AZUSA
PACIFIC

GRADUATE
PROGRAMS

GRADUATE
CATALOG

AZUSA PACIFIC
UNIVERSITY

Graduate Programs

GRADUATE CATALOG

AZUSA PACIFIC
UNIVERSITY

901 E. ALOSTA AVE.
PO BOX 7000
AZUSA, CA 91702-7000
(626) 969-3434
http://www.apu.edu

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

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

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

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

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

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

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

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

Richard E. Felix, Ph.D.
President

GRADUATE DEGREE PROGRAMS

(Emphases are indented below the appropriate major.)

COLLEGE OF LIBERAL ARTS AND SCIENCES

Master of Science in Applied Computer Science and Technology

Client/Server Technologies
Computer Information Systems
End-User Support
Software Engineering
Technical Programming
Telecommunications
Inter-Emphasis
CERTIFICATES

Master of Software Engineering

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

CERTIFICATES

Master of Physical Therapy

SCHOOL OF BUSINESS AND MANAGEMENT

Master of Business Administration

Finance
Health Care Management
Human Resource Development
International Business
Management Information Systems
Marketing
Strategic Management

Master of Human Resource Development

Master of Arts in Organizational Management

SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES

Master of Arts in Education

Curriculum and Instruction
School Administration
Pupil Personnel
Special Education
Teaching
CREDENTIALS
CERTIFICATES

Master of Arts in Language Development

Master of Education

Educational Technology
Physical Education
College Student Affairs

Doctor of Education in Educational Leadership and Administration

Master of Arts in Social Science

Leadership Studies
Operation Impact

Master of Arts in Clinical Psychology

Marital and Family Therapy

Doctor of Psychology in Clinical Psychology

GRADUATE DEGREE PROGRAMS

(Emphases are indented below the appropriate major.)

SCHOOL OF MUSIC

Master of Music

Conducting

Master of Music Education

SCHOOL OF NURSING

Articulated ADN

High Risk Home Health
CERTIFICATES

Articulated RN-MSN

Master of Science in Nursing

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

HAGGARD GRADUATE SCHOOL OF THEOLOGY

Master of Divinity

Master of Arts in Christian Education

Master of Arts in NonProfit Christian Leadership

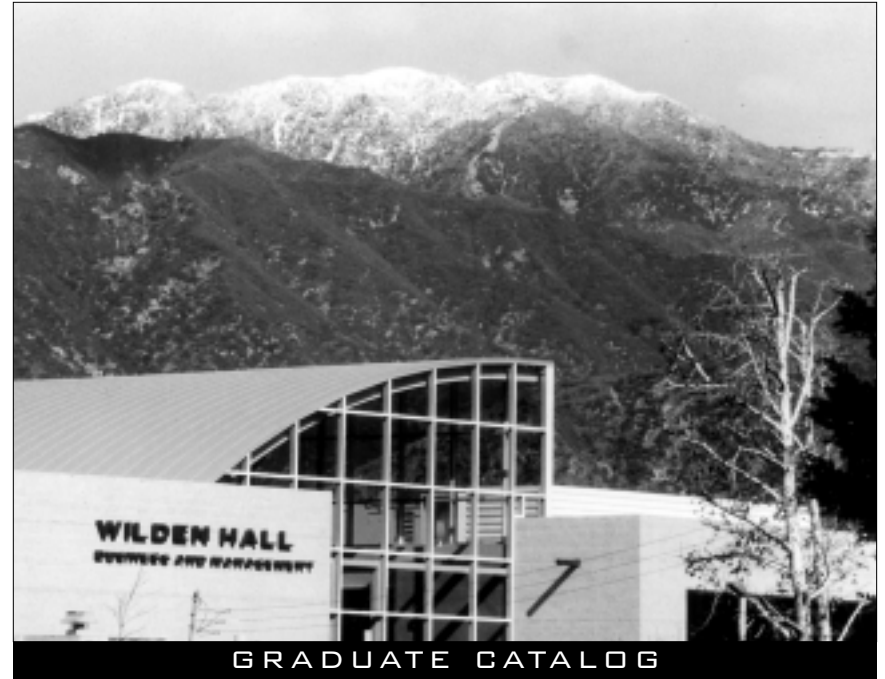### Master of Arts in Religion

Biblical Studies
Theology and Ethics

Doctor of Ministry

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GENERAL INFORMATION

REGARDING THE CATALOG

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

Because this publication is prepared in advance of the year it covers, changes in some programs will inevitably occur. The semester schedule of classes is the final authority in regard to classes offered. This schedule is available prior to registration each semester.

Students who wish to obtain specific information about the university not contained in the catalog are advised to make a personal inquiry to the Office of Graduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470.

STATEMENT OF MISSION AND PURPOSE

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

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

ESSENCE STATEMENT

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

Christian

We are Christians who:

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

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

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

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

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

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

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

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

Academic

We are scholars who:

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

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

exhibit intellectual curiosity, flexibility, and critical open-mindedness.

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

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

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

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

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

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

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

Developmental

We are persons who:

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

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

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

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

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

Service

We are servants who:

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

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

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

STATEMENT OF FAITH

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

We believe that there is one God, eternally existent in three persons—Father, Son, and Holy Spirit. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.

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

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

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

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

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

- Caring, effective love both of God and man
- A Christ-like unity and acceptance between believers
- A lifestyle dedicated to God's will in society
- A growing, victorious state of mind because of the indwelling Christ
- A daily affirmation of Christ as Lord

- A willingness to serve the Lord, even if it means sacrifice
- A desire to be more sensitive to the personal work of the Holy Spirit
- A working faith in God's promises for all needs and daily-life situations
- A witness for Christ without hypocrisy
- A firm, committed desire to be God's person

STATEMENT OF ACADEMIC FREEDOM

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

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

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

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

However, the statement provides for some limitation of academic freedom "because of religious or other aims of the institution, provided that such limitations are clearly stated in writing at the time of appointment."

HISTORY

In 1965, Azusa Pacific College emerged as a new name among institutions of higher learning in Southern California, a school enriched by tradition. Two independent schools, Azusa College (founded in 1899 as the Training School for Christian Workers) and Los Angeles Pacific College, merged to form that new college. For 60 years, these institutions had administered academic programs as private church-related colleges. Their goals, curricula, and missions were similar, and the merger, a natural blending of shared vision. The merger also made Azusa Pacific College the official college for the Free Methodist Church in the southwestern United States.

In 1968 Arlington College of Long Beach, California, merged with Azusa Pacific College. Arlington was founded in 1954 by the Church of God in Southern California (headquarters in Anderson, Indiana).

In 1981, Azusa Pacific's breadth of academic and cocurricular programs qualified the college for university status.

Today, Azusa Pacific University is an independent, church-related university. Five religious organizations—Brethren in Christ, Church of God, the Free Methodist Church, the Missionary Church, and the Salvation Army—are affiliated with the university and represented on the Board of Trustees. Many individual churches representing various segments of the conservative biblical tradition actively support Azusa Pacific. The student body represents more than 40 denominations.

LOCATION AND CAMPUS

Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus. Situated on the 52-acre valley campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of an additional 21 acres on Foothill Boulevard, within a quarter-mile of campus, provides the university with room to grow. The West Campus now houses the Schools of Nursing and Education and Behavioral Studies, as well as the Department of Computer Science, numerous classrooms and faculty offices, and administrative facilities. The state-of-the-art Hugh and Hazel Darling Graduate Library opened in January 1998. A 5,000-seat Event Center will be the next major building project.

APU also has 6 offsite centers throughout Southern California.

1. **Inland Empire**
   Programs: Education
   685 E. Carnegie Dr., Suite 170
   San Bernardino, CA 92408
   (909) 888-9977

2. **High Desert Center**
   Program: Education
   Victor Valley College
   Lower Campus, LP5
   18422 Bear Valley Rd.,
   Victorville, CA 92392
   (800) 272- 0111

3. **San Diego Center**
   Program: Education and Theology
   2820 Camino Del Rio South
   Suite 100
   5an Diego, CA 92108
   (619) 718-9655

4. **Orange County**
   Programs: Education, Clinical Psychology, and Computer Science
   1915 Orangewood Ave., Suite 100
   Orange, CA 92868
   (714) 935-0260

5. Temecula Valley Center
Program: Education
Mt. San Jacinto College, Menifee Campus
Rm. 1012, 28237 La Pudra Rd.
Menifee, CA 92854
(909) 679-6413

6. Ventura Center
Program: Education
5740 Ralston St..
Ventura, CA 93003
(805) 677-5825

7. Wilshire Campus
Program: Theology (Korean studies)
3200 Wilshire Blvd., #315
Los Angeles, CA 90010

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

ACCREDITATIONS AND MEMBERSHIPS

Azusa Pacific University is accredited by the Western Association of Schools and Colleges. The nursing program is accredited by the National League for Nursing and the Board of Registered Nursing. The social work program is accredited by the Council on Social Work Education. The C. P. Haggard School of Theology is accredited by the Association of Theological Schools. Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing and Licensing authorizing elementary and secondary school teaching. Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of students from foreign countries.

The university holds membership in the American Alliance of Health, Physical Education, Recreation, and Dance; American Assembly of Collegiate Schools

of Business; American Association of Colleges of Nursing; American Association of Registrars and Admissions Officers; American College Health Association; American Psychological Association; Association of Christian Schools International; Association of Collegiate Business Schools and Programs; Association of Conference and Events Directors; Association of Free Methodist Educational Institutions; Association of Independent California Colleges and Universities; Association of Independent California Colleges of Nursing; Association of Teacher Educators; Association of Theological Schools; California Association of Colleges for Teacher Education; California Association of Colleges of Nursing; California Campus Compact; California Council on the Education of Teachers; Coalition of Christian Colleges and Universities; Council of Independent Colleges; National Association of Christian College Admissions Personnel; National Association of College Admissions Counselors; National Association of Graduate Admissions Professionals; National Association of Independent Colleges and Universities; National Association of Student Financial Aid Administration; National Collegiate Honors Council; National Commission on Accrediting; National League for Nursing; National Society for Experiential Educators; Pacific Association of Collegiate Registrars and Admissions Officers; Sigma Theta Tau International; Western Association of College Admissions Counselors; Western Association of Graduate Schools; Western Association of Schools and Colleges; Western Institute of Nursing; Western Society for Research in Nursing; and Western Interstate Commission for Higher Education.

