	Nutrition for Exercise and Sport Science	3

Total Units

17

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

Professional Programs in Nursing

The School of Nursing offers several professional programs at the baccalaureate level designed for students who bring previous experience and learning and want to advance their nursing career and complete their degree. The following program options lead to a Bachelor of Science in Nursing, and are housed within the Graduate and Professional Catalog, along with academic policies and student services information for professional students.

Professional Programs

- Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program (p. 603)
- Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) and LVN to Registered Nurse (RN) Programs (p. 606)
- Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree Completion Program (Also Online) (p. 603)

RN to BSN Degree Completion Program

The RN to BSN degree completion program (<https://www.apu.edu/nursing/programs/rn-to-bsn>) (also available online) comprises the following:

Note: A total of 120 units is required to complete the BSN degree.

Code	Title	Units
Prerequisite Courses ¹		
General Education Requirements ¹		
Electives ^{2,3}		
Accelerated RN to BSN Courses		
RNRS 321	Health Assessment	5
RNRS 327	Nursing Research and Statistics	4
RNRS 368	Pathophysiology	5
RNRS 396	Professional Practice: Ethics, Issues, and Spirituality in Health Care ⁴	6
RNRS 458	Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways ⁵	5
RNRS 469	Improving Patient Outcomes: Quality, Safety, and Risk Management	5
RNRS 479	Population Health and Public Health Nursing	4
RNRS 480	Community Health and Care Transitions	4
RNRS 482P	Clinical Practicum ⁶	2
Total Units		40

¹ The majority of General Education requirements are met through the ADN (IGETC or CSU), with the exception of a Writing 3 course, the Upper-Division Bible requirement, and the Integrative and Applied Learning requirement, which are met in RNRS course requirements RNRS 458, RNRS 396, and RNRS 482P, respectively.

² The number of elective units required is based on the number of units transferred into the RN to BSN degree completion program. Elective courses may be taken to achieve the total 120 units required for the BSN degree.

³ For students with limited work experience, two elective transition-to-practice courses are offered: RNRS 298 and RNRS 299.

⁴ Meets the General Education Upper-Division Bible requirement.

⁵ Meets the General Education Writing 3 requirement

⁶ Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilizes Christian worldview to integrate beliefs, values, ethics and service in personal and professional life.
2. Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education and religious studies.
3. Demonstrates initiative for continual personal and professional growth and development.
4. Acts as a patient and family educator and advocate to promote optimal health and well-being.
5. Functions independently and collaboratively, both as a leader and/or member of a health care team to manage and coordinate care.

Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program

71 units

Admission Requirements

Applicants to the BSN 2+2 Upper-Division Transfer Program (<https://www.apu.edu/nursing/programs/bsn-transfer>) must meet the following admission requirements:

1. Submit an application to Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions>) indicating interest in becoming a nursing major and pursuing the BSN degree. Include in the application the following information:

- a. Official college transcripts for all colleges attended.
 - b. Two letters of recommendation
 - c. A one-page statement of professional goals in nursing
 - d. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable.
2. Submit evidence of a minimum of 48 college or university semester units of transferable nursing prerequisite course requirements prior to the semester in which the student is requesting admission. See list below.
 3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
 4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
 5. Provide a writing sample that demonstrates written communication skills.
 6. Candidates are considered for admission into the program once they have completed the prerequisite coursework and progress through the curriculum in a predetermined sequence with an assigned group of students (cohort model). All nursing coursework assigned to a specific semester is prerequisite for progression to the next semester.
 7. Eligible candidates may be interviewed by the program director and reviewed by the admissions committee.
 8. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
 9. An acceptance letter will be mailed to the candidate from the School of Nursing.

Course Requirements and Sequences

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence. Admission is based on a cohort model.

The BSN 2+2 program is based on a cohort model. Students in the BSN 2+2 program complete the required 49 units of prerequisite coursework and then begin nursing coursework in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

Code	Title	Units
Prerequisite Nursing Requirements for the BSN Transfer Program		
BIOL 220	General Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
PRCH 123	General, Organic, and Biological Chemistry for the Health Sciences ¹	4
Prerequisite General Education Requirements		
Skills and University Requirements		
PRCO 111	Public Communication ²	3
PRWR 112	Writing 1A: Writing and Rhetoric for Professional Students	2
PRWR 113	Writing 1B: Research and Writing for Professional Students ³	2
Humanities: Fine Arts Requirement		3
Philosophy Requirement		3
Humanities: History Requirement		3
Humanities: Literature Requirement		3
PRPS 110	General Psychology ⁴	3
PRPS 290	Human Growth and Development ⁴	3
Electives		8
Biblical, Theological and Philosophical Formation General Education Requirements varies based on number of units transferred		
Total Units		49

- ¹ Meets the General Education Natural Science requirement
- ² Meets the General Education Oral Communication requirement
- ³ Meets the General Education Writing 1 requirement
- ⁴ Meets the General Education Social Science requirement

The coursework for students in the BSN Option is as follows:

Code	Title	Units
Nursing Requirements for the BSN (2+2) Option		
UNRS 105 & 105P	Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum	6
UNRS 113	Pharmacology	2
UNRS 212 & 212P	Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum	6
UNRS 220	Health Assessment	3
UNRS 260	Nutrition	2
UNRS 299	Statistics and Data Management for Nursing and Health Care ¹	3
UNRS 306	Writing 2: Theoretical Frameworks in Nursing ²	3
UNRS 310 & 310P	Mental Health Nursing and Mental Health Nursing Practicum	4
UNRS 312 & 312P	Nursing Management of Adults and Nursing Management of Adults Practicum	3
UNRS 313 & 313P	Restorative Nursing and Restorative Nursing Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382 & 382P	Community Health Nursing and Community Health Nursing Practicum ³	3
UNRS 384	Urban/Rural Health Nursing ⁴	3
UNRS 402 & 402P	Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404 & 404P	Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum	4
UNRS 411 & 411P	Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum	5
UNRS 412	Clinical Residency Nursing ⁵	2
UNRS 425	Nursing Research	3
UNRS 496	Writing 3: Ethics and Issues in Health Care ⁶	4
UNRS 445	Application of Pharmacological Principles in an Acute-Care Setting (This is elective not a required course)	2
Total Units		71

¹ Meets the General Education Quantitative Literacy requirement.

² Meets the General Education Writing 2 requirement.

³ Meets the General Education Civic Knowledge and Engagement requirement.

⁴ Meets the General Education Intercultural Competence requirement.

⁵ Meets the General Education Integrative and Applied Learning requirement.

⁶ Meets the General Education Writing 3 requirement.

Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

Faculty

Chair and Associate Professor

Najood Azar (<http://www.apu.edu/faculty/nazar>), Ph.D., MSN-Ed, MSN, RN

Assistant Professors

Jayme Goodner, MSN, RN

Renee Marquez (<http://www.apu.edu/faculty/rmarquez>), DNP, MSN, PMHNP-BC

Marie Podboy (<http://www.apu.edu/faculty/mpodboy>), M.A., BSN, CFRN

Karen Schaid (<http://www.apu.edu/faculty/kschaid>), M.A.Ed., BSN, RN

Instructors

Beth Colangelo (<http://www.apu.edu/faculty/bcolangelo>), MSN-Ed, RNC

Lydia Garcia-Ustry (<http://www.apu.edu/faculty/lgarciausry>), MSN, RN, PHN

LVN Options

APU's School of Nursing offers two programs for the licensed vocational nurse (LVN): the LVN to BSN (<https://www.apu.edu/nursing/programs/lvn-to-bsn>) and LVN to RN (30-unit option). These programs operate on a space-available basis for didactic and clinical coursework.

The School of Nursing acknowledges that licensed vocational nurses acquire formal nursing training, continuing education units, and on-the-job experiences that may be assessed for academic credit. The Council for Adult and Experiential Learning (CAEL) (<https://www.cael.org>) guidelines and the American Council on Education (ACE) (<http://www.acenet.edu/Pages/default.aspx>) are used to ensure a responsible evaluation. Students are evaluated individually. Open enrollment is available for the fall, spring, and summer semesters.

LVN to BSN Option

Admission to the LVN to BSN Program

Transfer applicants interested in the LVN to BSN program must meet the following admission requirements:

1. Submit an application to the Office of Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions>), indicating interest in becoming a nursing major and pursuing the LVN to BSN. Include in that application the following information:
 - a. A copy of the LVN license
 - b. Official transcripts from all colleges attended
 - c. Two letters of recommendation
 - d. A one-page statement of professional goals in nursing
 - e. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience and/or employment where applicable.
2. Submit evidence of a minimum of 48 units of transferable credit (units can come from general studies and nursing prerequisites) see list below.
3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
5. Provide a writing sample that demonstrates written communication skills.
6. Eligible candidates may be interviewed by the program director and will be reviewed by the admissions committee.
7. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
8. An acceptance letter will be mailed to the candidate from the School of Nursing.

Requirements and Sequences for the LVN to BSN Program

All undergraduate nursing programs are designed with a specific course sequence determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the academic advisor. Courses must be taken in the assigned sequence. The LVN to BSN program is based on a cohort model.

Code	Title	Units
Prerequisite Nursing Requirements for the LVN to BSN Program		
BIOL 220	General Microbiology	4

BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
PRCH 123	General, Organic, and Biological Chemistry for the Health Sciences ¹	4
Prerequisite General Education Requirements		
Skills and University Requirements		
PRCO 111	Public Communication ²	3
PRWR 112	Writing 1A: Writing and Rhetoric for Professional Students	2
PRWR 113	Writing 1B: Research and Writing for Professional Students ³	2
Humanities: Fine Arts Requirement		3
Philosophy Requirement		3
Humanities: History Requirement		3
Humanities: Literature Requirement		3
PRPS 110	General Psychology ⁴	3
PRPS 290	Human Growth and Development ⁴	3
Electives		8
Biblical, Theological, and Philosophical Formation General Education requirement varies based on number of units transferred.		
Total Units		49

¹ Meets the General Education Natural Science requirement.

² Meets the General Education Oral Communication requirement

³ Meets the General Education Writing 1 requirement

⁴ Meets the General Education Social Science requirement.

Code	Title	Units
Nursing Requirements for the LVN to BSN program		
UNRS 105 & 105P	Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum ¹	6
UNRS 113	Pharmacology ¹	2
UNRS 212 & 212P	Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum	6
UNRS 220	Health Assessment	3
UNRS 260	Nutrition ¹	2
UNRS 270	Professional Concepts in Nursing	3
UNRS 299	Statistics and Data Management for Nursing and Health Care ²	3
UNRS 306	Writing 2: Theoretical Frameworks in Nursing ³	3
UNRS 310 & 310P	Mental Health Nursing and Mental Health Nursing Practicum	4
UNRS 312 & 312P	Nursing Management of Adults and Nursing Management of Adults Practicum	3
UNRS 313 & 313P	Restorative Nursing and Restorative Nursing Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382 & 382P	Community Health Nursing and Community Health Nursing Practicum ⁴	3
UNRS 402 & 402P	Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404 & 404P	Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum	4
UNRS 411 & 411P	Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum	5
UNRS 412	Clinical Residency Nursing ⁵	2
UNRS 425	Nursing Research	3
UNRS 496	Writing 3: Ethics and Issues in Health Care ⁶	4

UNRS 384	Urban/Rural Health Nursing ⁷	3
Total Units		72
1	May receive academic credit through Competency Assessment.	
2	Meets the General Education Quantitative Literacy requirement.	
3	Meets the General Education Writing 2 requirement.	
4	Meets the General Education Civic Knowledge and Engagement requirement.	
5	Meets the General Education Integrative and Applied Learning requirement.	
6	Meets the General Education Writing 3 requirement.	
7	Meets the General Education Intercultural Competence requirement.	

Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

LVN to RN 30-unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a 2.0 GPA or better in all courses, the student receives a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing (<http://www.rn.ca.gov>) examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements.

Faculty

Associate Professor

Najood Azar (<http://www.apu.edu/nursing/faculty/nazar>), Ph.D., MSN-Ed, MSN, RN

Program Directors

Kathryn Cortes, DNP, MSN-Ed, RN, Assistant Professor (Monrovia)

Jie Yu, PhD, RN, Assistant Professor (IERC)

Assistant Professors

Melissa Muddell, MSN, RN

Orel Ramirez (<http://www.apu.edu/nursing/faculty/oramirez>), DNP, MSN-Ed, RN, PHN, CCRN

Perry Sahagun (<http://www.apu.edu/nursing/faculty/psahagun>), MSN, FNP-C, RN

Instructors

Tara Devila (<http://www.apu.edu/nursing/faculty/tdevila>), MSN-Ed, RN, PHN

School of Theology

- Division of Religion and Philosophy (p. 609)
- Department of Biblical and Religious Studies (p. 610)
- Department of Philosophy (p. 621)
- Department of Practical Theology (p. 633)
- Department of Theology (p. 646)

Faculty

Dean

Robert Duke (<http://www.apu.edu/faculty/rrduke>), Ph.D.

Associate Deans

John Ragsdale (<http://www.apu.edu/faculty/jragsdale>), Ph.D.

Ken Waters (<http://www.apu.edu/faculty/kwaters>), Ph.D.

Division of Religion and Philosophy

About the Division

The programs available in the undergraduate division's four 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 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 majors in biblical studies (p. 616), Christian ministries (p. 639), philosophy (p. 626), theology (p. 650), and youth and family ministries (p. 642), minors in ancient languages (p. 618), biblical studies (p. 618), Christian ministries (p. 644), cultural engagement (p. 645), philosophical apologetics (p. 631), philosophy (p. 630), practical and professional ethics (p. 631), religious studies (p. 619), theology (p. 652), and youth and family ministries (p. 645), and Certificates of Distinction in biblical studies (p. 620), philosophy (p. 632), and theology (p. 652).