Accreditation documents are available in the Office of the Provost.

LIBRARIES

Azusa Pacific's libraries include the Marshburn Memorial Library (located on the East Campus), the Hugh and Hazel Darling Library (located on the West Campus), the Stamps Theological Reference Room in the C. P. Haggard School of Theology, and six center/site libraries in San Bernardino, Orange County, Ventura, Wilshire, Watts, and San Diego. A unified catalog identifies the more than 150,000 books, media, and 1,400 serial titles. More than 550,000 microforms include the Library of American Civilization, Library of American Literature, *New York Times,* and Educational Resources Information Center collections. The university network provides access to more than 100 electronic databases as well as all of the material available on the Web. Regular hours for the two main facilities are:

Monday-Thursday	8 a.m.-11 p.m.
Friday	8 a.m.-4 p.m.
Saturday	11 a.m.-5 p.m.
Sunday	2-10 p.m.

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

The holdings of the Marshburn Memorial Library include collections supporting liberal arts and sciences, religion, and business. This library includes extensive denominational collections of the Salvation Army, Free Methodists, Church of God (Anderson), and Society of Friends; a large holiness collection; and a historical music education collection. This library houses the Media Center with state-of-the-art audio-visual equipment, providing access to a large video, CD, and cassette tape collection. It also houses InterLibrary Loan and Document Delivery Services and the Office Faculty Development. Marshburn Memorial Library has two wings, one of which has three floors.

The holdings of the Hugh and Hazel Darling Library include collections supporting education, nursing, professional psychology, and computer science. The library is comprised of the Stamps Rotunda, which offers a traditional library environment of book stacks and individual study carrels, and the Ahmanson Integrated Information Technology Center, which includes 75 workstations for researching the 100 plus licensed electronic resources. This center also houses 8 scholar study rooms, 12 group study rooms, 4 conference rooms, and the children's literature collection. These two main areas are joined by the ECF Academic Hall of Fame where academic achievements of individuals from the university community are displayed.

The Stamps Theological References Room and Society of Friends collection are located in the C. P. Haggard School of Theology. The Reference Room houses a theological collection and a computer to access resources supporting primarily graduate theology programs.

Each off-campus library provides a core collection of holdings with an emphasis on the programs at that location. Each off-campus library also include computers which provide access to all the electronic library resources and services.

ACADEMIC COMPUTER CENTER

The Academic Computer Center, located on the East Campus, is equipped with 34 PC workstations, 29 Macintosh workstations, and 4 HP Laser Jet printers operating on a Novell NetWare 3.12 local area network. Software available includes SPSS, word processing, spreadsheets, medical programs, and databases, as well as a variety of specialty programs. The center is open seven days a week for maximum utilization by students except during holiday periods and breaks. Lab assistants are available during all operational hours.

COMPUTERS

Azusa Pacific University encourages students to obtain their own computers for word processing, searching information databases, and surfing the Internet. The library catalog and other APU-licensed databases are available through dial-in access with a computer and modem. Faculty and other students are accessible through electronic mail on the Internet.

The following may be used as a guide for minimum standards when purchasing a computer for use in most programs at APU:

PC Pentium 75
   16 mb RAM
   500 mb Hard Drive
   28.8 modem
Mac 68040 Processor
   16 mb RAM
   500 mb Hard Drive
   14.4 modem

Some programs may specify a more expanded system.

HARASSMENT POLICY

Staff members are employed by the university for the purpose of assisting students and parents in the several facets of university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that, if at any time an employee or student believes that he or she is being harassed (verbally or in any other manner), he or she should immediately end the conversation and refer the party to their supervisor, chair, or department dean.

STATEMENTS OF COMPLIANCE

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

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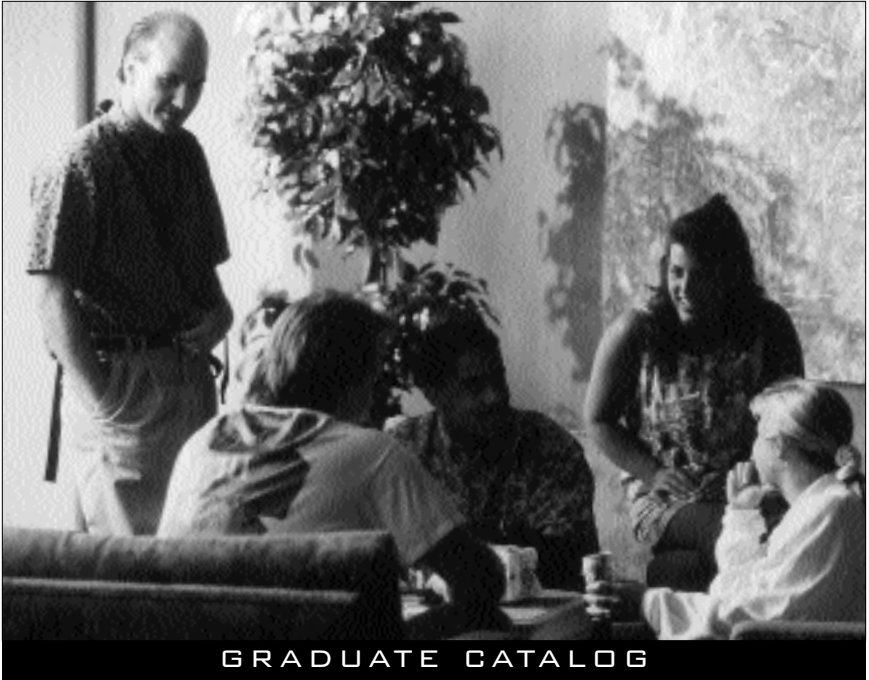
GRADUATE CATALOG

ADMISSION
POLICIES

GRADUATE ADMISSION TO THE UNIVERSITY

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

To be considered for graduate admission, the applicant must have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade-point average (GPA). Candidates with a GPA of 2.5-2.99 may be considered for provisional admission.

All students graduating form non-English speaking institutions must also meet TOEFL requirements (see section below).

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

To apply for graduate admission to Azusa Pacific University, students must request an application from the Office of Graduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000; (626) 815-5470; or FAX (626) 815-5445.

APPLICATION AND FEE

To be considered for admission to any graduate course work, the prospective student must complete the graduate application and submit a nonrefundable $45 application fee and transcripts. Certain programs may require additional references and/or other supporting documents.

TRANSCRIPTS

Every applicant must submit transcripts when applying. An official transcript is one which the university receives directly from that institution and bears an official seal. Transcripts must indicate a B.A. or B.S. degree for admission to the graduate program. International transcripts must be translated into English, certified by an authorized official, and include the posted degree. Once filed, transcripts are subject to the provisions of applicable federal and state laws and regulations and cannot be returned to the applicant or forwarded to other educational institutions.

Transcript requests from APU are usually processed in 5-7 working days from the date the request is received. During peak periods transcript requests may take 14 working days. Faxed transcript requests are not accepted.

INTERNATIONAL GRADUATE ADMISSIONS

Azusa Pacific University is authorized under federal law to enroll nonimmigrant, alien graduate students. Application to graduate work includes the following: completion of an International Graduate Application for Admission; $65 application fee; and a financial affidavit of support on a form provided by the university, as well as bank statements proving ability to pay for educational costs through personal, family, or sponsor resources. International students graduating from non-English speaking institutions must also comply with TOEFL requirements (see section below) and submit an original certificate of the International TOEFL. In addition, all international applicants are expected to read and comply with the policies listed. Students from non-English speaking institutions must have a grade-point average of at least 3.0 to be considered for any graduate program at Azusa Pacific. All questions and correspondence should be directed to the Office of International Student Services, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, USA or phone (626) 812-3055.

TOEFL REQUIREMENTS

All students graduating from non-English speaking institutions and applying to university graduate programs are required to submit a Test of English as a Foreign Language (TOEFL) Test scores. Graduate minimum required score is 550 on the paper version (213 on the computer version). Exceptions have been established for computer science and software engineering (580 paper version), doctorate in clinical psychology, physical therapy, and doctorate of education (600 paper and 250 computer version). In addition students must enroll in TESL 500 English for Internationals during their first term at Azusa Pacific University regardless of TOEFL score. During the first class session an opportunity will be given to demonstrate proficiency in English.

International students are encouraged to submit a score on the Test of Written English with their application materials. If this is not submitted prior to admission, students will be required to take a written English assessment upon arrival at the university. Students whose English skills are not adequate for graduate study in their chosen field may be required to take, either prior to or concurrently with courses in their department, course work to develop their written skills in English.

POLICY REGARDING FALSE INFORMATION

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

The full fraudulent records policy may be obtained from the Office of the Registrar.

CHANGE OF DEGREE PROGRAM

Admission to graduate work at Azusa Pacific University is degree-specific. If a student changes plans and wishes to enroll in course work toward a degree other than the one to which he or she was accepted, then the student must file a new application with the Office of Graduate Admissions. This application must be accompanied by all additional materials. No credit toward the new degree program will be granted before written approval for admission to the new program has been secured.

FINANCIAL INFORMATION

GRADUATE STUDENT FINANCIAL SERVICES

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

The Office of Graduate Student Financial Services assists students in answering questions related to financial aid and student accounts. Simply call (626) 815-5440 with any questions. Office hours are Monday-Thursday, 8:30 a.m.-7 p.m.; and Friday, 9:30 a.m.-4:30 p.m.

COST OF ATTENDANCE 1998-99

(effective 9/1/98)

Matriculation fees

Application	$45
International Application	$65

Tuition

Computer Science	$375/unit
Education Doctoral Studies	$500/unit
Family Nurse Practitioner	$380/unit
MBA Continued Capstone	$203/unit
MBA, MHRD, MAOM	$405/unit
MAOM (lock-step program)	$405/unit
Master of Physical Therapy	$380/unit
Ministry Doctoral Studies	$325/unit
Psychology Doctoral Studies	$500/unit
Software Engineering	$500/unit
Student Teaching (12-unit package)	$3,800/12 units
Theology (including discounts)	$255/unit
Other graduate programs	$350/unit
Audit-Graduate	50%/unit

Mandatory Fees

University Access and Safety Fee (all on-campus students)	$60/year
Health Fee	$170/semester

(mandatory for on-campus residents and international students on APU I-20s and IAP 66s)

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

Special Fees

Independent Study	$100/unit plus tuition
International Fee	$80/semester
Late Registration Fee	$100/term
MBA Capstone Proposal Fee	$130
Music—Private Lessons	$200/unit
Nursing Fees (includes malpractice insurance)	$100/see class schedule
Nurse Practitioner Clinical and Lab	$200
Physical Therapy Lab Fee	$100/class
Research Account Fee	$15
Recital Fee (conducting students)	$100
Service Charge for Payment Plans	
15-week sessions	$75
9-week sessions	$40
Transcript	$5/copy

Graduation Fees

Graduation Fee	$80
Placement File	
Setup and 10 mailings	$60
Renewal	$55
Education Employment Opportunities Newsletter	$40/year

PAYMENT PLANS

Late registrations incur a $100 late fee and service charge as well as the current session prices. Any student with a bachelor's degree who is pursuing a second bachelor's degree must pay undergraduate fees. A student without a posted bachelor's degree must register as an undergraduate. Past balances must be paid before a new session can be started.

1. Payment in Full

Tuition and fees are due and payable at registration.

15-WEEK SEMESTER PLAN
Net balance owed plus a $75 service charge

A 25 percent down payment is due by August for the fall and December for the spring. The remaining balance is due in three monthly payments:

Fall: September 15, October 15, November 15

Spring: February 15, March 15, April 15

9-WEEK SESSION PLAN
Net balance owed plus a $40 service charge

A 50 percent down payment is due at registration. The balance is due one month later.

2. Stafford and Unsubsidized Stafford Loan Payment Plans

Certain *verified* loans may be used to pay for school costs, but all students (including those with loans) are required to make the necessary down payment at the time of registration as follows:

▪ The 9-week sessions require a 50 percent down payment (including a $40 service charge).

▪ The 15-week sessions require a 25 percent down payment (including a $75 service charge).

When the Stafford Loan is received, current balances and all subsequent sessions enrolled in within the loan year must be paid in full.

3. Company Reimbursement Payment Plan

If a student's employer pays for tuition, the student must obtain a Company Reimbursement/Remission form from

the Office of Graduate Student Financial Services, complete it, and enclose it with the Registration form and a letter from the company authorizing the student to receive company reimbursement and detailing the company policy *A service charge will apply. Tuition, fees, and charges not covered must be paid at the time of registration.*

4. Payment Plan Exceptions

Any exception to stated policy must be requested in writing (using a General Petition form obtained from the Office of Graduate Student Financial Services) and approved by the director of student financial services.

REFUND POLICY

15-Week Semester Policy for Tuition Refund (Withdrawal)

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

Tuition (excluding fees):

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

Fees are not refundable.

First-time students are subject to federal prorata refund regulations if they receive federal aid.

9-Week Session Policy for Tuition Refund (Withdrawal)

1 week	90%
2 weeks	50%
3-4 weeks	25%

Summer and Special Terms Policy

Refund policies for summer terms or special programs are outlined in other printed material.

Other Refunds

Financial aid is prorated on the same schedule as tuition (outlined above) and applied as required by the federal government.

Any student dismissed by the university will receive refunds only at the administration's discretion. If a student feels that individual circumstances warrant exceptions, he or she may submit a written petition to the director of student financial services.

Students Making Class Changes

Students may add and drop classes without financial penalty until the last day to register or change registration.

Students may withdraw from classes after this date, but will not receive a refund.

FINANCIAL AGREEMENT

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

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

STUDENT EMPLOYMENT

The Office of Student Employment is a job referral service for APU students. Employment is a vital part of college life for the many Azusa Pacific graduate students who work as a partial means of meeting college costs. Numerous part- and full-time jobs are posted on the job board outside the Career Center.

FINANCIAL AID APPLICATION

Application for Financial Assistance

A Free Application for Federal Student Aid (FAFSA) must be completed and sent to the address on the application. The FAFSA may be obtained at the APU Graduate Center. Early application is recommended, since receipt of loans can take up to five months.

From an analysis of this confidential form, the amount of student income and assets which can be applied toward university costs is determined. An application will be considered for financial aid after the student has been granted admission to the university.

Application Priority Date

Admitted students who have completed their FAFSA, financial aid transcripts, loan applications, and admission process by **March 1** will receive loan processing priority over other applicants.

FINANCIAL AID POLICIES

SATISFACTORY PROGRESS

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

A. Quality of Progress— "Good Academic Standing"

▪ Graduate students requesting aid must maintain a minimum cumulative grade-point average of 3.0.
▪ Grade-point averages are reviewed at the end of each semester.
▪ Students who fail to maintain the minimum grade-point average will be given one semester of "Aid Probation" in which they must earn a 3.0 (for that semester); otherwise, they will be suspended from the aid programs.
▪ Transfer students entering with less than a 3.0 grade-point average will not be eligible for aid until the minimum cumulative grade-point average is attained. Students with no previous graduate work who have less than a 3.0 will be given one semester of "Aid Probation" and must achieve a 3.0 grade-point average to continue receiving aid.

B. Quantity of Progress— "Unit Completion Requirement"

▪ Graduate students requesting aid must make progress toward their degree as follows:

> Full time—18 units/year
> Part time—10 units/year

▪ Unit completion is reviewed at the end of each academic year in June. Summer is considered part of the spring term for financial aid purposes. The following grades are considered to demonstrate satisfactory course completion: *A*, *B*, *C*, and *Pass*. These grades do not demonstrate course completion: *D*, *F*, *No Pass*, *Incomplete (I)*, *Withdrawal (W)*, and *In-Progress*.
▪ Repeated courses for which a satisfactory grade has been given may be counted only once for the purpose of academic progress.
▪ Remedial course work may be considered if it is specifically prescribed by the student's academic advisor.
▪ Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are made up. Such units can be made up in the summer and/or by petitioning for a semester of "Aid Probation." To petition, students must submit an APU General Petition form to the Office of Graduate Student Financial Services.

C. Quantity of Progress— "Maximum time Frame"

▪ Graduate students requesting aid are expected to complete their academic programs within a reasonable time frame (including transfer units) as follows:

> Full-time—3 academic years
> Part-time—5 academic years

▪ The time frame is reviewed when the application is submitted.
▪ Students may petition for extended time by submitting a General Petition form to the Graduate Center.

FINANCIAL AID PACKAGING

Azusa Pacific University offers financial aid in the form of employment, loans, grants, and scholarships. In order to serve the large number of students who need financial assistance, the university attempts to coordinate various elements of each

student's financial aid program. This "packaging" approach may include assistance from two or more financial aid sources. The university's goal is to award all applicants the maximum scholarship, grant, and loan dollars for which they qualify, given restrictions on the availability of funds, institutional policies, and federal guidelines.

EQUITABLE TREATMENT

The university shall provide fair and equitable treatment when awarding financial aid. In addition, there shall be no discrimination of any kind. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the director of student financial services for further information.

RELEASE OF RECORDS

It is understood that in signing the Offer of Financial Aid, the student grants the Office of Graduate Student Financial Services the right to release the student's grades and enrollment records to scholarship and loan agencies as needed.

KEEPING IN TOUCH

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

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

OUTSIDE AID RESOURCES

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

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

OVERAWARDS

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

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

All institutional aid is subject to the policies printed in the APU Student Financial Services Handbook, catalog, and any other printed materials.

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

TYPES OF FINANCIAL AID

FEDERAL AID

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

Federal Stafford Loan

A loan program is available through many banks and credit unions from which graduate students may borrow up to $18,500 annually ($10,500 annually for Teacher Education students). In order to receive a subsidized Federal Stafford Loan, students must demonstrate need through completion of a FAFSA form. The interest rate is variable, but never higher than 8.25 percent. Repayment begins six months after the student graduates or discontinues schooling, with public service deferment provisions available.

Unsubsidized funds up to $10,000 per year may also be borrowed if the student shows "no need"; however, in this case the student is responsible for the interest payment while in school. Applications are available at the APU Office of Graduate Student Financial Services and should be submitted at least three months prior to entry to the university.

Borrowing under the Federal Stafford Loan programs may not exceed net educational costs (school educational costs less other financial assistance).

STATE AID

CAL Grant A

Students who received CAL Grant A as undergraduates have 15 months to enroll in a teacher education program to renew funding. A FAFSA must be filed and a form sent to the Student Aid Commission to continue receipt of the CAL Grant A.

Graduate Fellowships

The California Student Aid Commission offers graduate fellowships to California residents for use in a California college or university. Recipients must demonstrate intent to teach at the college level. Applications are made directly to the Student Aid Commission by early March prior to enrollment in September.

EDUCATION AID

Alumni Teacher Education Discounts

Discounts of 30 percent are given to APU alumni who enroll in teacher education courses required for a teaching credential. Applications and a list of qualifying classes are available in the School of Education and Behavioral Studies.

Paul Douglas

Aid of $5,000 a year is available from the state for top students interested in becoming teachers. This money is a grant if the student teaches two years for each award year; otherwise, it is a loan. Paul Douglas, plus APU institutional aid and other free money, may not exceed tuition costs. Contact the School of Education and Behavioral Studies for more information.

The Center for the Study of Values in Education

Established in connection with the Ed.D. Program, the center sponsors three to six fellowships per year involving a 50 percent reduction in tuition and a modest stipend. Recipients must be available 18 hours weekly as research associates for faculty members. Applications for these fellowships are available from the doctoral program director or The Center director.

NURSING AID

Nursing Grants

Grant money may be available for nursing students. Please contact the School of Nursing for more information.

THEOLOGY AID

Church of God Student Aid

This fund provides financial and moral support to Church of God students. Eligibility is limited to full-time students. Stipends are determined by a Church of God Scholarship Committee on the basis of funds available, financial need, and academic achievement. Awards of up to $200 may be made.

John Wesley Foundation

Financial assistance is available to students who are involved in the Free Methodist Church Ministerial Program while attending the C. P. Haggard School of Theology.

Pew Charitable Trusts Foundation

The Pew Foundation has made grants available to students studying in the C. P. Haggard School of Theology.

Southern California Free Methodist Aid

The Southern California District of the Free Methodist Church offers aid to theology students.

GRADUATE CATALOG

ACADEMIC
POLICIES

RESERVATION OF RIGHTS

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

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

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

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

COURSE NUMBERING SYSTEM

Courses are identified by a departmental abbreviation followed by a three-digit course number.