Each major course of study builds on the General Education program's Biblical, Theological, and Philosophical Formation requirement. 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 in all courses for the major.

In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. A student may, however, 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 that 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 may not be counted toward a minor if they are being applied toward a major or another minor.

General Education

Biblical, Theological, and Philosophical Formation

Required Courses for All Majors in the Division of Religion and Philosophy

Code	Title	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
Select one of the following: ¹		3
THEO 303	Theology and the Christian Life ²	
THEO 352	Church History: Apostolic Era to the Eve of the Reformation	

THEO 354	Church History from the Eve of the Reformation to the Present	
THEO 363	Contemporary Christian Theology	
Select one of the following:		3-4
HUM 224	Core Texts in Philosophy (3 units on Azusa Campus; 4 units at High Sierra Semester)	
PHIL 100	Introduction to Philosophy	
Total Units		18-19

- For the General Education Theology requirement, the School of Theology recommends either THEO 303, THEO 352, THEO 354, or THEO 363. HUM 325 also fulfills the requirement.
- THEO 303 is required of all Christian ministries and youth and family ministries majors.

Major	Sr. Seminar Requirement
Biblical Studies	UBBL 496, THEO 496, or MIN 496
Theology	THEO 496
Philosophy	PHIL 496 or THEO 496
Christian Ministries/Youth and Family Ministries: Church and Pastoral Ministries Practices concentration	MIN 496, THEO 496, or UBBL 496
Christian Ministries/Youth and Family Ministries: Intercultural Christian Ministries concentration	MIN 496, THEO 496, or UBBL 496
Christian Ministries/Youth and Family Ministries: Ministry in Urban and Social Service Contexts concentration	MIN 496, THEO 496, or UBBL 496
Christian Ministries/Youth and Family Ministries: Sports Ministry concentration	PE 496
Christian Ministries/Youth and Family Ministries: Youth Outreach and Discipleship concentration	MIN 496, THEO 496, or UBBL 496

Students transferring into the university may waive some of the General Education Biblical, Theological, and Philosophical Formation 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.

Department of Biblical and Religious Studies

Mission Statement

The Department of Biblical and Religious Studies (<http://www.apu.edu/theology/biblical>) at Azusa Pacific University equips undergraduate students through a Bachelor of Arts in Biblical Studies (p. 616) and through courses in biblical and religious studies in support of the General Education program, preparing undergraduate men and women for ministry, graduate programs, and various public- and private-sector vocations. The emphasis for biblical studies majors is on training them in an informed interpretation of the Christian Scriptures and integrating their understanding of the Bible with their responses to God, neighbor, and self, as well as with just responses to human need.

Majors

- Biblical Studies (B.A.) (p. 616)
 - Archaeology
 - Biblical Hermeneutics

Minors

- Ancient Languages (p. 618)
- Biblical Studies (p. 618)
- Religious Studies (p. 619)

Certificate of Distinction

- Biblical Studies (p. 620)

UBBL 100, Introduction to Biblical Literature: Exodus/Deuteronomy, 3 Units

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 Requirement: Exodus/Deuteronomy.*

Prerequisite: MIN 108 (may be taken concurrently)

UBBL 230, Luke/Acts, 3 Units

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 texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how these texts are relevant for faithful Christian living. *Meets the General Education Requirement: Luke/Acts.*

Prerequisite: UBBL 100 or department consent

UBBL 310, I and II Samuel, 3 Units

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 Requirement: Upper Division Bible.*

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 311, Old Testament Prophets, 3 Units

This course offers a critical and exegetical study of several selected minor prophets and at least one major prophet (Isaiah, Jeremiah, or Ezekiel). Special consideration is given to their ministry and message in light of the social, political, and religious conditions of their times, as well as the continuing relevance of the prophetic message for our day. *Meets the General Education Requirement: Upper Division Bible.*

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 317, Ruth and Esther, 3 Units

This course offers an informed and exegetical study of the books of Ruth and Esther with special consideration to their geographical, political, cultural, religious, and literary dimensions. Additionally, attention is given to the various ways in which Ruth and Esther have been used as resources for contemporary communities of faith. *Meets the General Education Requirement: Upper Division Bible.*

Prerequisite: UBBL 100, UBBL 230

UBBL 320, Hebrew Poetical and Wisdom Literature, 3 Units

Students in this course undertake an advanced study of Hebrew poetry and wisdom literature, with attention given to the development of the literature as well as an investigation of each book's composition. *Meets the General Education Requirement: Upper Division Bible.*

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 330, Life and Teachings of Jesus, 3 Units

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 Requirement: Upper Division Bible.*

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 331, Johannine Literature, 3 Units

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 also studied. *Meets the General Education Requirement: Upper Division Bible.*

Prerequisite: UBBL 230

UBBL 340, Romans and Galatians, 3 Units

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 Requirement: Upper Division Bible.*

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 341, Thessalonian and Corinthian Epistles, 3 Units

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 addresses. *Meets the General Education Requirement: Upper Division Bible.*

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 350, Biblical Lands and Cultures, 3 Units

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel and its neighbors in biblical and postbiblical times. Students will also be introduced to the complex social, political, and religious issues facing the Middle East today. The course will be taught as a semester class on the Azusa campus or in conjunction with a tour of the Bible lands. *Meets the General Education Requirement: Upper Division Bible, Intercultural Competence.*

UBBL 351, Near Eastern Archaeology, 3 Units

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.

Prerequisite: UBBL 100 and UBBL 230 or instructor consent.

UBBL 352, Archaeological Field Excavation, 3 Units

An introduction to the theory and practice of archaeological excavation as carried out in Israel and other parts of the Middle East. The student will be trained in the methods of survey, field excavation, recording, and pottery analysis. The student will also learn how to intelligently assess and explain the results of Near Eastern Archaeology as it relates to the Bible.

Prerequisite: Completion of a 300-level General Education Bible requirement or department consent

UBBL 420, The Dead Sea Scrolls and the Biblical World, 3 Units

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.

UBBL 442, Prison and Pastoral Epistles, 3 Units

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: One 300-level New Testament Course: UBBL 330, UBBL 340, UBBL 341, UBBL 343, or department consent

UBBL 443, The General Epistles, 3 Units

This course covers Hebrews, James, I and II Peter, and Jude as they relate to the theological and ethical content of Christianity.

Prerequisite: One 300-Level New Testament Course: UBBL 330, UBBL 340, UBBL 341, or Department Consent.

UBBL 450, Old Testament World, 3 Units

This course examines the history and culture of ancient Israel within the broader context of the Ancient Near East from the beginnings of civilization through Alexander the Great. Special attention is given to the political, cultural, and religious systems of Egypt, Mesopotamia, Anatolia, and the Eastern Mediterranean world, and their contributions to present day culture.

Prerequisite: Completion of a 300 level Old Testament course or department approval.

UBBL 451, New Testament World, 3 Units

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 one UBBL 300 level course

UBBL 470, The Religious Development of Israel, 3 Units

Students undertake a critical analysis of the development of Israel's religious consciousness. Attention is given to the sociocultural background of Israel.

Prerequisite: Any 300 or 400 level Old Testament course or department consent

UBBL 472, Biblical Apocalyptic, 3 Units

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 Revelation and how those texts are relevant for faithful Christian living.

Prerequisite: One 300-level New Testament Course: UBBL 330, UBBL 340, UBBL 341, UBBL 343, or department consent

UBBL 476, Writing 3: Women in the Biblical Tradition, 3 Units

This course enables students to participate in the discourse community of their major by assessing the rhetorical situations they will encounter when they enter their academic field or profession. Students also create documents in at least two genres, implementing the techniques they have developed in Writing 1 & 2. The writing component will complement an introduction to the students 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 Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Completion of GE Writing 2 requirements and 100-, 200-, and 300-level General Education UBBL requirements.

UBBL 481, History of Biblical Interpretation, 3 Units

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 UBBL course.

UBBL 482, Global Biblical Interpretation, 3 Units

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. *Meets the General Education Requirement: Intercultural Competence.*
Prerequisite: UBBL 100, UBBL 230, and one 300-level UBBL course or department consent.

UBBL 483, Postcolonial Biblical Interpretation, 3 Units

This course examines the modern history of biblical interpretation, giving special attention to the development of postcolonial biblical criticism, an innovative approach to reading sacred texts that draws from the life experiences of those who have suffered from colonial and imperial oppression. Students examine the various themes of postcolonial theory in order to assess its strengths and consider its blind spots. Students also learn to apply its various principles to the exegesis of biblical texts.
Prerequisite: Completion of a 300-level UBBL course.

UBBL 493, Biblical Studies Capstone Course: Old Testament Theology, 3 Units

This course provides opportunities to develop skills for engaging basic issues concerning theology in the Old Testament as Christian Scripture. Subjects include the relationship between God and the world, knowledge of God, the sovereignty of God, the holiness of God, the justice and mercy of God, and the people of God. Writing assignments are built on exegetical skills cultivated in other UBBL coursework and provide a platform for mastering principled research methods, textual and hermeneutical analysis, and critical evaluation of ancient and modern theological discourse. To meet the biblical studies capstone requirement for majors, this course or UBBL 494 may be taken.

Prerequisite: Senior standing, at least one 300-level New Testament course, Writing 3, or department consent.

UBBL 494, Biblical Studies Capstone Course: New Testament Theology, 3 Units

Students in this course explore major New Testament themes and how they relate theologically. The course offers a comparative study of New Testament writers (Matthew, Mark, Luke, John, Paul, the author of Hebrews, and others), with focus upon what they disclose about God, Jesus Christ, the Holy Spirit, the Church, sin, salvation, the coming Kingdom, and other subjects. As a capstone course, attention is given to methodology, biblical literacy, informed thinking, and faith integration. To meet the biblical studies capstone requirement for majors, either this course or UBBL 493 may be taken.

Prerequisite: Senior standing, at least one 300-level New Testament course, Writing 3, or department consent.

UBBL 496, Senior Seminar: Biblical Theology and Ethics, 3 Units

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 Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing; Completion of a 100, 200, and 300 level UBBL General Education course; One General Education Theology course; and Writing 3.

UBBL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and 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 Units

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

RELG 200, World Religions, 3 Units

This course covers global religious traditions in their cultural and historical contexts. Students critically examine various definitions and methodologies of global religious traditions from the perspectives of confessing Christians. Traditions examined include Hinduism, primal religions, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. *Meets the General Education Requirement: Intercultural Competence.*

RELG 350, Introduction to Judaism, 3 Units

This course offers an introduction to the texts, the traditions, and the practices of Judaism as they have developed over the centuries. The students will be exposed to the literature of classical Judaism, including the Hebrew Bible, the Mishnah, Midrash, and Talmud. These texts will be read in conjunction with a study of the historical, sociological, and phenomenological environments in which they developed and which mediated them from one generation to the next. The course includes a study of how Judaism has responded to the changes wrought by modernity and the creation of the State of Israel.

Meets the General Education Requirement: Intercultural Competence.

RELG 351, Introduction to Islam, 3 Units

This course offers an introduction to the texts, the traditions, and the practices of Islam as they have developed over the centuries. The course will focus on rituals, ethics, and practices of Islam, along with discussion of Islam's holiest text, the Qur'an. It will include study of the historical, sociological, and phenomenological environments in which these elements developed and which mediated them from one generation to the next. The course includes a study of how the various forms of Islam have responded to the changes wrought by the modern world. *Meets the General Education Requirement: Intercultural Competence.*

RELG 352, Introduction to Hinduism and South Asian Traditions, 3 Units

This seminar course will explore the major indigenous religions of South Asia with particular emphasis on shared concepts such as karma, the cycle of rebirth (samsara), and the transcendence of rebirth (nirvana/moksha) in order to equip Christians for global Christian praxis and inter-religious theological and philosophical dialogue. We will trace the evolution of Indian religion from its roots in the Vedas and the Upanishads through the development of Jainism, Hinduism, and Sikhism, and we will conclude with an examination of "inclusivist" and "exclusivist" approaches to religious pluralism in contemporary Indian thought. *Meets the General Education Requirement: Intercultural Competence.*

RELG 353, Introduction to Buddhism and East Asian Traditions, 3 Units

This seminar course examines East Asian (or Taoist) religions including Mahayana or Ch'an Buddhism, Confucianism, and Taoism, with minor emphasis on Chinese folk religions and Shinto in their Chinese, Korean and Japanese contexts, with minor emphasis on Vietnamese perspectives in order to equip Christians for global Christian praxis and inter-religious theological and philosophical dialogue. *Meets the General Education Requirement: Intercultural Competence.*

ALNG 456, Ancient Languages, 1-4 Units

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: GRKB 201 and/or HEBB 201 or instructor consent

GRKB 200, Elementary Greek I, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

GRKB 201, Elementary Greek II, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: GRKB 200 or instructor consent

GRKB 300, Intermediate Greek I, 3 Units

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.

Prerequisite: GRKB 201

GRKB 301, Intermediate Greek II, 3 Units

Students undertake reading and exegesis of various passages in the New Testament.

Prerequisite: GRKB 300

GRKB 454, Greek Readings, 1-4 Units

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 consent

GRKC 200, Elementary Classical Greek I, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. No previous knowledge of Classical Greek is assumed. *Meets the General Education Requirement: Foreign Language.*

GRKC 201, Elementary Classical Greek II, 4 Units

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 designed 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. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: GRKC 200

HEBB 200, Elementary Hebrew I, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

HEBB 201, Elementary Hebrew II, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: HEBB 200 or instructor consent

HEBB 300, Intermediate Hebrew I, 3 Units

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.

Prerequisite: HEBB 201

HEBB 301, Intermediate Hebrew II, 3 Units

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.

Prerequisite: HEBB 300

HEBB 455, Hebrew Readings, 3 Units

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.

Prerequisite: HEBB 301 or completion of two years of biblical Hebrew at another institution or instructor consent

LTN 200, Elementary Latin I, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. No previous knowledge of Latin is assumed.