College of Liberal Arts and Sciences

Department of Computer Science
Department of Global Studies and Sociology
Department of Physical Therapy

School of Business and Management

Business Administration
Human Resource Development
Organizational Management

School of Education and Behavioral Studies

Department of Education
Departments of Graduate Education
Department of Graduate Psychology
Department of Graduate Physical Education
Department of College Student Affairs and Leadership Studies

School of Music

School of Nursing

C. P. Haggard School of Theology

Theology
Biblical Studies
Ministry Studies

The following guide may be used when reference is made to any given course: 400-499, upper-division, which also gives graduate credit for graduate students; 500 (and above), graduate courses.

LATE REGISTRATION

Students who are unable to register during the regular period may register late. However, a $100 fee will be charged. The last day to register for each semester will be included in the class schedule and the academic calendar.

CREDIT HOURS

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

STUDY LOAD

To be classified as a full-time graduate student at the master's level, one must be enrolled in at least nine units per semester; at the doctorate level, seven units. Comparable requirements for part-time status are six and four units, respectively. With certain restrictions, students at the dissertation level are considered full-time if enrolled in any one of the following courses: EDUC 794, EDUC 795, PPSY 731, PPSY 732, or GDMN 790. Maximum graduate enrollment at the master's level is 12 units per semester or six units in a nine-week term. Students in the Ed.D. program who work ful ltime may not enroll in more then seven units exclusive of fieldwork.

AUDITING

A qualified student may apply for permission to audit a class. The student must meet the regular university entrance requirements and pay the audit fee per unit. Students may not change their audit classification to obtain credit after the last date to change registration, or change from credit to audit after the sixth week of instruction.

TRANSFER CREDIT*

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

1. The course was completed at a regionally accredited institution.
2. The grade earned was a *B* or better. (Neither *Pass* in a pass/fail course nor a *B-* is acceptable for transfer credit.)
3. The course was completed subsequent to the awarding of the bachelor's degree.
4. The course was taken within eight years of the time in which the student begins work in the degree program. (More recent work may be required in some programs.)
5. The course must be applicable to a graduate degree at the institution where it was taken.

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

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Registrar. **The student should not assume acceptance of transfer work until they receive written notification from the registrar.**

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

GRADING

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows: *A*, exceptional; *B*, good; *C*, passing; *D*, unsatisfactory; *I*, incomplete; *F*, failure; and *W*, withdrawal. For each credit, points are awarded according to the grade earned as follows:

Grade *A*	4.0 points
Grade *A-*	3.7 points
Grade *B+*	3.3 points
Grade *B*	3.0 points
Grade *B-*	2.7 points
Grade *C+*	2.3 points
Grade *C*	2.0 points
Grade *C-*	1.7 points
Grade *D+*	0 points
Grade *D*	0 points
Grade *D-*	0 points
Grade *F*	0 points
Grade *W*	0 points
Grade *I*	Incomplete

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

Petitions for extension beyond the 12 weeks are subject to review by the faculty member and the dean of the school. An incomplete submitted without the proper form or not made up within the 12-week period automatically becomes an *F*.

ATTENDANCE REGULATION

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

REPEATED COURSES

Students may repeat courses at Azusa Pacific in which a grade of *D*, *F*, or *I* was received. Both grades remain on record, but only the new grade is calculated into the student's grade-point average. The units are counted only once.

FINAL EXAMINATIONS

Final examinations are required in most courses. No final examination shall be given to individual students before the regularly scheduled time. An exception cannot be made to this rule without the written approval of the instructor, department chair, and school dean.

NORMAL PROGRESS TOWARD A DEGREE AND TIME LIMIT FOR DEGREE*

A student has a maximum of five years to complete a master's degree, beginning from the first date of enrollment for course work in the degree program. In rare instances, extensions may be requested by waiver. Granting of such a waiver may entail additional degree requirements.

UNDERGRADUATE COURSES

APU courses at the 400 (senior) level may be taken for graduate credit; however, they must be taken after the bachelor's degree has been granted and are subject to approval by the academic school granting the degree. Courses below the senior level will not be counted toward a master's degree.

INDEPENDENT STUDY

Graduate students may receive credit for a maximum of six units of independent study to be applied to their degree programs. No more than four units may be applied toward one project. A maximum of four independent study units may be taken during one academic term. Independent study enables students to enrich their college experience by pursuing learning in a closely supervised program, not merely as a convenience for students who are unable to attend classes because of schedule conflicts. The student must submit a written proposal to the department chair and faculty member under whom he or she wishes to study. After approval by the department, the student may register for the course at registration. An independent study fee of $100 per unit is assessed in addition to standard tuition fees.

WITHDRAWAL FROM COURSES*

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of the 15-week term and during the first 6 weeks of the 9-week term, starting the first day of classes. The student must secure the appropriate form from the Office of the Registrar and obtain an approval signature from the professor. The student will receive a *W* (withdrawal) grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive an *F* in that course if accepted procedures for withdrawal are not followed. If the student wishes to initiate withdrawal after the deadline, he or she may do so by filing a special petition using the Academic Petition form available in the Office of the Registrar. Professor approval for withdrawal after the deadline should be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Petitions must be signed by the professor of the course in question and the department chair prior to submission to the provost for approval. No financial adjustments will be made. (See "Refund Policy" under "Financial Information.")

WITHDRAWAL FROM THE UNIVERSITY

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Office of the Registrar. The student must complete the Leave of Absence and Class Withdrawal forms. Failure to comply will mean that failing grades will be entered on the student's record, and the dismissal will be recorded as dishonorable. (See "Refund Policy" under "Financial Information.")

Honorable Dismissal

To qualify for an honorable dismissal, the student must be free from university

financial obligations and disciplinary action. Academic disqualification does not constitute dishonorable dismissal.

STUDENT RECORDS POLICY

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

Release of Transcripts

Transcripts of Azusa Pacific University course work are available approximately six weeks after the completion of courses. Requests can be made in writing and should include the following information: location of classes taken, the last semester attended, where the transcript is to be sent, date of graduation (if applicable), social security number, and signature. An Azusa Pacific University Transcript Request form is available for the students' convenience. A $5-per-copy fee applies. Transcripts, diplomas, and/or verifications of degrees will not be released until all the student's financial obligations to the university are met.

Right of Access

With a few exceptions provided by law, students at Azusa Pacific University may see any of their educational records upon request. Access will generally be granted to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request. With some limited exceptions, students are also entitled to copies (at the student's expense) of all records to which they have access.

Students further have the right, under established procedures, to challenge the factual accuracy of the records and enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be 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 to prospective employers, government agencies, credit bureaus, etc., without the student's written consent. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and addresses. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes.

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

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

This notice is not intended to be fully explanatory of students' rights under FERPA. The registrar maintains copies of the official Azusa Pacific University Student Records Policy, which contains detailed information and procedures with regard to these rights. Students may obtain a copy of that written policy upon request to the Office of the Registrar, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000. Any student alleging failure of the university to comply with FERPA may file a complaint with the Family Education Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, DC 20201.

* Doctoral students should refer to the section of this catalog dealing with the program of interest for specific information that may differ from general graduate policies.

GRADUATE CATALOG

ACADEMIC PROGRAMS

DEGREE PROGRAMS

Master's degrees are offered in the following areas: business administration, with emphases in strategic management, international business, health care management, human resource development, finance, marketing, and management information systems; human resource development; organizational management; language development; education, with emphases in curriculum and instruction, college student affairs, school administration, pupil personnel services, special education, physical education, teaching; and educational technology (numerous education credentials are also available); teaching English to speakers of other languages (TESOL); clinical psychology; music, with an emphasis in conducting; music education; social science, with an emphasis in leadership studies; Christian education; Christian nonprofit leadership; and religion, with concentrations in biblical studies and theology and ethics. A Master of Divinity; Master of Science in Nursing, with emphases in Administration, Education, Adult Nursing, Parent-Child, Family Nurse Practitioner, and Parish Nursing; Master of Physical Therapy; Master of Software Engineering; and Master of Science in Applied Computer Science and Technology with emphases in Client/Server, Computer Information Systems, End-User Support, Inter-Emphasis, Software Engineering, Technical Programming, and Telecommunications are also available. Doctoral programs include the Doctor of Education in Educational Administration and Leadership, Doctor of Psychology, and Doctor of Ministry.

REQUIREMENTS FOR GRADUATION

All students must earn a minimum cumulative grade-point average of 3.0 in all university work attempted. Some exceptions to this policy apply to students in the Haggard Graduate School of Theology. Please refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative grade-point average in the major courses.

SECURITY INTEREST IN STUDENT RECORDS

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

APPLICATION FOR GRADUATION

Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Registrar at least 90 days prior to commencement, along with the current graduation fee. The commencement date is listed in the class schedule.

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

A graduate student remaining in attendance in regular session at Azusa Pacific University may, for the purpose of meeting graduation requirements, elect to meet the requirements in effect at Azusa Pacific

University either at the time the student began such attendance or at graduation. Substitutions for discontinued courses may be authorized or required by the major department or appropriate school.

"In attendance" is defined as being enrolled in at least six graduate units for one semester within a 12-month period. Absence due to educational leave, approved in writing, shall not be considered an interruption in attendance if such absence is for the duration of two years or less. When a student changes majors, the academic requirements applied will be determined as of the date of declaration or subsequent change.

DEGREE POSTING DATES

The university posts degrees four times each year, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The posting dates for graduate students are the end of the regular fall semester (approximately December 15), the end of Fall II education session (approximately January 31), the end of the regular spring semester (approximately May 5), and the end of summer session (approximately August 5). For degrees completed on dates other than these, the posting will occur on the next following posting date.

GENERAL DEGREE INFORMATION

Residence Requirement

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

Leave of Absence

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

Change of Degree Program

Admission to graduate courses at Azusa Pacific University is degree-specific. If a graduate student changes plans and wishes to enroll in a program other than that to which he or she was accepted, then the student must file a new application with the Office of Graduate Admissions. This request must be accompanied by all additional materials required for consideration by the new degree program. No credit toward the new degree program will be granted before written approval has been secured.

Undergraduate Courses

University courses below the 400-level are not be counted toward a master's degree. Courses at the 400-level may be taken for graduate credit; however, they must be taken after admission to the graduate program and after the bachelor's degree has been granted.