LTN 201, Elementary Latin II, 4 Units

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. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

Prerequisite: LTN 200

Faculty

Department Chair

Robert Mullins (<http://www.apu.edu/faculty/ramullins>), Ph.D.

Professors

Robert Duke (<http://www.apu.edu/faculty/rrduke>), Ph.D.

Robert Mullins (<http://www.apu.edu/faculty/ramullins>), Ph.D.

B.J. Oropeza (<http://www.apu.edu/faculty/boropeza>), Ph.D.

Keith Reeves (<http://www.apu.edu/faculty/kreeves>), Ph.D.

Arlene M. Sánchez-Walsh (<http://www.apu.edu/faculty/asanchez-walsh>), Ph.D.

Kathryn Higuera Smith (<http://www.apu.edu/faculty/kathrynsmith>), Ph.D.

Kenneth L. Waters (<http://www.apu.edu/faculty/kwaters>), Ph.D.

Alice Yafeh-Deigh (<http://www.apu.edu/faculty/ayafehdeigh>), Ph.D.

William Yarchin (<http://www.apu.edu/faculty/byarchin>), Ph.D.

Associate Professors

Eunny Lee, Ph.D.

Federico A. Roth (<http://www.apu.edu/faculty/froth>), Ph.D.

Assistant Professors

Traci Birge, Ph.D. (Cand.)

Justin Marc Smith (<http://www.apu.edu/faculty/jmsmith>), Ph.D.

Professor Emeritus

Bruce Baloian (<http://www.apu.edu/faculty/bbaloian>), Ph.D.

Biblical Studies Major

39 units

The biblical studies major (<https://www.apu.edu/theology/programs/biblical-studies-major>) combines a broad background in philosophy, Christian theology, and ministry with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and are prepared for graduate study in the Bible and Christian theology.

Career Opportunities

This major provides students with tools for continued education at a seminary or 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.

Code	Title	Units
Major Course Requirements		
UBBL 230	Luke/Acts ¹	3
UBBL 476	Writing 3: Women in the Biblical Tradition ²	3
UBBL 496	Senior Seminar: Biblical Theology and Ethics ³	3
or THEO 496	Senior Seminar: Theology and Social Issues	
or MIN 496	Senior Seminar: Church and Society	
MINY 226	Studying and Teaching the Bible	3
UBBL 3xx	Biblical Studies Elective	3
UBBL 4xx	Any 400-level UBBL Course	3
THEO 363	Contemporary Christian Theology	3
Select one of the following:		3
THEO 352	Church History: Apostolic Era to the Eve of the Reformation ⁴	
THEO 354	Church History from the Eve of the Reformation to the Present ⁴	
HUM 325	Core Texts in Christianity ⁴	
Select one of the following:		3
PHIL 315	History of Ancient Philosophy	
PHIL 316	Medieval Philosophy	
PHIL 320	History of Early Modern Philosophy	
PHIL 325	History of 19th and 20th Century Philosophy	
HUM 324	Core Texts in Philosophy ⁵	
Four upper-division Ancient Languages/Biblical Studies courses		12
Total Units		39

¹ Meets the General Education Luke/Acts requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Integrative and Applied Learning requirement.

⁴ Meets the General Education Theology requirement.

⁵ Meets the General Education Philosophy requirement.

NOTE: Major courses cannot be double-counted for the major and the minor. Also, only one correspondence course may be counted toward the major or minor and only with permission from the department.

Optional Concentrations

Biblical Hermeneutics

This concentration equips students to understand and engage in the perspectival nature of all biblical interpretation. This concentration helps better prepare students for ministry and/or graduate schools that recognize the importance of diversity.

Code	Title	Units
Core 1 Requirements		9
UBBL 482	Global Biblical Interpretation ¹	
UBBL 481	History of Biblical Interpretation	
UBBL 483	Postcolonial Biblical Interpretation	
Core 2 Requirements (Choose one)		3
UBBL 476	Writing 3: Women in the Biblical Tradition ²	
THEO 428	Global Christianity ³	
THEO 480	Theology from the Margins ¹	
MINC 420	Suffering: Theological and Practical Perspectives on Disabilities	
Total Units		12

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Writing 3 requirement.

³ Meets the General Education Writing 3 or Intercultural Competence requirement.

Archaeology

The archaeology concentration develops analytical, reflective, and expressive skills in the study of the Bible in its historical, geographical, and cultural contexts. Participants are trained in the use of interdisciplinary methods to perform a thoughtful examination of the history of the Bible in light of Scripture, reason, and tradition. Students who complete the archaeology concentration will be well equipped for graduate study in Bible, archaeology, ancient Near Eastern history, history of Israelite religion, and biblical history.

The student must take the four courses to fulfill the requirements of the archaeology concentration, though it should be emphasized that these courses are not limited to students in the concentration. Two courses (6 units) are offered on the Azusa campus, while the latter two (6 units) are completed in Israel. The Israel component allows students to complete 6 of the required 12 units in one summer:

Code	Title	Units
Core Requirements		9
UBBL 350	Biblical Lands and Cultures ^{1, 3}	
UBBL 351	Near Eastern Archaeology ²	
UBBL 352	Archaeological Field Excavation ^{1, 2}	
Elective Course (Choose one)		3
UBBL 420	The Dead Sea Scrolls and the Biblical World	
UBBL 450	Old Testament World	
UBBL 451	New Testament World	
UBBL 470	The Religious Development of Israel	
UBBL 476	Writing 3: Women in the Biblical Tradition ⁴	
Total Units		12

¹ Completed in Israel (8 weeks).

² Does not meet the General Education Upper Division Bible requirement.

³ Meets the General Education Upper Division Bible or Intercultural Competence requirement.

⁴ Meets the General Education Writing 3 requirement.

UBBL/THEO Double Major Guidelines

Should a student choose to double major in theology and biblical studies, he/she must take three additional upper-division courses in either UBBL or THEO (UBBL 3xx/4xx or THEO 3xx/4xx) to meet the Guidelines for the Double Major (p. 130).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain current methodological approaches used to study the Christian Scriptures.
2. Explain how history and culture influence the interpretation of the Christian Scriptures.
3. Write an acceptable Biblical Studies research paper or prepare an equivalent project.
4. Articulate how scripture, tradition, experience, and reason shape our Christian worldview.
5. Articulate biblically responsible perspectives on gender, race, and ethnic and cultural diversity.

Ancient Languages Minor

20 units

The ancient languages minor consists of 8 lower-division units of elementary language instruction plus any combination of 12 upper-division units in Greek, Hebrew, or other ancient languages. Students may earn a minor in ancient languages with a concentration in either Greek or Hebrew, provided all 12 upper-division units are in the same respective language.

Code	Title	Units
Select 8 units from the following:		8
GRKC 200	Elementary Classical Greek I	
GRKC 201	Elementary Classical Greek II	
GRKB 200	Elementary Greek I	
GRKB 201	Elementary Greek II	
HEBB 200	Elementary Hebrew I	
HEBB 201	Elementary Hebrew II	
LTN 200	Elementary Latin I	
LTN 201	Elementary Latin II	
Select 12 units from the following:		12
GRKB 300	Intermediate Greek I	
GRKB 301	Intermediate Greek II	
GRKB 454	Greek Readings ¹	
HEBB 300	Intermediate Hebrew I	
HEBB 301	Intermediate Hebrew II	
HEBB 455	Hebrew Readings ¹	
ALNG 456	Ancient Languages	
Total Units		20

¹ Course may be repeated to earn enough units for a concentration in either Greek or Hebrew.

Biblical Studies Minor

18 units

The minor consists of UBBL 230, 12 upper-division units in biblical studies (includes the 300-level UBBL General Education requirement), and either UBBL 100 or any additional upper-division biblical studies course. Students may also include upper-division Greek or Hebrew.

For transfer students, the minor can be fulfilled with UBBL 230, a 300-level UBBL General Education requirement, UBBL 100 or additional upper-division biblical studies course, and three 3xx/4xx UBBL courses.

Code	Title	Units
UBBL 230	Luke/Acts ¹	3
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy (or any additional upper-division Bible course) ¹	3

Select 12 units from the following:

12

UBBL 310	I and II Samuel ²
UBBL 311	Old Testament Prophets ²
UBBL 317	Ruth and Esther ²
UBBL 320	Hebrew Poetical and Wisdom Literature ²
UBBL 330	Life and Teachings of Jesus ²
UBBL 340	Romans and Galatians ²
UBBL 341	Thessalonian and Corinthian Epistles ²
UBBL 350	Biblical Lands and Cultures ³
UBBL 351	Near Eastern Archaeology
UBBL 352	Archaeological Field Excavation ⁴
UBBL 420	The Dead Sea Scrolls and the Biblical World
UBBL 442	Prison and Pastoral Epistles
UBBL 443	The General Epistles
UBBL 450	Old Testament World
UBBL 451	New Testament World
UBBL 470	The Religious Development of Israel
UBBL 472	Biblical Apocalyptic
UBBL 476	Writing 3: Women in the Biblical Tradition ⁵
UBBL 481	History of Biblical Interpretation
UBBL 482	Global Biblical Interpretation ⁶
UBBL 483	Postcolonial Biblical Interpretation
UBBL 493	Biblical Studies Capstone Course: Old Testament Theology
UBBL 494	Biblical Studies Capstone Course: New Testament Theology
UBBL 496	Senior Seminar: Biblical Theology and Ethics ⁷
UBBL 497	Readings
UBBL 498	Directed Research
GRKB 300	Intermediate Greek I
GRKB 301	Intermediate Greek II
GRKB 454	Greek Readings
HEBB 300	Intermediate Hebrew I
HEBB 301	Intermediate Hebrew II
HEBB 455	Hebrew Readings

Total Units

18

- ¹ Meets the General Education Biblical, Theological, and Philosophical Formation requirement.
- ² Meets the General Education Upper-Division Bible requirement.
- ³ Meets the General Education Upper-Division Bible or Intercultural Competence requirement.
- ⁴ Does not meet the General Education Upper-Division Bible requirement.
- ⁵ Meets the General Education Writing 3 requirement.
- ⁶ Meets the General Education Intercultural Competence requirement.
- ⁷ Meets the General Education Integrative and Applied Learning requirement.

Religious Studies Minor

18 units

We are participants of a global community. From our next-door neighbors to our coworkers, our community partners to our global interactions, we are becoming involved with people from all over the world as never before. Religious studies minors leave APU with a greater ability to engage the world from a place of sincere Christian faith, awareness, and praxis.

Mission Statement

The religious studies minor offers courses in global religious studies, employing a dialogical perspective that invites conversation between Christians and people from non-Christian religious traditions. This program prepares undergraduate students for responsible understanding of, and engagement with, people of a variety of global religious traditions in order to be faithful, well-informed, and culturally sensitive participants in intercultural and interreligious dialogue.

Requirements

The religious studies minor consists of 3 lower-division (RELG 200) and 15 upper-division RELG units (five courses)—GLBL 345 may also be used as 3 of the 15 upper-division units (only one global studies course can be used for the religious studies minor). Traditional prerequisites, if required, 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.

Code	Title	Units
RELG 200	World Religions ¹	3
Select 15 units from the following:		15
RELG 350	Introduction to Judaism ¹	
RELG 351	Introduction to Islam ¹	
RELG 352	Introduction to Hinduism and South Asian Traditions ¹	
RELG 353	Introduction to Buddhism and East Asian Traditions ¹	
RELG 400	Special Topics in the History of Religion	
RELG 495	Special Topics Seminar-Contemporary Christianity and Religious Studies	
RELG 498	Religious Studies Capstone Course	
GLBL 345	Urban Religious Movements	
Total Units		18

¹ Meets the General Education Intercultural Competence requirement.

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.

Code	Title	Units
Upper-division Ancient Languages course		3-4
Upper-division biblical studies elective		3
Select six of the following:		18
UBBL 420	The Dead Sea Scrolls and the Biblical World	
UBBL 450	Old Testament World	
UBBL 451	New Testament World	
UBBL 470	The Religious Development of Israel	
UBBL 476	Writing 3: Women in the Biblical Tradition ¹	
UBBL 493	Biblical Studies Capstone Course: Old Testament Theology	
UBBL 494	Biblical Studies Capstone Course: New Testament Theology	
Total Units		24-25

¹ Meets the General Education Writing 3 requirement.

Department of Philosophy

Mission Statement

The Department of Philosophy (<https://www.apu.edu/theology/philosophy>) equips and mentors students to become intellectual leaders in important debates about compelling philosophical issues that shape contemporary culture.

Education Goals

Our degree programs aim to achieve this mission by developing a community of scholars who are:

Intellectually Skilled: Excellent in critical reading, analytic reasoning, and persuasive argumentative writing.

Historically Informed: Cognizant of the classical philosophical theories and principles that have shaped contemporary debates about God, human nature, and the Good Life.

Pragmatically Oriented: Able to use this combination of intellectual skills and theoretical knowledge to influence contemporary cultural practices concerning religion, science, ethics, civil service, public policy, and the arts.

Distinctive Features

These education goals embody four characteristics of APU's Wesleyan Christian heritage:

Classical Christian Orientation: We draw upon the greatest aspects of the classical Christian philosophical traditions—Orthodox, Roman Catholic, and Protestant.

Sanctity of Mind: We believe that all people are called to love God with their minds by cultivating intellectual virtues so they can better understand God, human nature, and all of God's Creation.

Sanctity of Heart: We believe that all people are called to love God with their hearts by cultivating moral virtues so they can be better lovers of God and of their neighbors and better stewards of God's Creation.

Community-Oriented Service: We believe that all people are called to manifest their love of God and neighbor by putting these intellectual and moral virtues into practice, serving their ecclesial and civil communities.

Career Opportunities

By achieving these distinctive education goals, students set themselves up for success in graduate studies and/or careers in philosophy, theology, health care ethics, law, civil service, public policy, education, or ministry.

Extracurricular Activities

The Department of Philosophy offers a number of excellent extracurricular activities that complement its core curriculum. These activities provide students with opportunities not simply to *learn about* but to *begin participating in* important debates about compelling issues that shape contemporary culture.

Philosophy Club

The Philosophy Club meets every other week to discuss compelling philosophical issues in a diverse, friendly, and accessible environment. For more information about the club, contact Adam Green (<https://www.apu.edu/theology/faculty/agreen>).

Sophia Forum

Made possible by the generosity of an anonymous donor, the Sophia Forum promotes Christian philosophy at APU with an annual two-day series of lectures and small-group discussions led by a renowned Christian philosopher.

Past Sophia Forums have featured speakers from Oxford, Yale, Notre Dame, Saint Louis University, Fordham, and the University of Oklahoma.

Ethics Bowl

Sponsored by the Association for Practical and Professional Ethics, the Ethics Bowl is a series of regional and national debates focusing on cases "covering a wide range of disciplines, including but not limited to, business, engineering, journalism, law, medicine, and social work." The purpose of the debates is to challenge students to "demonstrate their ability to (1) understand the facts of the case, (2) articulate the ethical principles involved in the case, (3) present an effective argument on how the case should be resolved, and (4) respond effectively to challenges put forth by the opposing team as well as the panel of expert judges."

APU began participating in the Ethics Bowl in 2010 and has been quite successful, consistently performing well at the California regional competition and, more recently, at the national competition.

Academic Conferences

The Department of Philosophy draws groups of scholars to campus for academic conferences at which they present their latest research on developments within their fields of expertise.

Past conferences hosted by the department include The Society of Christian Philosophers Pacific Regional Conference and the C.S. Lewis Conference.

Colloquia

The department also invites individual philosophers to campus to lecture and to meet with students to discuss contemporary research in the field.

Major

Philosophy (p. 626)

Minors

Philosophy (p. 630)

Philosophical Apologetics (p. 631)

Practical and Professional Ethics (p. 631)

Certificate

Certificate of Distinction in Philosophy (p. 632)

PHIL 100, Introduction to Philosophy, 3 Units

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 Requirement: Philosophy.*

PHIL 100H, Introduction to Philosophy - Honors, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present - the major concerns of philosophy. *Meets the General Education Requirement: Philosophy.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PHIL 210, Introduction to Critical Thinking, 3 Units

Students study principles of deductive and non-deductive logic. Principles are used to evaluate arguments in a variety of contexts, including the popular media and the professional practices of philosophy, theology, science or law. Students are also expected to assess and improve the logical rigor and clarity of their own reasoning.

PHIL 225, Critical Thinking and Informal Logic, 3 Units

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 252, Classical Chinese Ethics, 3 Units

This course provides an introduction to (1) key texts written by a variety of classical Chinese philosophers-e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi-and (2) to their fundamental ethical teachings-e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. NOTE: This is a lower-division companion course to PHIL 452. *Meets the General Education Requirement: Intercultural Competence.*

PHIL 301, Practical Ethics, 3 Units

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PHIL 303, Systems of Apologetics, 3 Units

The purpose of this course is to equip students with tools for understanding and communicating the rich intellectual foundations of a Judeo-Christian worldview. The course is divided into three sections. In section I, we consider various approaches to apologetics and discuss strengths and weaknesses of those approaches. This section also includes a survey of the epistemology of religious belief more broadly. In section II, we apply various apologetic approaches with an aim to showcase the rich intellectual foundation for (a) the existence of a perfect Being and (b) the revelation of God through Christ. Finally, in section III, we survey common atheological arguments, ranging from the problem of evil to the problem of hell. In all these sections, students will learn how to (i) package ideas in clear, organized form, (ii) effectively relate their ideas to their audience, and (iii) think critically and analytically about enduring, big questions relevant to all human beings.

Prerequisite: PHIL 100 OR HUM224 OR PHIL 225

PHIL 310, Formal Logic, 3 Units

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 Units

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 100 or HUM 224

PHIL 316, Medieval Philosophy, 3 Units

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.

PHIL 320, History of Early Modern Philosophy, 3 Units

This course covers the development of philosophy from the Renaissance through the 18th century.

Prerequisite: PHIL 100 or HUM 224

PHIL 325, History of 19th and 20th Century Philosophy, 3 Units

This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21st century.

Prerequisite: PHIL 100 or HUM 224

PHIL 330, Ethics, 3 Units

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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: PHIL 100 or HUM 224

PHIL 340, Writing 3: Concepts of Human Nature, 3 Units

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, theological, psychological, and sociological theories of the uniqueness of human activity. Extended attention and instruction will be given to various genres of philosophical writing.

Meets the General Education Requirement: Writing 3: Writing in the Disciplines.

Prerequisite: Writing 2; PHIL 100 or HUM 224

PHIL 360, Social and Political Debates, 3 Units

The aim of this course is to prepare students to use ethical principles to argue for justice in the formation of public policies. With this end in mind, students both (1) examine the fundamental principles of social and political philosophy and (2) deliberate about how to employ these principles in contemporary social and political debates. Finally, they put their deliberations into practice by competing in the California Regional Ethics Bowl

PHIL 362, Business, Virtue, and the Good Life, 3 Units

This course provides students with a moral framework for being wise and just business professionals. Students begin by learning the most prominent ethical theories and principles. They then develop the ability to analyze, to evaluate, and to apply these theories and principles in a way that helps them to lead good and virtuous lives-lives that properly balance often competing moral obligations to one's business associates, to one's fellow citizens, and to one's friends and family members.

Prerequisite: Recommended: PHIL 301 or PHIL 330

PHIL 364, Bioethics, 3 Units

In this course, students both (1) learn the most prominent theories and principles used in contemporary bioethics, and (2) develop the ability to analyze, to evaluate, and to apply these theories and principles in the context of contemporary medical practice.

Prerequisite: PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

PHIL 366, Environmental Ethics, 3 Units

In this course, students will investigate, craft a proposal for, and practice living according to an environmental philosophy as a way of life based on a virtue approach. Additionally, students will research the arguments for and against various environmentally ethical dilemmas in the modern world, aiming to analyze and respond to these arguments and drawing reasonable and actionable conclusions.

Prerequisite: PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

PHIL 410, Philosophy of Religion, 3 Units

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 100 or HUM 224

PHIL 415, Philosophical Theology, 3 Units

The purpose of this course is to analyze rational arguments concerning the divine nature. In it, students apply the laws of logic and principles of sound reasoning to empirical evidence (including claims about the direct experience of God) and introspective intuition concerning the concept of God, enabling us to understand the logical limits of that concept.

Prerequisite: PHIL 100 or HUM 224

PHIL 430, Philosophy of Science, 3 Units

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.

Prerequisite: One Lab Science and PHIL 100

PHIL 440, Epistemology, 3 Units

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 100 or HUM 224

PHIL 445, Metaphysics, 3 Units

This course is an introduction to metaphysics that gives the student a broad perspective into 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 100 or HUM 224

PHIL 450, Special Topics in Ethics, 3 Units

In this course, students utilize their foundational knowledge of ethical theories and principles to analyze contemporary debates concerning recent work in meta-ethics, normative ethics, moral epistemology, or moral psychology.

Prerequisite: PHIL 100 and PHIL 330 or instructor consent

PHIL 451, Race, Sex and Science, 3 Units

This course examines concepts of race and sex in relation to the history of modern western science. Students analyze readings in feminist philosophy, critical race theory and postcolonial studies, which argue that the sciences often presume and perpetuate Eurocentric, androcentric bias. Through this analysis, students cultivate the virtues of epistemic justice and intellectual humility required for intercultural competence and a Christlike character.

Meets the General Education Requirement: Intercultural Competence.

Prerequisite: 3xx PHIL or 3xx BIOL course or instructor consent

PHIL 452, Classical Chinese Ethics, 3 Units

This course provides an introduction both (1) to key texts written by a variety of classical Chinese philosophers - e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi - and (2) to their fundamental ethical teachings - e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through both academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: PHIL 301 or PHIL 330

PHIL 495, Seminar in Philosophy, 3 Units

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. It may be taken more than once as topics change.

Prerequisite: PHIL 100 or HUM 224

PHIL 496, Senior Seminar, 3 Units

In this course, students apply their knowledge of the Bible, Christian tradition, and philosophy to contemporary social challenges that confront a Christian worldview. They use this knowledge to analyze, evaluate, and respond to such challenges wisely and insightfully. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, completion of the majority of the units required for Biblical, Theological and Philosophical Formation, and Writing 3.

PHIL 496H, Senior Seminar - Honors, 3 Units

PHIL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

PHIL 497H, Readings - Honors, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PHIL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no 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

WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, HON 101 or C- or Better in WRIT 110

Faculty

Department Chair

Rico Vitz (<http://www.apu.edu/faculty/rvitz>), Ph.D.

Professors

Teri Merrick (<http://www.apu.edu/faculty/tmerrick>), Ph.D.

Rico Vitz (<http://www.apu.edu/faculty/rvitz>), Ph.D.

Steven Wilkens (<http://www.apu.edu/faculty/swilkens>), Ph.D.

David Williams (<http://www.apu.edu/faculty/dcwilliams>), Ph.D.

David Woodruff (<http://www.apu.edu/faculty/dwoodruff>), Ph.D.

Associate Professors

Adam Green (<http://www.apu.edu/faculty/agreen>), Ph.D.

Joshua Rasmussen (<http://www.apu.edu/faculty/jrasmussen>), Ph.D.

Adjunct Faculty

Fidel Arneccillo (<http://www.apu.edu/faculty/farneccillo>), M.A.

Mark Bernier (<http://www.apu.edu/faculty/mbernier>), Ph.D.

Benjamin Easton (<http://www.apu.edu/faculty/beaston>), M.A.

Kirsten Gerdes (<http://www.apu.edu/faculty/kgerdes>), M.A.

Mihretu Guta (<http://www.apu.edu/faculty/mguta>), Ph.D.

George Haraksin (<http://www.apu.edu/faculty/gharaksin>), M.A.

Benedict Nwachukwu-Udaku (<http://www.apu.edu/faculty/budaku>), Ph.D.

Stephen Parise (<http://www.apu.edu/faculty/sparise>), Ph.D.

Erik Sorem (<http://www.apu.edu/faculty/esorem>), Ph.D.

Professor Emeritus

John Culp (<http://www.apu.edu/faculty/jculp>), Ph.D.

Philosophy Major

33 units

Mission

The Department of Philosophy (<http://www.apu.edu/theology/philosophy>) equips and mentors students to become intellectual leaders in important debates about compelling philosophical issues that shape contemporary culture.

Goals

The philosophy major (<https://www.apu.edu/theology/programs/philosophy-major>) achieves this mission by developing a community of scholars who are:

- **Intellectually Skilled:** Excellent in critical reading, analytic reasoning, and persuasive argumentative writing.
- **Historically Informed:** Cognizant of the classical philosophical theories and principles that have shaped contemporary debates about God, human nature, and the Good Life.
- **Pragmatically Oriented:** Able to use this combination of intellectual skills and theoretical knowledge to influence contemporary cultural practices concerning religion, science, ethics, civil service, public policy, and the arts.

Distinctive Features

APU's philosophy major embodies four distinctive characteristics of the university's Wesleyan Christian heritage:

- **Classical Christian Orientation:** We draw upon the greatest aspects of the classical Christian philosophical traditions—Orthodox, Roman Catholic, and Protestant.
- **Sanctity of Mind:** We believe that all people are called to love God with their minds by cultivating intellectual virtues so they can better understand God, human nature, and all of God's Creation.
- **Sanctity of Heart:** We believe that all people are called to love God with their hearts by cultivating moral virtues so they can be better lovers of God and of their neighbors and better stewards of God's Creation.
- **Community-Oriented Service:** We believe that all people are called to manifest their love of God and neighbor by putting these intellectual and moral virtues into practice, serving their ecclesial and civil communities.

Career Opportunities

The major in philosophy prepares students for excellence in a variety of careers, such as:

- Professor
- Lawyer
- Bioethicist
- Public Policy Analyst
- Corporate Compliance Manager
- Pastor/Theologian
- K-12 Teacher

Requirements

The philosophy major is completed by taking PHIL 100 or HUM 224 and at least 30 units of upper-division work in philosophy from the list below. Each course is 3 units. Courses below cannot be counted for any other major in the Division of Religion and Philosophy. A minimum 2.5 cumulative GPA is required in all major courses.

Code	Title	Units
Required Courses		
PHIL 100	Introduction to Philosophy ^{1, 2}	3
PHIL 310	Formal Logic	3
PHIL 315	History of Ancient Philosophy ²	3
PHIL 320	History of Early Modern Philosophy ²	3
PHIL 330	Ethics	3
PHIL 340	Writing 3: Concepts of Human Nature ³	3
Select one of the following:		3
PHIL 440	Epistemology	
PHIL 445	Metaphysics	
Electives		
Select 12 units consisting of any upper-division PHIL courses not being used to satisfy the Required Courses above. At least 6 of these units must be at the 400 level. ⁴		12
Total Units		33

¹ Meets the General Education Philosophy requirement.

² HUM 224 may be taken in exchange for PHIL 100. HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.

³ Meets the General Education Writing 3 requirement.

⁴ PHIL 301 and PHIL 303 do not count for this elective requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Formulate philosophical questions with precision and clarity.
2. Articulate the structure of a philosopher's position or philosophical text and assess its strengths and weaknesses.
3. Identify and critique key figures and themes in the history of philosophy and the perspectives of those marginalized by this history.
4. Critically analyze societal problems and proposed resolutions from a Christian perspective.
5. Demonstrate continual intellectual growth through personal research and scholarship.
6. Manifest skills enabling them to be strong candidates for a graduate program in philosophy.