Distribution of Courses

A minimum of 18 semester units in the master's degree program must be completed in courses at the 500 level or higher.

ACADEMIC PROBATION AND DISQUALIFICATION

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

ADDITIONAL DEGREE REQUIREMENTS

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

THESIS

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

1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested.

2. A thesis proposal must be submitted as evidence of writing ability. The student's effort will be judged by the appropriate academic department.

3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form.

4. The student must work with an Azusa Pacific University faculty member who has been approved by the department chair and dean to serve as a thesis advisor.

5. Details on the development of a thesis proposal and matters of style and format are available from the Office of the Registrar.

6. The student has two consecutive semesters to complete the thesis.

7. The final thesis must have the approval of the faculty advisor, department chair, and dean of the appropriate school or college.

ADDITIONAL MASTER'S DEGREE

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

COMMENCEMENT

Commencement exercises are held three times a year—at the end of the fall semester for students who graduate mid-year, at the end of spring semester for students graduating at the end of the spring semester, and in August for graduate students who complete their requirements during summer session. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the exercises are mailed to prospective participants approximately four to six weeks prior to commencement. In order to participate in graduation exercises, all academic requirements must be complete, and all financial obligations to the university must be met.
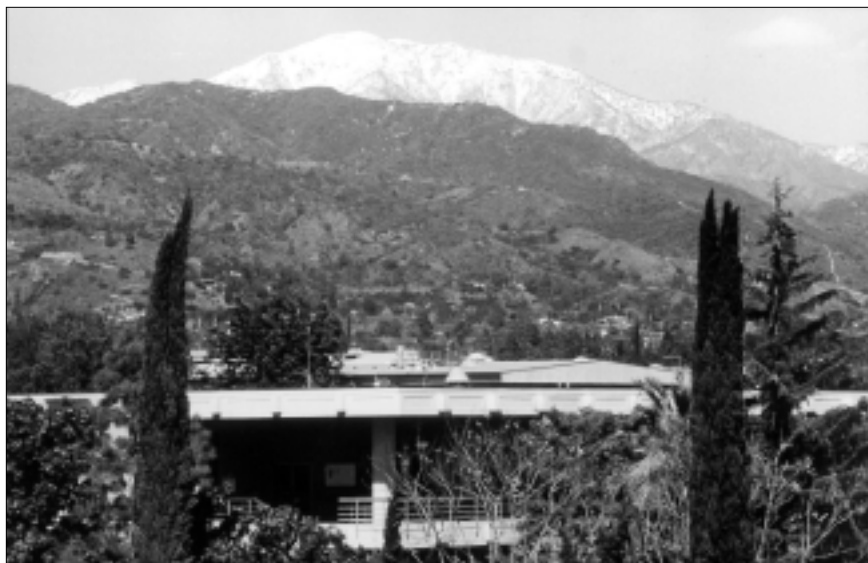
COLLEGE OF LIBERAL ARTS AND SCIENCES

DEPARTMENT OF COMPUTER SCIENCE

Faculty

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

Associate Professors: Gerald Boerner; Dick Eckhart, Ph.D.; Donald Johnson, Ph.D.; Wendel Scarbrough; Carol Stoker, Ph.D.

Assistant Professors: Yufeng Chen, Ph.D.; Peter Yoon, Ph.D.

Lecturers (part time): John Cox, Valerie Henderson, Htwe Lau, Tom Mendenhall, James Solem, Owen Torkelson, Allen Vanderbilt, Robert Woolley

MASTER OF SCIENCE IN APPLIED COMPUTER SCIENCE AND TECHNOLOGY

INTRODUCTION

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

With a large faculty of competent and dedicated teachers, small classes, excellent computer labs, and current and relevant software, computer science at Azusa Pacific University is challenging, professional, and intellectually stimulating and provides a gateway to many exciting careers.

PROGRAM OVERVIEW

The Master of Science in Applied Computer Science and Technology meets the need for specialists in microcomputer science and technology at the professional level. The program provides successful graduates with a variety of technological skills in demand by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include operating systems, computer modeling, management methods, multimedia, database systems, C++ programming, assembly language programming, microcomputer hardware, computer trouble-shooting, client/server technology, telecommunications, computer programming, computer-aided design, systems and software engineering, artificial intelligence, information structures, computer graphics, all aspects of the Internet, desktop publishing, embedded systems, professional development, data communications, local area networks, object-oriented programming, evaluation and selection of hardware and software, graphical user interfacing, computer ethics, computer law, proposal writing, computer consulting, and end-user support.

ADMISSION

The requirements for admission to the graduate program at Azusa Pacific University include an application for admission and verification of completion of a bachelor's degree from a regionally accredited college or university with a 3.0 grade-point average. Candidates with a grade-point average between 2.5-2.99 may be considered for provisional admission. Applicants must adhere to specific departmental application procedures and related application materials. Documentation of computer workshops, seminars, or other special courses attended should be included. These are used to evaluate interest and ability and determine if prerequisites are necessary. All application materials should be sent to the Graduate Center.

PROGRAM FORMAT AND SCHEDULES

Graduate computer science programs are offered in a nine-week, half-semester format during the fall and spring semesters. Classes usually meet one evening per week from 5:30-9:45 p.m. (5-9:15 p.m. in Pico Rivera). Some classes are scheduled on Saturdays. There are five terms per year with one week between sessions. The summer term is five weeks long, and classes are held twice per week with a total of nine meetings. No classes are offered during the month of August or the last two weeks of December. Six semester units (two courses) per term is considered a full load, although some students prefer one course per term. Any student wishing to take three classes in a term must submit a petition to the Department of Computer Science for permission to do so. The degree should be completed within five years of the program starting date.

PREREQUISITES

The department will review each applicant's file and may assign prerequisites as deemed necessary for successful participation in this program. In most cases, prerequisites may be taken concurrently with certain core courses as long as any prerequisite for the core course is met.

1. Prerequisites (or corequisites) may be satisfied through appropriate course work or passing a waiver exam which is available in the Department of Computer Science. The following prerequisites are minimal and can be satisfied in Azusa Pacific University's evening classes:

   ▪ A course in introductory computer concepts (met by taking CS 120 Computer Literacy or CS 205 Microcomputer Software Tools)

- At least two computer programming languages, one of which must be C language [Computer programming course work taken more than five years ago may not be accepted unless skills and knowledge have been maintained. These programming prerequisites may be met through course work at Azusa Pacific University, preferably CS 501 Programming Logic (Basic), and CS 509 Programming Internals (C Language).]
- Excellent working knowledge of various uses of a computer, including a word processing package, Access, in-depth skill and knowledge of a spreadsheet application, and good working knowledge of a recent version of DOS and/or other operating systems (met by taking CS 505 Microcomputer Applications or CS 205 Microcomputer Software Tools)
- Six units of mathematics including MATH 110 College Algebra and MATH 151 Applied Calculus or equivalent course work
- Additional prerequisites as assigned by the program director based on applicant's need as determined by departmental review of applicant's records

2. Lack of prerequisites—Students who do not possess the above prerequisites may make up their deficiencies before entering the program or may enter the program provisionally, in which case prerequisites may be taken concurrently with the master's degree work. Waiver examinations for each of the prerequisite courses are available in the Department of Computer Science. A fee will be assessed for the examination. A program of studies (which may include prerequisite courses) should be developed in cooperation with a department advisor.

3. International students are required to have a TOEFL score of 580 or better. However, if the TOEFL score is below the requirement, a student may complete Level 6 in the School of Intensive English (SIE) at the university to prepare for entry into the master's program. (Completion of Level 6 at APU replaces the TOEFL 580 requirement.)

4. If English is not the student's primary language, he or she may be required to take TESL 500 English for Internationals, during the first semester at Azusa Pacific University. This course may be waived under certain conditions.

TRANSFER CREDIT AND COURSE SUBSTITUTIONS

Up to nine semester units of acceptable graduate transfer credit may be allowed if approved by the department, see the Graduate Catalog for more information. Also, in the event that a student demonstrates knowledge of a specific course sufficient to bypass that course, an alternate graduate course may be substituted with department approval.

UNIT REQUIREMENTS

A minimum of 40 semester units is required to complete this program with the Capstone option. Otherwise 46 units will be needed. Note: All units of credit offered at Azusa Pacific University are semester units.

Core Curriculum   24 units

The core curriculum consists of the following eight courses:

CS	511	Operating Systems Practicum	3
CS	512	Microcomputer Hardware Technology	3
CS	514	Computer Modeling of Management Methods	3

CS	518	Microcomputer Programming with C++ Language	3
CS	519	Database Systems	3
CS	522	Networking and Data Communications	3
CS	524	Software Engineering I	3
CS	525	Software Engineering II	3

EMPHASES

The Master of Science in Applied Computer Science and Technology offers seven different program specializations or emphases. Each emphasis requires core course work totaling 24 units, plus a concentration of either 16 units in the emphasis (including capstone project) or 22 units in the emphasis without a capstone project. These emphases are:

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

EXIT INTERVIEW

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

CLIENT/SERVER EMPHASIS

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

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

Requirements for the client/server emphasis are listed below:

Core Curriculum   24 units

Client/Server Required Course Work   13 units

CS	520	Information Structures and Algorithm Design	3
CS	532	Local Area Networks	3
CS	548	Professional Development Seminar	1
CS	550	Client/Server Application Development	3
CS	551	Front-End Design Methods	3

Select 9 units from Client/Server electives:

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

TOTAL		46 UNITS

or
choose the Capstone option:

CS	595	Capstone Project	3

TOTAL		40 UNITS

COMPUTER INFORMATION SYSTEMS EMPHASIS

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

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

Requirements for the computer information systems track are listed below:

Core Curriculum   24 units

Computer Information Systems Required Course Work   13 units

CS 548	Professional Development Seminar	1

The following MBA courses are also required for this emphasis:

BUSI 513	Financial Analysis	3
BUSI 514	Information Systems for Managers	3
BUSI 516	Organizational Behavior and Communication	3
BUSI 578	Strategy and Planning	3

Select 9 units from the following:

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

TOTAL		46 UNITS

or

choose the Capstone option:

CS 595	Capstone Project	3

TOTAL		40 UNITS

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

PREREQUISITES FOR THE MBA COURSES

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

or accredited course work following department review.