PHIL 100, Introduction to Philosophy, 3 Units

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 Requirement: Philosophy.*

PHIL 100H, Introduction to Philosophy - Honors, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present - the major concerns of philosophy. *Meets the General Education Requirement: Philosophy.*

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PHIL 210, Introduction to Critical Thinking, 3 Units

Students study principles of deductive and non-deductive logic. Principles are used to evaluate arguments in a variety of contexts, including the popular media and the professional practices of philosophy, theology, science or law. Students are also expected to assess and improve the logical rigor and clarity of their own reasoning.

PHIL 225, Critical Thinking and Informal Logic, 3 Units

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 252, Classical Chinese Ethics, 3 Units

This course provides an introduction to (1) key texts written by a variety of classical Chinese philosophers-e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi-and (2) to their fundamental ethical teachings-e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. NOTE: This is a lower-division companion course to PHIL 452. *Meets the General Education Requirement: Intercultural Competence.*

PHIL 301, Practical Ethics, 3 Units

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PHIL 303, Systems of Apologetics, 3 Units

The purpose of this course is to equip students with tools for understanding and communicating the rich intellectual foundations of a Judeo-Christian worldview. The course is divided into three sections. In section I, we consider various approaches to apologetics and discuss strengths and weaknesses of those approaches. This section also includes a survey of the epistemology of religious belief more broadly. In section II, we apply various apologetic approaches with an aim to showcase the rich intellectual foundation for (a) the existence of a perfect Being and (b) the revelation of God through Christ. Finally, in section III, we survey common atheological arguments, ranging from the problem of evil to the problem of hell. In all these sections, students will learn how to (i) package ideas in clear, organized form, (ii) effectively relate their ideas to their audience, and (iii) think critically and analytically about enduring, big questions relevant to all human beings.

Prerequisite: PHIL 100 OR HUM224 OR PHIL 225

PHIL 310, Formal Logic, 3 Units

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 Units

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 100 or HUM 224

PHIL 316, Medieval Philosophy, 3 Units

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.

PHIL 320, History of Early Modern Philosophy, 3 Units

This course covers the development of philosophy from the Renaissance through the 18th century.

Prerequisite: PHIL 100 or HUM 224

PHIL 325, History of 19th and 20th Century Philosophy, 3 Units

This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21st century.

Prerequisite: PHIL 100 or HUM 224

PHIL 330, Ethics, 3 Units

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. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Prerequisite: PHIL 100 or HUM 224

PHIL 340, Writing 3: Concepts of Human Nature, 3 Units

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, theological, psychological, and sociological theories of the uniqueness of human activity. Extended attention and instruction will be given to various genres of philosophical writing.

Meets the General Education Requirement: Writing 3: Writing in the Disciplines.

Prerequisite: Writing 2; PHIL 100 or HUM 224

PHIL 360, Social and Political Debates, 3 Units

The aim of this course is to prepare students to use ethical principles to argue for justice in the formation of public policies. With this end in mind, students both (1) examine the fundamental principles of social and political philosophy and (2) deliberate about how to employ these principles in contemporary social and political debates. Finally, they put their deliberations into practice by competing in the California Regional Ethics Bowl

PHIL 362, Business, Virtue, and the Good Life, 3 Units

This course provides students with a moral framework for being wise and just business professionals. Students begin by learning the most prominent ethical theories and principles. They then develop the ability to analyze, to evaluate, and to apply these theories and principles in a way that helps them to lead good and virtuous lives—lives that properly balance often competing moral obligations to one's business associates, to one's fellow citizens, and to one's friends and family members.

Prerequisite: Recommended: PHIL 301 or PHIL 330

PHIL 364, Bioethics, 3 Units

In this course, students both (1) learn the most prominent theories and principles used in contemporary bioethics, and (2) develop the ability to analyze, to evaluate, and to apply these theories and principles in the context of contemporary medical practice.

Prerequisite: PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

PHIL 366, Environmental Ethics, 3 Units

In this course, students will investigate, craft a proposal for, and practice living according to an environmental philosophy as a way of life based on a virtue approach. Additionally, students will research the arguments for and against various environmentally ethical dilemmas in the modern world, aiming to analyze and respond to these arguments and drawing reasonable and actionable conclusions.

Prerequisite: PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

PHIL 410, Philosophy of Religion, 3 Units

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 100 or HUM 224

PHIL 415, Philosophical Theology, 3 Units

The purpose of this course is to analyze rational arguments concerning the divine nature. In it, students apply the laws of logic and principles of sound reasoning to empirical evidence (including claims about the direct experience of God) and introspective intuition concerning the concept of God, enabling us to understand the logical limits of that concept.

Prerequisite: PHIL 100 or HUM 224

PHIL 430, Philosophy of Science, 3 Units

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.

Prerequisite: One Lab Science and PHIL 100

PHIL 440, Epistemology, 3 Units

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 100 or HUM 224

PHIL 445, Metaphysics, 3 Units

This course is an introduction to metaphysics that gives the student a broad perspective into 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 100 or HUM 224

PHIL 450, Special Topics in Ethics, 3 Units

In this course, students utilize their foundational knowledge of ethical theories and principles to analyze contemporary debates concerning recent work in meta-ethics, normative ethics, moral epistemology, or moral psychology.

Prerequisite: PHIL 100 and PHIL 330 or instructor consent

PHIL 451, Race, Sex and Science, 3 Units

This course examines concepts of race and sex in relation to the history of modern western science. Students analyze readings in feminist philosophy, critical race theory and postcolonial studies, which argue that the sciences often presume and perpetuate Eurocentric, androcentric bias. Through this analysis, students cultivate the virtues of epistemic justice and intellectual humility required for intercultural competence and a Christlike character.

Meets the General Education Requirement: Intercultural Competence.

Prerequisite: 3xx PHIL or 3xx BIOL course or instructor consent

PHIL 452, Classical Chinese Ethics, 3 Units

This course provides an introduction both (1) to key texts written by a variety of classical Chinese philosophers - e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi - and (2) to their fundamental ethical teachings - e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through both academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: PHIL 301 or PHIL 330

PHIL 495, Seminar in Philosophy, 3 Units

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. It may be taken more than once as topics change.

Prerequisite: PHIL 100 or HUM 224

PHIL 496, Senior Seminar, 3 Units

In this course, students apply their knowledge of the Bible, Christian tradition, and philosophy to contemporary social challenges that confront a Christian worldview. They use this knowledge to analyze, evaluate, and respond to such challenges wisely and insightfully. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, completion of the majority of the units required for Biblical, Theological and Philosophical Formation, and Writing 3.

PHIL 496H, Senior Seminar - Honors, 3 Units

PHIL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

PHIL 497H, Readings - Honors, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

Prerequisite: To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

PHIL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no 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

Philosophy Minor

18 units

The philosophy minor consists of 18 units (15 upper-division units of approved philosophy courses from the list below, plus 3 units of PHIL 100 or HUM 224).

Requirements

A cumulative 2.5 GPA is required in all courses applied to the minor.

Code	Title	Units
PHIL 100 or HUM 224	Introduction to Philosophy ¹ Core Texts in Philosophy	3
In addition to 3 units of PHIL 100 or HUM 224, choose 15 PHIL units at the 300 or 400 level or the following:		15
POLI 360	Classical Political Thought	
POLI 363	Modern Political Thought	
HUM 324	Core Texts in Philosophy ¹	
Total Units		18

¹ Meets the General Education Philosophy requirement.

Philosophical Apologetics Minor

18 units

Code	Title	Units
Prerequisite		3
Select one of the following:		
PHIL 100	Introduction to Philosophy ¹	
HUM 224	Core Texts in Philosophy ¹	
PHIL 225	Critical Thinking and Informal Logic	
I. Foundations		3
PHIL 303	Systems of Apologetics	
II. Historical Background		3
Select one of the following:		
HUM 324	Core Texts in Philosophy ¹	
PHIL 315	History of Ancient Philosophy	
PHIL 316	Medieval Philosophy	
PHIL 320	History of Early Modern Philosophy	
PHIL 340	Writing 3: Concepts of Human Nature ²	
III. Metaphysics/Epistemology		3
Select one of the following:		
PHIL 440	Epistemology	
PHIL 445	Metaphysics	
IV. Religion/Science		3
Select one of the following:		
PHIL 410	Philosophy of Religion	
PHIL 415	Philosophical Theology	
PHIL 430	Philosophy of Science	
PHIL 495	Seminar in Philosophy	
V. Electives		3
Select one of the following:		
WRIT 202	Writing 2: Philosophical Writing in C. S. Lewis ³	
RELG 350	Introduction to Judaism ⁴	
RELG 351	Introduction to Islam ⁴	
RELG 352	Introduction to Hinduism and South Asian Traditions ⁴	
THEO 363	Contemporary Christian Theology	
THEO 410	Systematic Theology I	
or any course in III or IV not already used for credit toward the minor		

Total Units

18

- ¹ Meets the General Education Philosophy requirement.
- ² Meets the General Education Writing 3 requirement.
- ³ Meets the General Education Writing 2 requirement.
- ⁴ Meets the General Education Intercultural Competence requirement.

Practical and Professional Ethics Minor

Code	Title	Units
Prerequisite		3
PHIL 100	Introduction to Philosophy ¹	
or HUM 224	Core Texts in Philosophy	
I. Ethical Reasoning		3

Select one of the following:		
PHIL 301	Practical Ethics ²	
PHIL 330	Ethics	
II. Social and Political Thought		3
Select one of the following:		
HUM 324	Core Texts in Philosophy ¹	
POLI 360	Classical Political Thought	
POLI 363	Modern Political Thought	
HIST 389	Modern American Intellectual History	
III. Special Topics		3
Select one of the following:		
PHIL 362	Business, Virtue, and the Good Life	
PHIL 364	Bioethics	
PHIL 366	Environmental Ethics	
PHIL 450	Special Topics in Ethics	
THEO 445	Theological Ethics	
IV. Elective		3
Select one of the following (or any course in II or III above that is not already being used for credit toward the minor):		
PHIL 360	Social and Political Debates	
PHIL 451	Race, Sex and Science ³	
PHIL 452	Classical Chinese Ethics ³	
V. Integration and Application		3
Select one of the following:		
PHIL 495	Seminar in Philosophy	
PHIL 496	Senior Seminar ⁴	
BIOL 496	Writing 3: Ethics and the Sciences ⁵	
BUSI 496	Senior Seminar: Business Ethics	
THEO 496	Senior Seminar: Theology and Social Issues ⁴	
UNRS 496	Writing 3: Ethics and Issues in Health Care ⁵	
Total Units		18

- ¹ Meets the General Education Philosophy requirement.
- ² Meets the General Education Civic Knowledge and Engagement requirement.
- ³ Meets the General Education Intercultural Competence requirement.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Meets the General Education Writing 3 requirement.

Certificate of Distinction in Philosophy

33 Units

The Certificate of Distinction in Philosophy recognizes that a student has achieved a superior mastery of courses that provide a strong basis for graduate study in philosophy and demonstrate the student's ability to think critically within a specialized area of philosophy.

To receive the Certificate of Distinction in Philosophy, students must complete 33 units from the list below with a grade-point average of 3.5 or better.

Code	Title	Units
Requirements:		
PHIL 100	Introduction to Philosophy ^{1, 2}	3
PHIL 310	Formal Logic	3
PHIL 315	History of Ancient Philosophy ²	3
PHIL 320	History of Early Modern Philosophy ²	3
PHIL 330	Ethics	3
PHIL 340	Writing 3: Concepts of Human Nature ³	3

Select one of the following:	3
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PHIL 440	Epistemology	
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PHIL 445	Metaphysics	
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Select 12 units of any upper-division PHIL courses not being used to satisfy the requirements above. At least 6 of these units must be at the 400 level. ⁴	12
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Total Units	33
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¹ Meets the General Education Philosophy requirement.

² HUM 224 may be taken in exchange for PHIL 100; HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.

³ Meets the General Education Writing 3 requirement.

⁴ PHIL 301 and PHIL 303 do not count for this elective requirement. PHIL 360 covers various topics and may be repeated for a total of 6 units within the 12 units of electives. PHIL 451 and PHIL 452 meet the General Education Intercultural Competence requirement.

Department of Practical Theology

The Department of Practical Theology (<https://www.apu.edu/theology/practical>) offers two majors: Christian ministries, and youth and family ministries; and three minors: Christian ministries, cultural engagement, and youth and family ministries.

Practical Theology Covenant

When students declare one of the majors in the Department of Practical Theology, they commit to participate in a community narrative 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, and participation in required department activities.

Biblical, Theological, and Philosophical Formation General Education Requirements for All Department of Practical Theology Majors

Code	Title	Units
UBBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy (do not take if transferring in 60+ units)	3
UBBL 230	Luke/Acts (Must take if transferring in 60+ units)	3
UBBL 3XX-4XX	Approved Additional General Education (Biblical Studies Course)	3
MIN 108	Christian Life, Faith, and Ministry	3
Select one of the following:		3
THEO 301	Faith and the Arts	
THEO 303	Theology and the Christian Life	
Select one of the following:		
HUM 224/324	Core Texts in Philosophy (3 units on the Azusa campus; 4 units at the High Sierra Semester)	
PHIL 100	Introduction to Philosophy	
Select one of the following:		3
MIN 496	Senior Seminar: Church and Society	
THEO 496	Senior Seminar: Theology and Social Issues	
UBBL 496	Senior Seminar: Biblical Theology and Ethics	
Total Units		18

Concentrations

Beyond core requirements, students in both majors must choose a concentration. Based on a student's primary interests, the choice of a concentration enables the student to prepare for professional work in a related ministry field, and affords the student the opportunity to work in ministry settings that accentuate his/her strengths, abilities, and passions. One concentration must be chosen from the following:

- Church and Pastoral Ministries Practices
- Intercultural Christian Ministries
- Ministry in Urban and Social Service Contexts

Majors

- Christian Ministries (p. 639)
- Youth and Family Ministries (p. 642)

Minors

- Christian Ministries (p. 644)
- Cultural Engagement (p. 645)
- Youth and Family Ministries (p. 645)

MIN 108, Christian Life, Faith, and Ministry, 3 Units

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. *Meets the General Education Requirement: Christian Life, Faith, Ministry.*

MIN 253, Evangelism and Discipleship, 3 Units

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: GPA 2.5; MINC 200 or MINY 203; and WRIT 200. Youth Outreach and Discipleship Minor: WRIT 200 or MINY 174

MIN 300, Writing 3: Culture and Ministry, 3 Units

This course helps students understand the interplay between cultural awareness and effective ministry. Cultural forces are constantly shifting so emphasis is placed on ethnographic principles and practices as valuable to a minister in order to effectively engage people in various contexts. It will also invest considerable time inside and outside the classroom into enhancing students' written communication as an invaluable tool for expressing their ideas clearly and in a convincing fashion in contemporary cultural contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: MINC 200 or MINY 203, WRIT 200, Junior Standing & GPA 2.5

MIN 336, Family Development and Ministry, 3 Units

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.

Prerequisite: WRIT 200 and PSYC 290 or completed Humanities: Social Science General Education requirement.

MIN 350, Mentoring and Small Groups, 3 Units

The theology and practice of mentoring and small group involvement is studied in the context of relational discipleship and spiritual formation. Topics for study include leadership, group formation, group dynamics, small group models and purpose, program development, the range of mentoring possibilities, communication models, and models for spiritual transformation.

Prerequisite: MINC 200 or MINY 203 and WRIT 200

MIN 401, Christian Ministry Internship I, 3 Units

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. Course work 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 6 hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation.

Prerequisite: WRIT 200, MIN 300, THEO 303, two General Education UBBL courses, and GPA 2.5.

MIN 402, Christian Ministry Internship II, 3 Units

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 8 hours per week in hands-on field experience.

Prerequisite: MIN 401

MIN 417, The Art of Leadership, 3 Units

This course teaches students to critically integrate Christian theology with best leadership practices in church ministry and non-profit ministry environments. The course equips students to create actions and practices that have a positive, transformative Christian impact in the lives of those we serve and those who serve with us. Students will learn to develop these actions and practices in their internships.

Prerequisite: GPA 2.5, WRIT 200, THEO 303, two General Education UBBL courses.

Corequisite: MIN 401

MIN 495, Topics in Ministry, 3 Units

This course engages in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry and youth ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

MIN 496, Senior Seminar: Church and Society, 3 Units

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 major papers developed over the course of the semester, leading class discussions, and a presentation. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, Writing 3, and completion of the majority of the units required from the Biblical, Theological, and Philosophical Formation category in General Education.

MINC 105, Introduction to Global Vision, 1 Unit

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 Units

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 200, Introduction to Contemporary Christian Ministries, 3 Units

This course exposes students to various ministry contexts and vocations while they begin to form a philosophy and theology of ministry. Emphasis is on 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 gifts, personality traits, and ministry calling in light of exposure to ministry options.

Prerequisite: MIN 108 (may be taken concurrently)

MINC 318, Theology and Practice of Ministry, 3 Units

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: MINC 200 or MINY 203 and WRIT 200

MINC 326, Effective Teaching in Christian Education, 3 Units

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: MINC 200 or MINY 203 and WRIT 200

MINC 330, Intercultural Ministries, 3 Units

The course provides an understanding of the challenges and opportunities associated with intercultural ministry in and beyond the local church. Biblical, eschatological, missiological, socio-cultural and practical issues are explored with the goal of providing conceptual tools for analyzing, adapting, and creating practical ways to respectfully reach, embrace and engage those from diverse cultural contexts as members of the body of Christ. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: MINC 200 or MINY 203 and WRIT 200

MINC 346, Ministry to the City, 4 Units

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: MINC 200 or MINY 203 and WRIT 200

MINC 370, Introduction to Pastoral Care and Counseling, 3 Units

Pastoral counseling as a specialized ministry within the field of pastoral care will be explored didactically and practically in the preparation of persons who plan to do pastoral counseling and pastoral psychology. This course will engage in interdisciplinary examination of the physiological, cultural, theological, and biblical understanding of care and counseling. A survey of counseling theory from an integrative perspective, with attention to particular ministry issues will be incorporated into a practical format in a community setting.

Prerequisite: MINC 200 or MINY 203, WRIT 200, and completed Humanities: Social Science General Education requirement.

MINC 405, Christian Mission in the 21st Century, 3 Units

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: MINC 200 or MINY 203 and WRIT 200 (not required for non-youth ministry/Christian ministries majors).

MINC 406, History and Philosophy of Christian Education, 3 Units

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course.

Prerequisite: WRIT 200

MINC 408, Principles of Preaching, 3 Units

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: WRIT 200, MINC 200 or MINY 203, UBBL 3xx/4xx.

MINC 416, Communicating the Gospel, 3 Units

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: WRIT 200, MINC 200 or MINY 203, UBBL 3xx/4xx.

MINC 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units

This course examines theological perspectives to understand 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.

Prerequisite: 3 units of UBBL and Junior standing

MINC 430, Race, Reconciliation, and Ministry, 3 Units

This course prepares students to engage people in ministry in a contemporary culture that is increasingly multiethnic. To equip students to be more culturally intelligent, course material guides them in an exploration of the historical and contemporary relationships between race, theology, and ecclesiology in Western culture, with the intent of developing a commitment to reconciliation grounded in their theological convictions. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: WRIT 3

MINC 446, Children's Educational Ministries, 3 Units

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.

Prerequisite: MINC 200 or MINY 203, WRIT 200 and PSYC 290; Completed Humanities: Social Science General Education requirement.

MINC 456, Ministry Organization and Administration, 3 Units

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: MINC 200 or MINY 203 and WRIT 200

MINC 466, Adult Development and Spiritual Formation, 3 Units

The course examines the process and contexts by which adults mature engaging biblical and theological foundations for adult development and spiritual formation that takes adult characteristics, needs, life-cycle, and learning patterns into consideration.

Prerequisite: WRIT 200, MIN 300 and MINY 301 or department consent

MINC 467, Spiritual Transformation, 3 Units

The course examines the process and contexts by which persons mature, engaging biblical and theological foundations for spiritual transformation that takes developmental characteristics, needs, life cycles, and learning patterns into consideration. The course emphasizes community and individuals.

Prerequisite: MIN 300, MIN 301, or department consent

MINC 486, Urban Ministry Practicum, 6 Units

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: WRIT 200, MINC 346 or MINC 487.

MINC 487, Exegeting the City, 3 Units

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. Course work is taught at a graduate level, but undergraduates are welcome.

Prerequisite: MINC 200 or MINY 203 and WRIT 200

MINC 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

Prerequisite: WRIT 200

MINC 498, Directed Research, 1-4 Units

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

MNCE 310, Practical Theology and Contemporary Issues, 3 Units

Students in this course learn to apply specific methodologies associated with the discipline of practical theology to reflect on and respond in appropriate ways to a contemporary issue, informed by significant theological reflection and cross-disciplinary insight. The specific topic addressed varies each semester based on issues arising in contemporary culture that require careful theological reflection.

Prerequisite: WRIT 200, THEO 303, PHIL 301, and junior standing or department consent

MNCE 415, Practical Theology and Vocational Engagement, 3 Units

This capstone course for the cultural engagement minor enhances a student's ability to identify and skillfully utilize principles characteristic of the discipline of practical theology to develop a theologically informed perspective regarding issues related to their chosen major or perceived vocational aspirations. Students engage in a cross-disciplinary research project in order to demonstrate their ability to relate methodologies and perspectives associated with practical theology to a specific issue or experience they will encounter in the context of their professional lives.

Prerequisite: VOC 200, MNCE 310, and senior standing.

MINY 172, Foundations of Youth Outreach and Discipleship I, 1 Unit

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.

MINY 174, Foundations of Youth Outreach and Discipleship II, 2 Units

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 will develop the ability to articulate their own faith, as well as the theological foundations informing it. Following the YoungLife format, students will construct and deliver several club talks. Practical issues such as time management, logistics, legal issues, and dealing with difficult adolescent/family issues will be addressed.

Prerequisite: MINY 172

MINY 203, Introduction to Contemporary Youth and Family Ministries, 3 Units

This course exposes students to conceptualizations of local church youth and family ministries in a variety of forms, in an effort to engage students in the process of beginning the formation of their own philosophy and theology of youth and family ministries. Emphasis is on the theological, philosophical, and practical viability of current ministry models, while identifying unique strategies relevant to particular contexts. Students take part in an assessment of their own gifts, personality traits, and ministry calling in light of exposure to ministry options.

Prerequisite: MIN 108 (may be taken concurrently)

MINY 226, Studying and Teaching the Bible, 3 Units

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.

Prerequisite: MIN 108, UBBL 100 or UBBL 230, or department consent

MINY 301, Adolescent Development and Family Ministry, 3 Units

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, moral, emotional, and spiritual development, and faith formation.

Prerequisite: MINC 200 or MINY 203, PSYC 290, completed Humanities: Social Science General Education requirement, junior or senior standing, or department consent.

MINY 305, Integration of Faith and Sports, 3 Units

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 Association of Church Sports and Recreation Ministries. Theological foundations include a theology of competition, victory, character formation, and sportsmanship.

MINY 320, Organization and Administration of a Sports Ministry, 3 Units

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 Units

This course involves an interdisciplinary examination of physiological, sociocultural, psychological, and theological bases of human behavior with attention devoted to student's 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.

Prerequisite: MINC 200 or MINY 203, MINY 301, or department consent.

MINY 403, Adolescent Issues and Intervention, 3 Units

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 as professional counselors. Students are exposed to counseling issues and problems that grow out of the development process, disorders that begin with/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: MINY 301

MINY 451, Sports Ministry Field Experience, 3 Units

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. For the Sports Concentration, this course must be taken before senior year.

Prerequisite: MINY 305 or MINY 320; Completed Humanities: Social Science General Education requirement.

MINY 478, Senior Preparation in Sports Ministry, 1 Unit

This course connects seniors pursuing a sports ministry concentration with the world of the professional sports minister.

Prerequisite: MINY 305 or MINY 320

PHIL 301, Practical Ethics, 3 Units

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

THEO 303, Theology and the Christian Life, 3 Units

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 using 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 Requirement: Theology.*

Prerequisite: 3 Units of UBBL, MIN 108, PHIL 100 or HUM 224 or HUM 324, or department consent

VOC 200, Exploring Vocation, 3 Units

This course seeks to clarify the assumptions that undergird the Interdisciplinary Major by introducing students to the concept of vocation from a Christian perspective. By developing a theology of vocation, students will see how God calls Christian disciples to engage in work, across the domains, in individualized, ethical, and strategic ways. The class prepares students to engage their academic study with an eye to becoming well-prepared for faithful service in the field of work to which God is calling them. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

Faculty

Department Chair

Matthew Elofson (<http://www.apu.edu/faculty/melofson>), Ph.D.

Director, Youth Ministry Program

Cheryl Crawford (<http://www.apu.edu/faculty/ccrawford>), Ph.D.

Professors

Cheryl Crawford (<http://www.apu.edu/faculty/ccrawford>), Ph.D.

Matthew Elofson (<http://www.apu.edu/faculty/melofson>), Ph.D.

Kirsten Oh (<http://www.apu.edu/faculty/koh>), Ph.D.

Paul Shrier (<http://www.apu.edu/faculty/pshrier>), Ph.D.

Associate Professors

Michael Bruner (<http://www.apu.edu/faculty/mbruner>), Ph.D.

Gregory Moder (<http://www.apu.edu/faculty/gmoder>), D.Min.

Assistant Professor

Jennifer Buck (<http://www.apu.edu/faculty/jbuck>), Ph.D.

Christian Ministries Major

63 units

The Christian ministries major (<https://www.apu.edu/theology/programs/christian-ministries-major>) provides the student with a broad perspective in the field of religion, and academic preparation involving 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 practical theology, pastoral work, Christian education, missions, and urban ministry.

Career Opportunities

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 or nonprofit 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.

Code	Title	Units
Undergraduate Division Core		
UBBL 3XX/4XX	Upper-division Bible Course ¹	3
Select one of the following:		3
PHIL 301	Practical Ethics ²	
PHIL 315	History of Ancient Philosophy	
PHIL 316	Medieval Philosophy	
PHIL 320	History of Early Modern Philosophy	
PHIL 325	History of 19th and 20th Century Philosophy	
Select one of the following:		3
THEO 352	Church History: Apostolic Era to the Eve of the Reformation ³	
THEO 354	Church History from the Eve of the Reformation to the Present ³	
Select one of the following:		3
MIN 496	Senior Seminar: Church and Society ⁴	
THEO 496	Senior Seminar: Theology and Social Issues ⁴	
UBBL 496	Senior Seminar: Biblical Theology and Ethics ⁴	
Christian Ministries Major Core		
WRIT 200	Writing 2: Writing for Christian Practice ⁵	3
MIN 253	Evangelism and Discipleship	3
MIN 300	Writing 3: Culture and Ministry ⁶	3
MIN 336	Family Development and Ministry	3
MIN 350	Mentoring and Small Groups	3

MIN 401	Christian Ministry Internship I ⁷	3
MIN 402	Christian Ministry Internship II	3
MIN 417	The Art of Leadership ⁷	3
MINC 200	Introduction to Contemporary Christian Ministries	3
MINC 318	Theology and Practice of Ministry	3
MINC 370	Introduction to Pastoral Care and Counseling	3
MINC 456	Ministry Organization and Administration	3
Select one of the following:		3
MINC 408	Principles of Preaching	
MINY 226	Studying and Teaching the Bible	

Concentrations

Students must choose a concentration below 12

Total Units 63

- ¹ This cannot be a course that counts for the General Education 3XX/4XX upper-division Bible requirement; students must choose from one of the other upper-division courses offered by the department.
- ² Meets the General Education Civic Knowledge and Engagement requirement.
- ³ Meets the General Education Theology requirement.
- ⁴ Meets the General Education Integrative and Applied Learning requirement.
- ⁵ Meets the General Education Writing 2 requirement.
- ⁶ Meets the General Education Writing 3 requirement.
- ⁷ MIN 401 and MIN 417 require concurrent enrollment.