BUSI 501	Math for Decision Makers	3
BUSI 502	Business Economics	3
BUSI 503	Management Practices	3
BUSI 504	Managerial Marketing	3
BUSI 505	Managerial Accounting	3
BUSI 506	Managerial Finance	3
BUSI 507	Human Resource Management	3

TOTAL		0-21 UNITS

END-USER SUPPORT EMPHASIS

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

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

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

Core Curriculum   24 units

End-User Support Required Course Work   10 units

CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 540	End-User Training and Support	3
CS 548	Professional Development Seminar	1

Select 12 units from End-User Support electives:

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

TOTAL		46 UNITS

or

choose the Capstone option:

CS 595	Capstone Project	3
	End-User Support Elective	3

TOTAL		40 UNITS

SOFTWARE ENGINEERING EMPHASIS

The software engineering emphasis provides a foundation for students planning a career in software development. It prepares the student for professional-level work as a software engineer, programmer analyst, software designer, project leader, software developer, or technical manager.

This emphasis focuses on the solution of problems associated with the production of quality software within time and cost constraints.

The curriculum is consistent with parameters suggested by the Association for Computing Machinery and the Software Engineering Institute. This emphasis meets the need for competent software engineering practitioners.

Requirements for the software engineering emphasis follow.

CORE CURRICULUM   24 UNITS

SOFTWARE ENGINEERING REQUIRED COURSE WORK   10 UNITS

CS 520	Information Structures and Algorithm Design	3
CS 548	Professional Development Seminar	1
MSE 590	Software Engineering Design Concepts	3
MSE 592	Software Engineering Project Management	3

SELECT 12 UNITS FROM SOFTWARE ENGINEERING ELECTIVES:

CS 546	Applied Artificial Intelligence	3
CS 599	Research and Independent Study	3-6
MSE 591	Software Testing	3
MSE 593	Software Engineering Metrics and Models	3
MSE 594	Topics in Software Engineering	3-6
MSE 597	Software Engineering Management	3
MSE 598	Readings in Software Engineering	1-4

TOTAL	46 UNITS

or

choose the Capstone option:		6 units
CS 595	Capstone Project	3
	Software Engineering Elective	3

TOTAL	40 UNITS

*Courses with the MSE prefix are in the Master of Software Engineering Program; tuition rates are higher for these courses.

TECHNICAL PROGRAMMING EMPHASIS

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

Requirements for the technical programming track are listed below.

CORE CURRICULUM   24 UNITS

TECHNICAL PROGRAMMING REQUIRED COURSE WORK   13 UNITS

CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 520	Information Structures and Algorithm Design	3
CS 538	UNIX Internals and Device Drivers	3
CS 548	Professional Development Seminar	1
CS 564	Windows Software Development	3
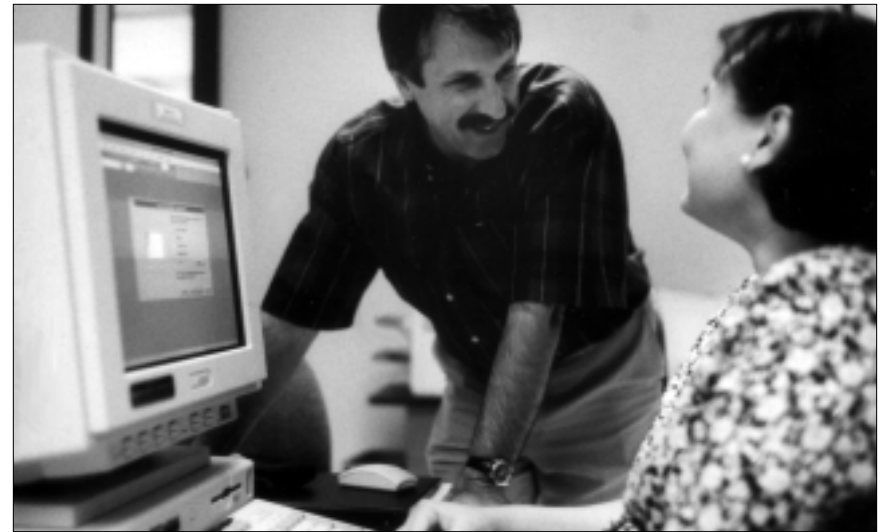
SELECT 9 UNITS FROM TECHNICAL PROGRAMMING ELECTIVES:

CS 517	Embedded Systems Programming	3
CS 546	Applied Artificial Intelligence	3
CS 551	Front-End Design Methods	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Systems	3
CS 574	LAN Internals (waive CS 532)	3
CS 587	Topics in Technical Programming	3-6
CS 599	Research and Independent Study	3-6

TOTAL	46 UNITS

or

choose the Capstone option:		
CS 595	Capstone Project	3

TOTAL	40 UNITS

TELECOMMUNICATIONS EMPHASIS

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

Requirements for the telecommunications emphasis are listed below.

CORE CURRICULUM   24 UNITS

TELECOMMUNICATIONS
REQUIRED COURSE WORK
13 UNITS

CS 520	Information Structures and Algorithm Design	3
CS 532	Local Area Networks	3
CS 548	Professional Development Seminar	1
CS 574	LAN Internals	3
CS 577	Telecommunication Protocols	3

Select 9 units from Telecommunications electives:

CS 530	Advanced Technologies	3
CS 550	Client/Server Application Development	3
CS 575	Interoperability	3
CS 578	Topics in Telecommunications	3-6
CS 599	Research and Independent Study	3-6
TOTAL		**46 UNITS**

or

choose the Capstone option:

CS 595	Capstone Project	3
TOTAL		**40 UNITS**

INTER-EMPHASIS

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

The inter-emphasis track consists of the required 24-semester-unit core along with 10 units of required course work. The remaining elective courses may be selected from any of the other approved graduate computer science or software engineering courses. However, six of these units must include one required course from at least

two other emphases unless the capstone option is chosen. Total program requirements for the inter-emphasis track are a minimum of 40 course credits for students who complete a capstone project, or a minimum of 46 course credits without a capstone project.

Requirements for inter-emphasis follow.

Core Curriculum   24 units

Inter-Emphasis Required Course Work   10 units

CS 520	Information Structures and Algorithm Design	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 548	Professional Development Seminar	1

Select 12 units of elective graduate computer science courses:

(not all from the same emphasis)

TOTAL		**46 UNITS**

or

choose the Capstone option:

CS 595	Capstone Project	3
	Elective	3
TOTAL		**40 UNITS**

THE CAPSTONE PROJECT

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

Students in any emphasis may choose to enroll in CS 595 Capstone Project (3 units) and complete a capstone project. The student must complete all core and required course work before enrolling in the Capstone Project. This option requires 40 units.

MASTER OF SOFTWARE ENGINEERING

INTRODUCTION

Software engineering is the discipline that focuses on the solution of problems associated with the production of quality software within time and cost constraints. Software engineering, unlike other engineering fields, is concerned with an unseen, intangible medium. Software engineers are more concerned with the way things should be than how they are, with synthesis and design more than deduction and analysis. Software engineering at Azusa Pacific University addresses the need of software engineering practitioners to become better acquainted with recent advances in software engineering research and practice and addresses the three complementary aspects of software development: people, process, and technology.

With caring, competent, and dedicated faculty, small classes, functional computer labs, and current and relevant software, the study of software engineering at Azusa Pacific University is challenging, professional, and intellectually stimulating.

PROGRAM OVERVIEW

The Master of Software Engineering (MSE) is a familiar and increasingly popular degree among software engineering professionals. This professional graduate

degree program is designed to meet the needs for the advanced professional education of workers engaged in the development and maintenance of large-scale software systems. This program is suited to the educational needs of workers in software applications design and development such as software engineers, project managers, and software process group members. It is also appropriate for students who have earned a bachelor's degree in computer science, computer engineering, or a related field. Graduates of this program will obtain career advantages in the software engineering field.

Compared to the broader Master of Science in Applied Computer Science and Technology, the Master of Software Engineering Program is specialized, with more extensive prerequisites and less extensive course work than the M.S. program. The cost per unit for the MSE is higher than the unit cost of the M.S. program, but the total cost of the program is less because there are fewer requirements.

Like the Master of Science in Applied Computer Science and Technology, the Master of Software Engineering is designed to be convenient for working adults. Each course meets one evening per week or on Saturday for four hours and fifteen minutes in a nine week or half-semester term. With five terms per year, a well-prepared, full-time student can complete the program in 12 months.

TRANSFER CREDIT AND COURSE SUBSTITUTIONS (MSE)

A maximum of six units of appropriate transfer credit from another accredited graduate program may be allowed. It is the student's responsibility to request (in writing) such transfer for subsequent

university review and action. In the event that a student can demonstrate mastery of a particular required course, a petition to substitute another course should be submitted for approval by the department.

Students enrolled in the Master of Science in Applied Computer Science and Technology who wish to transfer into the Master of Software Engineering Program (and conversely) may do so at any time providing they satisfy the prerequisites for the new program. The transfer requires a program application, re-evaluation of transcripts and other records, and departmental approval.

MSE PREREQUISITES

Applicants should have earned a bachelor's degree in computer science, software engineering, computer engineering, management science, mathematics, an engineering field, or appropriate related discipline and should also have work experience in software development or maintenance. Applicants should have course work or verifiable experience in the following areas: calculus, discrete mathematics, probability and statistics, DOS, Windows, word processing, spread sheet and other applications, a minimum of two programming languages including C++, operating systems, database systems, unix, and algorithm design. Additional computer course work and/or experience is desirable.

Applicants who lack elements of this background will be assigned prerequisite courses, completion of which is a condition precedent to admission to full graduate standing.

MSE REQUIREMENTS

The student must complete a 30-unit program of study designed with the assistance of the student's advisor for graduation.

Required Course Work
15 units

MSE 590	Software Engineering Design Concepts	3
MSE 591	Software Testing	3
MSE 592	Software Engineering Project Management	3
MSE 593	Software Engineering and Models	3
MSE 597	Software Engineering Management	3

Electives 15 units

Select 15 units from the following:

CS 524	Software Engineering I	3
CS 525	Software Engineering II	3
CS 546	Applied Artificial Intelligence	3
CS 599	Research and Independent Study	1-4
MSE 594	Topics in Software Engineering	3-6
MSE 595	Capstone Project	3
MSE 598	Readings in Software Engineering	1-4
TOTAL		30 UNITS

PROFESSIONAL DEVELOPMENT PORTFOLIO

Prior to graduation, the student shall submit a portfolio describing aspects of professional development and growth. Profile guidelines are available in the department. The professional development portfolio requirement is designed to develop, encourage, satisfy, and sharpen professional skills. Portfolio topics cover many areas pertinent to the graduate student as he or she continues or begins the pursuit of a career in software engineering. Students may attend any number of four-hour professional workshops offered by the department during their program of study at APU. Workshop topics include effective résumé preparation, interviewing and job search skills, stress management, effective team communications, computer consulting, ethics and computing, social issues in the workplace, and effective presentation strategies. There is a fee for portfolio consultation and evaluation.