Concentrations

Beyond core requirements for the Christian ministries major, students must choose a concentration. Based on a student's primary interests, the choice of a concentration enables the student to prepare for professional work in related ministry fields, and affords the student the opportunity to work in ministry settings that accentuate his/her strengths, abilities, and passions. One concentration must be chosen from those listed below. Concentration courses cannot double-count with major core courses.

Church and Pastoral Ministries Practices

Code	Title	Units
MINC 467	Spiritual Transformation	3
MINY 301	Adolescent Development and Family Ministry	3
Select two of the following:		6
GLBL 201	Anthropology for Everyday Life ¹	
GLBL 260	Intercultural Communication ¹	
GLBL 355	Principles and Practice of Community Engagement ²	
MIN 495	Topics in Ministry	
MINC 326	Effective Teaching in Christian Education	
MINC 330	Intercultural Ministries ¹	
MINC 346	Ministry to the City	
MINC 416	Communicating the Gospel	
MINC 420	Suffering: Theological and Practical Perspectives on Disabilities	
MINC 430	Race, Reconciliation, and Ministry ¹	
MINC 446	Children's Educational Ministries	
MINY 400	Christian Values and Human Sexuality	
MINY 403	Adolescent Issues and Intervention	
RELG 200	World Religions ¹	
Total Units		12

- ¹ Meets the General Education Intercultural Competence requirement.
- ² Meets the General Education Civic Knowledge and Engagement requirement.

Intercultural Christian Ministries

Code	Title	Units
GLBL 201	Anthropology for Everyday Life ¹	3
MINC 330	Intercultural Ministries ¹	3
MINC 405	Christian Mission in the 21st Century	3
Select one of the following:		3
GLBL 260	Intercultural Communication ¹	
GLBL 355	Principles and Practice of Community Engagement ²	
MIN 495	Topics in Ministry	
MINC 326	Effective Teaching in Christian Education	
MINC 346	Ministry to the City	
MINC 416	Communicating the Gospel	
MINC/SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities	
MINC 430	Race, Reconciliation, and Ministry ¹	
MINC 446	Children's Educational Ministries	
MINC 487	Exegeting the City	
MINY 301	Adolescent Development and Family Ministry	
MINY 400	Christian Values and Human Sexuality	
MINY 403	Adolescent Issues and Intervention	
RELG 200	World Religions ¹	
Total Units		12

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Civic Knowledge and Engagement requirement.

Ministry in Urban and Social Service Contexts

Code	Title	Units
MINC/SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities	3
MINC 487	Exegeting the City	3
SOCW 250	Introduction to Social Work ¹	3
Select one of the following:		3
GLBL 201	Anthropology for Everyday Life ²	
GLBL 260	Intercultural Communication ²	
MIN 495	Topics in Ministry	
MINC 346	Ministry to the City	
MINC 430	Race, Reconciliation, and Ministry ²	
MINY 301	Adolescent Development and Family Ministry	
MINY 400	Christian Values and Human Sexuality	
MINY 403	Adolescent Issues and Intervention	
RELG 200	World Religions ²	
SOCW 251	Social Welfare Policy and Service	
SOCW 351	Child Welfare	
SOCW 400	Fundraising, Grant Writing, and Fiscal Decision Making	
SOCW 410	Family Violence	
Total Units		12

¹ Meets the General Education Civic Knowledge and Engagement requirement.

² Meets General Education Intercultural Competence requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication in various contexts.
2. Apply various practical theology methods in life and ministries.
3. Develop a healthy awareness of one's self, gifts, and callings.
4. Exhibit increased desire and holistic capacities for cultivating communities of inclusion.
5. Demonstrate an increasing proficiency related to the styles, skills, and character required for Christian leadership.
6. Articulate an emerging theology that informs one's Christian practice.

Youth and Family Ministries Major

63 units

The youth and family ministries major (<https://www.apu.edu/theology/programs/youth-and-family-ministries-major>) trains, equips, and educates students to effectively reach and minister to adolescents in an increasingly diverse global context. This major is built upon the premise that effective youth work requires the youth worker to be a student of God's Word, culture, and adolescence. This premise is reflected in a curriculum that includes a 39-unit youth ministry core and a 12-unit concentration in addition to the traditional liberal arts curriculum required for an accredited bachelor's degree. Upon completion of this Bachelor of Arts in Youth and Family Ministries, students will be equipped to step into youth and family ministry contexts and/or graduate studies.

Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.

Requirements

Code	Title	Units
Undergraduate Division Core		
UBBL 3XX/4XX	Upper-division Bible Course ¹	3
Select one of the following:		3
PHIL 301	Practical Ethics ²	
PHIL 315	History of Ancient Philosophy	
PHIL 316	Medieval Philosophy	
PHIL 320	History of Early Modern Philosophy	
PHIL 325	History of 19th and 20th Century Philosophy	
Select one of the following:		3
THEO 352	Church History: Apostolic Era to the Eve of the Reformation ³	
THEO 354	Church History from the Eve of the Reformation to the Present ³	
Select one of the following:		3
MIN 496	Senior Seminar: Church and Society ⁴	
PHIL 496	Senior Seminar ⁴	
THEO 496	Senior Seminar: Theology and Social Issues ⁴	
Youth and Family Ministries Major Core		39
WRIT 200	Writing 2: Writing for Christian Practice ⁵	
MINY 203	Introduction to Contemporary Youth and Family Ministries	
MIN 253	Evangelism and Discipleship	
MIN 300	Writing 3: Culture and Ministry ⁶	
MIN 336	Family Development and Ministry	
MIN 350	Mentoring and Small Groups	
MIN 401	Christian Ministry Internship I ⁷	
MIN 402	Christian Ministry Internship II	
MIN 417	The Art of Leadership ⁷	
MINY 226	Studying and Teaching the Bible	
MINY 301	Adolescent Development and Family Ministry	
MINY 400	Christian Values and Human Sexuality	
MINY 403	Adolescent Issues and Intervention	
Concentration		12

Students must choose a concentration below

Total Units 63

- 1 This cannot be a course that counts for the General Education 3XX/4XX upper-division Bible requirement; students must choose from one of the other upper-division courses offered by the department.
- 2 Meets the General Education Civic Knowledge and Engagement requirement.
- 3 Meets the General Education Theology requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 2 requirement.
- 6 Meets the General Education Writing 3 requirement.
- 7 MIN 401 and MIN 417 require concurrent enrollment.

Concentrations

Beyond core requirements for the youth and family ministries major, students must choose a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for professional work in related ministry fields and affords the student the opportunity to work in ministry settings that accentuate his/her strengths, abilities, and passions. One concentration must be chosen from those listed below. Concentration courses cannot double-count with major core courses.

Church and Pastoral Ministries Practices

Code	Title	Units
MINC 467	Spiritual Transformation	3
Select three of the following:		9
GLBL 201	Anthropology for Everyday Life ¹	
GLBL 260	Intercultural Communication ¹	
GLBL 355	Principles and Practice of Community Engagement ²	
MIN 495	Topics in Ministry	
MINC 318	Theology and Practice of Ministry	
MINC 330	Intercultural Ministries ¹	
MINC 346	Ministry to the City	
MINC 370	Introduction to Pastoral Care and Counseling	
MINC 416	Communicating the Gospel	
MINC/SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities	
MINC 430	Race, Reconciliation, and Ministry ¹	
MINC 456	Ministry Organization and Administration	
MINC 487	Exegeting the City	
RELG 200	World Religions ¹	
Total Units		12

- 1 Meets the General Education Intercultural Competence requirement.
- 2 Meets the General Education Civic Knowledge and Engagement requirement.

Intercultural Christian Ministries

Code	Title	Units
GLBL 201	Anthropology for Everyday Life ¹	3
MINC 330	Intercultural Ministries ¹	3
MINC 405	Christian Mission in the 21st Century	3
Select one of the following:		3
GLBL 260	Intercultural Communication ¹	
GLBL 355	Principles and Practice of Community Engagement ²	
MIN 495	Topics in Ministry	
MINC 318	Theology and Practice of Ministry	
MINC 326	Effective Teaching in Christian Education	
MINC 346	Ministry to the City	

MINC 408	Principles of Preaching	
MINC 416	Communicating the Gospel	
MINC/SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities	
MINC 430	Race, Reconciliation, and Ministry ¹	
MINC 446	Children's Educational Ministries	
MINC 456	Ministry Organization and Administration	
MINC 487	Exegeting the City	
RELG 200	World Religions ¹	
Total Units		12

¹ Meets the General Education Intercultural Competence requirement.

² Meets the General Education Civic Knowledge and Engagement requirement.

Ministry in Urban and Social Service Contexts

Code	Title	Units
MINC/SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities	3
MINC 487	Exegeting the City	3
SOCW 250	Introduction to Social Work ¹	3
Select one of the following:		3
GLBL 201	Anthropology for Everyday Life ²	
GLBL 260	Intercultural Communication ²	
MIN 495	Topics in Ministry	
MINC 346	Ministry to the City	
MINC 430	Race, Reconciliation, and Ministry ²	
RELG 200	World Religions ²	
SOCW 251	Social Welfare Policy and Service	
SOCW 351	Child Welfare	
SOCW 400	Fundraising, Grant Writing, and Fiscal Decision Making	
SOCW 410	Family Violence	
Total Units		12

¹ Meets the General Education Civic Knowledge and Engagement requirement.

² Meets the General Education Intercultural Competence requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication in various contexts.
2. Apply various practical theology methods in life and ministries.
3. Develop a healthy awareness of one's self, gifts, and callings.
4. Exhibit increased desire and holistic capacities for cultivating communities of inclusion.
5. Demonstrate an increasing proficiency related to the styles, skills, and character required for Christian leadership.
6. Articulate an emerging theology that informs one's Christian practice.

Christian Ministries Minor

18 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

Code	Title	Units
MIN 253	Evangelism and Discipleship	3
MINC 200	Introduction to Contemporary Christian Ministries	3
MINC 318	Theology and Practice of Ministry	3
MINC 456	Ministry Organization and Administration	3

WRIT 200	Writing 2: Writing for Christian Practice ¹	3
Select one of the following:		3
GLBL 201	Anthropology for Everyday Life ²	
GMIN 529	City in Theological Perspective	
MIN 336	Family Development and Ministry	
MIN 495	Topics in Ministry	
MINC 326	Effective Teaching in Christian Education	
MINC 330	Intercultural Ministries ²	
MINC 346	Ministry to the City	
MINC 408	Principles of Preaching	
MINC 416	Communicating the Gospel	
MINC/SOCW 420	Suffering: Theological and Practical Perspectives on Disabilities	
MINC 430	Race, Reconciliation, and Ministry ²	
MINC 446	Children's Educational Ministries	
MINC 467	Spiritual Transformation	
MINC 487	Exegeting the City	
RELG 200	World Religions ²	
Total Units		18

¹ Meets the General Education Writing 2 requirement.

² Meets the General Education Intercultural Competence requirement.

Cultural Engagement Minor

18 units

Code	Title	Units
VOC 200	Exploring Vocation ¹	3
WRIT 200	Writing 2: Writing for Christian Practice ²	3
PHIL 301	Practical Ethics ¹	3
THEO 303	Theology and the Christian Life ³	3
MNCE 310	Practical Theology and Contemporary Issues	3
MNCE 415	Practical Theology and Vocational Engagement	3
Total Units		18

¹ Meets the General Education Civic Knowledge and Engagement requirement.

² Meets the General Education Writing 2 requirement.

³ Meets the General Education Theology requirement.

Youth and Family Ministries Minor

18 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

Code	Title	Units
MINY 203	Introduction to Contemporary Youth and Family Ministries	3
MINY 226	Studying and Teaching the Bible	3
MINY 301	Adolescent Development and Family Ministry	3
MINY 400	Christian Values and Human Sexuality	3
WRIT 200	Writing 2: Writing for Christian Practice ¹	3
Select one of the following:		3
MIN 253	Evangelism and Discipleship	
MIN 300	Writing 3: Culture and Ministry ²	

MIN 495	Topics in Ministry
MINC 330	Intercultural Ministries ³
MINY 403	Adolescent Issues and Intervention
<hr/>	
Total Units	18

- 1 Meets the General Education Writing 2 requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Intercultural Competence requirement.

Department of Theology

Mission Statement

The Department of Theology (<https://www.apu.edu/theology/theology>) helps undergraduate students become complete people who reason and think reflectively about responses to the world. The department equips and encourages 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.

Extracurricular Activities

The department recognizes that a successful learning experience must go beyond the classroom to interact with real-life issues that are the focus of modern faith. Toward this end, the theology program sponsors several ongoing extracurricular activities that bring the academic study of theology into conversation with the elements of a living Christian faith.

Coram Deo

Coram Deo (<http://www.apu.edu/theology/theology/lectures/theologycoramdeo>) is a student-led association of friends of theology. The Latin phrase *coram deo* means “before God,” “in the presence of God,” or “face to face with God,” and through this association, students serve as facilitators of theological dialogue for the university community, choosing relevant themes for interdisciplinary discussion that bring theology into direct engagement with the challenges of faith in a modern world. Each year, student facilitators choose a broad theme for discussion by an interdisciplinary panel of faculty from the APU community. This experience enhances theological reflection, develops leadership skills among the student facilitators, and broadens their understanding of the parameters of theology to move it beyond intellectual deliberation to serve the Church and the world.

Biennial Rome Study Away Program

Every other summer, a faculty member from the theology program directs an in-depth study away experience in Rome and northern Italy to explore the origins of the Christian faith through an examination of the art, architecture, and history of the Roman Empire through the Italian Renaissance. This experience provides an opportunity for direct engagement with the Western foundations of Christianity and Western civilization.

Theology Conferences

On a periodic basis, the theology program hosts world-renowned theologians whose work is studied by theology students. This experience enhances faith integration and invites further theological reflection beyond the classroom. Past guests have included Stanley Hauerwas and Justo González.

Majors

- Theology (p. 650)
 - Church History Concentration
 - Systematic Theology Concentration

Minor

- Theology (p. 652)

Certificate

- Certificate of Distinction in Theology (p. 652)

THEO 301, Faith and the Arts, 3 Units

This course provides an introduction to the doctrines of the Christian Church, focusing on the integration of Christian faith with the visual, music, and performance arts. *Meets the General Education Requirement: Theology.*

Prerequisite: 3 units of biblical studies, MIN 108, or department consent. MIN 108 is waived as a prerequisite for students transferring 60 or more units. All other prerequisites apply.

THEO 303, Theology and the Christian Life, 3 Units

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 using 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 Requirement: Theology.*

Prerequisite: 3 Units of UBBL, MIN 108, PHIL 100 or HUM 224 or HUM 324, or department consent

THEO 303H, Theology and the Christian Life - Honors, 3 Units

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 Requirement: Theology.*

Prerequisite: 3 units of UBBL, MIN 108, PHIL 210 or PHIL 100 or HUM 224 or HUM 324, or instructor consent. Must also be a student admitted to the Honors College and be considered a member in "active" status.

THEO 352, Church History: Apostolic Era to the Eve of the Reformation, 3 Units

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 Requirement: Theology.*

Prerequisite: 3 UBBL units, MIN 108, or department consent.

THEO 352H, Church History: Apostolic Era to the Eve of the Reformation - Honors, 3 Units

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 Requirement: Theology.*

Prerequisite: 3 units of UBBL, MIN 108, or department consent. Must also have "active" status in the Honors College. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

THEO 354, Church History from the Eve of the Reformation to the Present, 3 Units

This course provides a study of the major developments in the history of Christianity from the eve of 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 Requirement: Theology.*

Prerequisite: 3 UBBL units, MIN 108, or department consent.

THEO 354H, Church History from the Eve of the Reformation to the Present - Honors, 3 Units

This course provides a study of the major developments in the history of Christianity from the eve of 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 Requirement: Theology.*

Prerequisite: 3 units of UBBL, MIN 108, or department consent. Must also have "active" status in the Honors College. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

THEO 363, Contemporary Christian Theology, 3 Units

Contemporary Christian theologies are explored in the context of important changes in modern thought in the post-Enlightenment era, emphasizing issues of concern in today's Western, post-Christian culture.

Prerequisite: MIN 108; PHIL 100 or HUM 224 or HUM 324; 3 Units of UBBL; THEO 301 or THEO 303 or THEO 352 or THEO 354. MIN 108 is waived as a prerequisite for students transferring in 45 or more units. All other prerequisites apply.

THEO 410, Systematic Theology I, 3 Units

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.

Prerequisite: THEO 363 and completion of 75 units

THEO 411, Systematic Theology II, 3 Units

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

THEO 420, Christian Apologetics, 3 Units

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.

Prerequisite: Junior or Senior Standing, UBBL 100, UBBL 230, PHIL 220

THEO 423, Seminar in Church History, 3 Units

Students explore selected epochs, movements, or issues in the history of the Church.

Prerequisite: MIN 108, THEO 352 or THEO 354, or department consent (repeatable for credit)

THEO 424, Writing 3: The Formation of Early Christianity, 3 Units

Students in this course examine the theological, social, historical, intellectual, cultural, political, and popular influences upon the development of early Christianity through the establishment of the imperial Christian Church in the late 4th century, resulting in the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

THEO 425, Writing 3: American Christianity, 3 Units

In this Church history seminar, students examine the social, historical, intellectual, cultural, political, and popular influences upon the theological development of American Christianity from colonial Puritanism of the 17th century through various revivals, the Civil War, and the Jesus movements of the 20th century, resulting in the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

THEO 427, Writing 3: The History of Christian Spirituality, 3 Units

In this church history seminar, students explore the church's views of healing, miracles, and other gifts of the Holy Spirit from the birth of the church in Acts 2, through the early church fathers, medieval mystics, Protestant reformers, and 19th c. holiness movements to the present-day Pentecostal and Charismatic movements through the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

THEO 428, Global Christianity, 3 Units

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. *Meets the General Education Requirement: Intercultural Competence, Writing 3: Writing in the Disciplines.*

Prerequisite: THEO 352 or THEO 354, or department consent

THEO 440, The Theology of John Wesley, 3 Units

Students explore aspects of John Wesley, including his thought 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.

Prerequisite: Three units of upper division Theology coursework

THEO 442, Theologians and Theological Movements, 3 Units

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: Three units of upper division Theology coursework

THEO 444, Doctrinal Theology, 3 Units

This course examines in depth one of the major loci in Christian theology. Consideration will be given to its biblical and historical foundations and contemporary expression. This course has a seminar format.

Prerequisite: UBBL 230 and 3 units of upper division Theology coursework

THEO 445, Theological Ethics, 3 Units

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 Units

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.

Prerequisite: THEO 352 or THEO 354, or department consent

THEO 480, Theology from the Margins, 3 Units

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. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: THEO 363

THEO 495, Topics in Systematic Theology, 3 Units

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 consent

THEO 496, Senior Seminar: Theology and Social Issues, 3 Units

This course 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 Requirement: Integrative and Applied Learning.*

Prerequisite: Senior standing, completion of the majority of the units required for Biblical, Theological, and Philosophical Formation, and Writing 3.

THEO 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. 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 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

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Paul C. Boles (<http://www.apu.edu/faculty/pboles>), Ph.D.

Professors

Dennis Okholm (<http://www.apu.edu/faculty/dokholm>), Ph.D.

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Jennifer Rosner, Ph.D.

Steve Sommers (<http://www.apu.edu/faculty/ssommers>), Ph.D.

Theology Major

36-39 units

The theology that guides Department of Theology programs 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 students for graduate work in related disciplines and for Christian service in the Church and the world.

The theology major (<https://www.apu.edu/theology/programs/theology-major/about>) equips and encourages undergraduate students to become effective and faithful theologians, well-prepared for further theological education as well as for service to the Church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources as they learn to apply Christian theology to contemporary issues.

Program Goals

1. 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 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.
2. The theology program cultivates collegial scholarship for faithful engagement with students, the Church, and the academy.
3. The theology program continues to develop and refine mechanisms that 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.
4. The theology program continues to develop and refine methods of teaching and mentoring that further students' theological contributions to the Church and 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.
5. The theology program encourages and cultivates students' growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciating, understanding, and valuing the Church. Students 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.

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 Divinity School, Fuller Theological Seminary, Oxford Centre for Mission Studies, Princeton Theological Seminary, Vanderbilt Divinity School, Yale Divinity School, 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, and 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:

Code	Title	Units
Major Course Requirements		
WRIT 200	Writing 2: Writing for Christian Practice ¹	3
THEO 352	Church History: Apostolic Era to the Eve of the Reformation ²	3
THEO 354	Church History from the Eve of the Reformation to the Present ²	3
THEO 363	Contemporary Christian Theology	3
THEO 4XX	400-level Theology Course ³	3
THEO 4XX	400-level Theology Course ³	3
THEO 4XX	400-level Theology Course ³	3
THEO 410	Systematic Theology I	3
THEO 411	Systematic Theology II	3
THEO 496	Senior Seminar: Theology and Social Issues ⁴	3

UBBL 3/4XX	Biblical Studies Elective	3
Select one of the following:		3
PHIL 315	History of Ancient Philosophy	
PHIL 316	Medieval Philosophy	
PHIL 320	History of Early Modern Philosophy	
PHIL 325	History of 19th and 20th Century Philosophy	

Total Units 36

- ¹ Meets the General Education Writing 2 requirement.
- ² Meets the General Education Theology requirement.
- ³ Students who wish to earn a Church history concentration may do so by substituting three of the upper-division theology courses above with three Church history seminar courses as needed. Students who wish to earn a systematic theology concentration may do so by substituting three of the upper-division theology courses above with three systematic theology courses, and taking an additional Church history seminar course. See tables below for additional details.
- ⁴ Meets the General Education Integrative and Applied Learning 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 listed above, but substitute the three unspecified upper-division theology courses for three Church history seminar courses as listed below:

Code	Title	Units
Select three of the following:		
THEO 423	Seminar in Church History	
THEO 424	Writing 3: The Formation of Early Christianity ¹	
THEO 425	Writing 3: American Christianity ¹	
THEO 427	Writing 3: The History of Christian Spirituality ¹	
THEO 428	Global Christianity ²	
THEO 454	Christian Traditions	

Total Units 9

- ¹ Meets the General Education Writing 3 requirement.
- ² Meets the General Education Writing 3 or Intercultural Competence requirement.

Systematic Theology Concentration

12 units

The theology major may choose an optional concentration in systematic theology by completing three (3) advanced systematic theology electives from the list below in addition to a single 3-unit advanced Church history seminar that also meets the General Education Writing 3 requirement.

Code	Title	Units
Select three systematic theology electives from the following:		
THEO 428	Global Christianity ¹	
THEO 440	The Theology of John Wesley	
THEO 442	Theologians and Theological Movements	
THEO 444	Doctrinal Theology	
THEO 445	Theological Ethics	
THEO 454	Christian Traditions	
THEO 480	Theology from the Margins ²	
THEO 495	Topics in Systematic Theology	
THEO 497	Readings	

Select one Church history seminar that also meets the Writing 3 requirement from the following: 3

THEO 424	Writing 3: The Formation of Early Christianity ³	
THEO 425	Writing 3: American Christianity ³	

Total Units 12

- 1 Meets the General Education Writing 3 or Intercultural Competence requirement.
 2 Meets the General Education Intercultural Competence requirement.
 3 Meets the General Education Writing 3 requirement.

THEO/UBBL Double Major Guidelines

Should a student choose to double major in theology and biblical studies, he/she must take 3 additional upper-division courses in either THEO or UBBL (THEO 4XX or UBBL 3XX/4XX) to meet the guidelines for double majors (<http://catalog.apu.edu/undergraduate/academic-programs/degree-programs>).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate and critically engage the historical, doctrinal, biblical and practical aspects of the Christian faith.
2. Demonstrate a comprehension of the contextual nature of Christian theology and church history through proficiency applying methodologies sensitive to the multi-faceted aspects of historical analysis.
3. Integrate theological knowledge and praxis as evidenced by scholarship skillfully incorporating transdisciplinary and transcultural perspectives.
4. Demonstrate thoughtful consideration and resolutions to current and historical issues in light of the Church's Scriptures and traditions.
5. Demonstrate continual intellectual growth through personal research and scholarship.
6. Manifest skills enabling them to be strong candidates for a graduate program in theology.

Theology Minor

The theology minor consists of 12 upper-division THEO units (any 3XX or 4XX THEO classes offered by the department qualify), 3 units of UBBL, and 3-4 units of PHIL 100 or HUM 224/HUM 324. The UBBL and PHIL 100 requirements may be used to meet the theology minor requirement and the General Education requirement.

Theology minors must earn a minimum cumulative GPA of 2.5 in the courses being applied toward the minor.

Code	Title	Units
Any 3-unit UBBL Course		3
PHIL 100	Introduction to Philosophy ¹	3
or HUM 224	Core Texts in Philosophy	
or HUM 324	Core Texts in Philosophy	
Upper-division (3XX or 4XX) THEO courses		12
Total Units		18

- 1 Meets the General Education Philosophy requirement.

Certificate of Distinction in Theology

24 units

The Certificate of Distinction in Theology acknowledges the achievement of theology majors who exhibit a mastery of theology coursework 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, or the history of philosophy from the following list:

Code	Title	Units
Required Senior Seminar		
THEO 496	Senior Seminar: Theology and Social Issues ¹	3
Additional Units		
Complete 12 additional units of 400-level coursework in theology or Church history or 300-level coursework in history of philosophy.		12
Required Emphasis		
Complete 9 units (not used above) from one of three emphases:		9

Church History Emphasis

Select three of the following:

THEO 423	Seminar in Church History
THEO 424	Writing 3: The Formation of Early Christianity ²
THEO 425	Writing 3: American Christianity ²
THEO 427	Writing 3: The History of Christian Spirituality ²
THEO 428	Global Christianity ³
THEO 454	Christian Traditions

Systematic Theology Emphasis

Select three of the following:

THEO 440	The Theology of John Wesley
THEO 442	Theologians and Theological Movements
THEO 444	Doctrinal Theology
THEO 445	Theological Ethics
THEO 480	Theology from the Margins ⁴
THEO 495	Topics in Systematic Theology
THEO 497	Readings

History of Philosophy Emphasis

Select three of the following:

PHIL 315	History of Ancient Philosophy
PHIL 316	Medieval Philosophy
PHIL 320	History of Early Modern Philosophy
PHIL 325	History of 19th and 20th Century Philosophy

Total Units

24

- ¹ Meets the General Education Integrative and Applied Learning requirement.
- ² Meets the General Education Writing 3 requirement.
- ³ Meets the General Education Writing 3 or Intercultural Competence requirement.
- ⁴ Meets the General Education Intercultural Competence requirement

Archived Catalogs

View a full list of APU's archived catalogs on the Office of the Provost website (<http://www.apu.edu/provost/catalog>).

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