EXIT INTERVIEW

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

GRADUATE CERTIFICATE PROGRAMS

INTRODUCTION

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

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

- Client/Server Technology
- Computer Information Systems
- End-User Training and Support
- Software Engineering
- Technical Programming
- Telecommunications

CLIENT/SERVER TECHNOLOGY

This certificate provides for a career in the development of networked client/server database applications.

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

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

Prerequisites

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

Prerequisite Courses

CS 518	Microcomputer Programming with C++ Language	3
CS 524	Software Engineering I	3

Required Courses

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

Electives

Students must complete three of the following courses:

CS 552	Graphical User Interfaces	3
CS 553	Right-Sizing Information Delivery Systems	3

CS 558	Topics in Client/Server	3-6
CS 560	Advanced Database Applications	3
CS 574	LAN Internals	3
CS 599	Research and Independent Study	3

COMPUTER INFORMATION SYSTEMS

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

PREREQUISITES

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

REQUIRED COURSES

FROM THE SCHOOL OF BUSINESS AND MANAGEMENT

Select 9 units from the following courses:

BUSI 513	Financial Analysis	3
BUSI 514	Information Systems for Managers	3
BUSI 516	Organizational Behavior and Communication	3
BUSI 578	Strategy and Planning	3

ELECTIVES

Students must complete three of the following courses:

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

| CS 568 | Advanced Topics in Business Programming | 3-6 |
| CS 599 | Research and Independent Study | 3 |

END-USER TRAINING AND SUPPORT

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

PREREQUISITES

Applicants must hold a bachelor's degree. Students without prior computer courses or experience need to complete prerequisites as assigned by the department.

PREREQUISITE COURSES

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

REQUIRED COURSES

CS 522	Networking and Data Communications	3
CS 540	End-User Training and Support	3
CS 544	Presentation Graphics	3

ELECTIVES

Choose three of the following courses:

CS 513	Computer System Trouble-Shooting	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 534	Computer Publishing Technology	3
CS 545	Topics in End-User Support	3-6
CS 552	Graphical User Interfaces	3
CS 599	Research and Independent Study	3

SOFTWARE ENGINEERING

This certificate covers fundamental principles, concepts, and tools of software engineering, and addresses the need of software engineering practitioners to become better acquainted with recent advances in software engineering research and practice. The program also serves the needs of workers both outside and inside the aerospace-electronics-defense (AED) community to improve their software development skills.

PREREQUISITES

Students must hold a bachelor's degree and have demonstrated competence in software development evidenced by at least one year of recent experience or training as a software developer using a high-level language.

PREREQUISITE COURSES

| CS 518 | Microcomputer Programming with C++ Language | 3 |
| CS 519 | Database Systems | 3 |

or department permission

ELECTIVES

Students must complete six of the following courses:

CS 524	Software Engineering I	3
CS 525	Software Engineering II	3
CS 595	Capstone Project	3
CS 599	Research and Independent Study	3
MSE 590	Software Engineering Design Concepts	3
MSE 591	Software Testing	3
MSE 592	Software Engineering Project Management	3
MSE 593	Software Engineering Metrics and Models	3
MSE 594	Topics in Software Engineering (repeatable)	3-6
MSE 597	Software Engineering Management	3
MSE 598	Readings in Software Engineering	1-4

TECHNICAL PROGRAMMING

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

PREREQUISITES

Applicants must hold a bachelor's degree. Students without prior computer courses or experience need to complete additional prerequisites (which may also have prerequisites).

PREREQUISITE COURSES

| CS 509 | Programming Internals (C Language Programming) | 3 |
| CS 519 | Database Systems | 3 |

REQUIRED COURSES

CS 516	Microcomputer Organization and Assembly Language	3
CS 518	Microcomputer Programming with C++ Language	3
CS 520	Information Structures and Algorithm Design	3

ELECTIVES

Students must complete three of the following courses:

CS 517	Embedded Systems Programming	3
CS 538	Unix Internals and Device Drivers	3
CS 546	Applied Artificial Intelligence	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 564	Windows Software Systems	3
CS 574	LAN Internals	3

CS 587   Topics in Technical
          Programming   3-6
CS 599   Research and
          Independent Study   3

TELECOMMUNICATIONS

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

Prerequisites

Students must hold a bachelor's degree. Students without prior computer courses or experience need to complete additional prerequisite courses as follows:

Prerequisite Courses

CS 518   Microcomputer
          Programming
          with C++ Language   3
CS 522   Networking and Data
          Communications   3
CS 524   Software Engineering I   3

Required Courses

CS 532   Local Area Networks   3
CS 574   LAN Internals   3

Electives

Students must complete four of the following courses:

CS 530   Advanced Technologies   3
CS 550   Client/Server Applications
          Development   3
CS 575   Interoperability   3
CS 577   Telecommunications
          Protocols   3
CS 578   Topics in
          Telecommunications
          (repeatable)   3-6
CS 599   Research and
          Independent Study   3

COURSE DESCRIPTIONS

CS 501 Programming Logic (3)
This course focuses on the basic skills, practices, and techniques required for systematic development of computer software. It is designed for those with limited or no experience in computer programming. The course presents problem-solving methods, techniques, and tools needed for competence in a professional computer programming environment, including topics such as the logic of computer programming, problem-solving methods, structured programming, pseudo code, flowcharting, and decision tables. This graduate-level course is a prerequisite for a number of programming and other courses in the Master of Science in Applied Computer Science and Technology Program at Azusa Pacific University. This course cannot be used to satisfy the requirements for the Master of Science in Applied Computer Science and Technology, but provides critical content needed to complete the master's program. Students with strong competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test.

CS 505 Microcomputer Applications (3)
This course covers the basics of MS-DOS and the use of applications software as problem-solving tools. This software includes a thorough study of leading word processing, spreadsheet systems, and other applications. This is a graduate course and prerequisite for a number of other courses in the Master of Science in Applied Computer Science and Technology Program. This course does not count as part of the required course sequence, but provides critical content needed in the master's program. Students with strong

competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test.

CS 509 Programming Internals with C (3)
This course teaches the internal structure of computer programs using the C programming language. Topics include program architecture and constructs, compiler functions, objects, arrays, pointers, separate compilation of program modules, data encapsulation, scope rules, exception handling, and concurrency mechanisms. The course presents tools for competence in computer programming. *Prerequisite: CS 501 or one programming language*

CS 511 Operating Systems Practicum (3)
The functions of computer operating systems, including memory management, hardware control, multi-tasking, batch-file programming, and other relevant topics are taught. Students become proficient in using current versions of several popular operating systems such as Unix, MS-DOS, Windows, Windows NT, Macintosh OS, OS/2, and others. The course includes a comparative analysis of the operating systems studied. *Prerequisite(s): CS 505 or strong working knowledge of MS-DOS and programming skill*

CS 512 Microcomputer Hardware Technology (3)
The evaluation, selection, installation, maintenance, configuration, upgrading, interconnection, assembly, care, environment, and trouble-shooting of microcomputers and auxiliary equipment are covered. This "hands-on" course does not produce computer repairers, but provides the practical knowledge about computer hardware needed by the microcomputer specialist. Also emphasized is the architecture of current microcomputers. The course includes number systems and coding schemes used in computers and an introduction to assembly language programming.

CS 513 Computer Systems Trouble-Shooting (3)
This laboratory-based course provides students with training and knowledge relative to trouble-shooting hardware and software problems on desktop PCs and workstations. Students learn problem-solving methods that isolate and solve end-user problems on several kinds of desktop computer systems. This course is lab-centered and requires work on different problems each week. *Prerequisite: CS 512*

CS 514 Computer Modeling of Management Methods (3)
In this applied mathematics course, topics studied include: probability and statistics; applied matrix and vector concepts and operations; mathematical modeling; simulation; curve fitting; forecasting; linear and nonlinear programming; sensitivity analysis; PERT/CPM and other project management methods; mathematics of business and finance and proposals (bid preparation); queuing, game, and decision theory; integer and dynamic programming; theory of the firm; inventory analysis; and others. A basic knowledge of algebra and differential calculus is required. This is a computer-based course using popular applications software. *Prerequisites: CS 505 and calculus*

CS 516 Microcomputer Organization and Assembly Language Programming (3)
This assembly language programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, DOS interrupt-based assembly language programming, and advanced topics in MS-DOS on the Intel 80X86 family of microprocessors. Students write several significant programs, assem-

bled and run on Intel 80X86-based micro-computers. The course covers keyboard, screen, disk I/O, character manipulation, and screen graphics. The course also builds a solid foundation in the internal functions and features of the MS-DOS operating system. *Prerequisites: CS 511, CS 512, and programming skill*

CS 517 Embedded Systems Programming (3)
This course teaches the art, science, methods, principles, and techniques of embedded systems programming, which includes low-level programming of hard-ware components of a computer system. In this course, students learn how to design, code, debug, and build detailed low-level embedded application computer code using several embedded systems tools, including C++, assembly language, and others. Topics may include any and all of the following: operating systems internals, TSRs (Terminate and Stay Resident programs), time slicing, multi-tasking, analog-to-digital and digital-to-analog conversions, operating system internals, interrupts, task switching and scheduling, and asynchronous communi-cations. *Prerequisites: CS 516 and CS 518*

CS 518 Microcomputer Programming with C++ Language (3)
This course teaches object-oriented programming using the powerful object-oriented language, C++. An in-depth presentation of the syntax, semantics, and pragmatics of C++ is augmented by several modest programming assignments and one major project. *Prerequisites: CS 509 or programming skill in C-Language and at least one other programming language*

CS 519 Database Systems (3)
Students study database systems, including basic database concepts, the database environment, and relational and nonrela-tional database systems. Students learn to plan, build, modify, maintain, and manage databases using a powerful and popular database system. Advanced user interfaces and reports are generated from practical applications. This is a hands-on, project-driven course. *Prerequisites: CS 509 and one graduate computer science course*

CS 520 Information Structures and Algorithm Design (3)
This course includes advanced C++ programming and a study of useful infor-mation structures for computer systems programming using C and C++ program-ming languages. Fundamental data types and their computer implementation, arrays, pointers and linked lists, queues, stacks, numerous tree structures, graphs, networks, data search methods, sorting algorithms, and timing comparisons are included. Numerous algorithms and data structures will be programmed using the C++ language with an emphasis on proper style. This is a hands-on, project-driven course. *Prerequisite: CS 518*

CS 522 Networking and Data Communications (3)
The principles, techniques, and applications of networking and data communications are covered. Topics include state-of-the-art practical technology, wide area networks, standards, protocols, topologies, ISDN, electronic/voice mail systems, electronic bulletin boards, network performance, proposals, and case studies. Instruction may include field trips and projects. *Prerequisite: six units of computer science or department's permission*

CS 524 Software Engineering I (3)
This course is the first of two required software engineering core courses for the Master of Science in Applied Computer Science and Technology. This course provides a formal study of software engi-neering including goals, concepts, tech-niques, documents, principles, life cycle models, and tools. This course emphasizes planning and analysis with other software topics surveyed. Students are assigned to a software engineering team to analyze and design an assigned software project. *Prerequisites: CS 518 and CS 519*

CS 525 Software Engineering II (3)
This course continues the formal study of software engineering begun in CS 524. The focus of this course is software design, program implementation, unit testing, systems testing, documentation, verification and validation, and other soft-ware engineering topics. In this course, each team of students completes the soft-ware products for their project and partic-ipates in final presentations and reviews. *Prerequisite: CS 524*

CS 530 Advanced Technologies (3)
This course examines new hardware and software technologies through a combina-tion of classroom lectures, hands-on labs, group/individual projects, and demonstra-tions. Topics include applied network design, file transfer, operating system updates, and system maintenance/tuning. Special attention is given to end-user support. *Prerequisite: CS 522*

CS 532 Local Area Networks (3)
This course covers Local Area Networks (LANs) including basic concepts, topolo-gies, physical transmission, access control, architecture, and a comparative analysis of the leading PC-based LAN implementa-tions. The installation and management of a leading LAN system are integral compo-nents of this course. This course provides necessary training in the specialized skills required to install and manage LAN soft-ware and hardware. *Prerequisite: CS 522*

CS 534 Computer Publishing Technology (3)
This course presents the knowledge, tools, and skills needed in computer publishing, computer graphics design, and desktop publishing. It provides a strong back-ground in microcomputer-based desktop publishing software capabilities including graphic design, page layout, and prepress operations. Students learn and use several desktop publishing software products. A number of desktop publishing projects are required in this course. *Prerequisite: six units of computer science or department's permission*

CS 538 Unix Internals and Device Drivers (3)
This course provides an in-depth study of the Unix operating system and its internal structure with emphasis on programming at the system level using the C program-ming language. Each student creates and implements at least one device driver in this course. *Prerequisites: CS 511, CS 518, and CS 520*

CS 540 End-User Training and Support (3)
The course examines training alternatives, end-user learning theories and research, and other training considerations. Emphasis is on consulting and trouble shooting as key components of end-user support. This course includes efficient and effective methods of installing new applications software on computers, using the given software, and developing and presenting quality training in the use of this software. *Prerequisite: CS 544 or department's permission*

CS 544 Presentation Graphics and Hypermedia (3)
This course teaches the concepts and skills needed to create computer-based presenta-tions using major presentation software such as Microsoft Power Point, Adobe Persuasion, Lotus Free Lance Graphics, and Asymmetric Compel. Students learn to use both Windows-based and Macintosh computers to generate these presentations. Special attention is given to the develop-ment of effective presentations using a variety of media and delivery techniques.

Projects and demonstrations are required. *Prerequisite: six units of computer science or department's permission*

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

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

CS 546 Applied Artificial Intelligence (3)

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

CS 548 Professional Development Seminar (1)

This course develops and sharpens professional skills. The seminar covers many areas pertinent to the graduate student who is continuing or beginning a career in computer science. Students are required to attend five four-hour workshops during their studies at APU. Typical offerings include: effective résumé preparation, interviewing and job-search skills, computer consulting, computer business plan development, ethics in the computer field, social issues in the workplace, managerial aspects of computer services, and effective presentation strategies. The student may take the workshops any term, but may not register for CS 548 until their final term.

CS 550 Client/Server Application Development (3)

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

CS 551 Front-End Design Methods (3)

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

CS 552 Graphical User Interfaces (3)

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

CS 553 Right-Sizing Information Delivery Systems (3)

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

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

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

CS 560 Advanced Database Applications (3)

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

CS 564 Windows Software Development (3)

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

CS 566 Computer Business Systems (3)

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

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

This course is intended for students specializing in computer information systems and includes timely topics in this field. Specific topics, which may vary by term, include current techniques in

information system analysis and design, advanced technologies for the information system specialist, artificial intelligence and the information society, evaluating information needs, security and system adequacy, and managerial issues in information systems development. *Prerequisite: varies depending on the topic*

CS 574 LAN Internals (3)

This course offers students an opportunity to learn how network software functions by using software development. The programs required in this course are designed for a target environment involving a large number of unknowns. Course time is devoted to the study of alternative developmental models. *Prerequisites: CS 518, and CS 532 or department's permission*

CS 575 Interoperability (3)

This course emphasizes the application of telecommunications technology. Students fabricate cables and use tools necessary for the physical implementation of a telecommunications network. Readings and lectures discuss the human impact of the interconnectedness possible with modern networks. Guest speakers may be utilized to discuss the complexity of interoperability (i.e., how to overcome the incompatibility between components of the network). *Prerequisite: CS 532*

CS 577 Telecommunication Protocols (3)

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

CS 578 Topics in Telecommunications (3-6)

This course focuses on current topics in telecommunications. Content varies from term to term and may be devoted

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

CS 587 Topics in Technical Programming (3-6)

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

CS 595 Capstone Project (3)

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

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

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

MSE 590 Software Engineering Design Concepts (3)

This course is one of several which constitute an emphasis in software engineering. The course builds on concepts introduced in CS 524 and CS 525 and includes a discussion of design principles, survey of design methods and techniques, and detailed study of one or more design methods. *No prerequisite for MSE students; prerequisite for non-MSE students: CS 525 or department's permission*

MSE 591 Software Testing (3)

This course covers the technology of software product testing and its management. It also includes unit testing technologies such as path and flow testing, integration, and system testing. The relevant IEEE standards are surveyed. Students create a software testing tool. *No prerequisite for MSE students; prerequisite for non-MSE students: CS 525 or department's permission*

MSE 592 Software Engineering Project Management (3)

This course covers the development of software products under cost, time, and quality constraints. The software life cycle is examined from a critical perspective. Topics include software metrics; project estimation, organization, planning, and control; quality assurance; testing; configuration management; and software maintenance. *No prerequisite for MSE students; prerequisite for non-MSE students: CS 525 or department's permission*

MSE 593 Software Engineering Metrics and Models (3)

Students survey software engineering metrics and models from the perspectives of research and practice. The course includes an introduction to measurement theory and software engineering research design. Specific metrics and models of

process productivity and product defects are presented and analyzed. Management of a software metrics program is discussed. Relevant IEEE standards are surveyed. *No prerequisite for MSE students; prerequisite for non-MSE students: CS 525 or department's permission*

MSE 594 Topics in Software Engineering (3-6)

This course presents timely topics and new developments in software engineering. A brief introduction to applicable software engineering research methods is included. Different subject matter is presented each time this course is offered. The course may be repeated for credit. *No prerequisite for MSE students; prerequisite for non-MSE students: CS 525 or department's permission*

MSE 595 Capstone Project (3)

The student works independently on a nontrivial individual software engineering project. The instructor reviews, advises, offers suggestions for corrections and improvements; tests, validates, and verifies the resulting products as delineated in the APU Capstone Guidelines. Students are permitted full use of the university computer facilities. *Prerequisite: 12 units of software engineering courses or department's permission*

MSE 597 Software Engineering Management (3)

Students survey the principles of management as they apply to software engineering, with particular reference to the design and management of the software process. Topics include planning, staffing, organizing, controlling, directing, organizational culture, organizational change, and technology transfer. *No prerequisites required for MSE students, but MSE 592 is recommended. Prerequisite for non-MSE students: CS 525*

MSE 598 Readings in Software Engineering (1-4)
Selected research topics in software engineering are chosen. The topics vary from term to term. This course may be repeated for credit. *No prerequisites required for MSE students, but MSE 592 is recommended. Prerequisite for non-MSE students: CS 525*

MSE 599 Research and Independent Study in Software Engineering (1-6)
Optional: not to replace or cover the content of a regularly scheduled course. The student selects a topic, and the instructor directs the independent study. Together, they develop a proposal that must be completed and approved before registration.

DEPARTMENT OF GLOBAL STUDIES AND SOCIOLOGY

Faculty

Chair and Professor: Richard Slimbach, Ph.D.

Professors: Ralph Carlson, Ph.D.; Richard Robison, Ph.D.

Associate Professor: Donald Dorr

Instructors: Donna Burns; Janel Doll, Ph.D.; Kim MacDonald; Li Qing; Mary Wong

MASTER OF ARTS DEGREE IN TESOL AND THE CERTIFICATE IN TESOL

MISSION

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

INTRODUCTION

The Master of Arts in Teaching English to Speakers of Other Languages offers prospective and experienced teachers of English as a second language a 36-unit master's degree program comprising courses and seminars in language acquisition theory, linguistics, sociolinguistics, language pedagogy, testing, research, culture, materials development, practice teaching, and program design. The program prepares students to become exemplary classroom teachers committed to continued professional development within a variety of adult contexts. Graduates of the program currently serve in the United

States and several foreign countries in public and adult schools, colleges, universities, private institutions, and businesses.

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

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

ADMISSION REQUIREMENTS

Prerequisites

1. Applicants must have a bachelor's degree from an accredited institution with at least a 3.0 grade-point average on a 4.0 scale. Applicants for the TESOL programs are not required to hold a bachelor's degree in English, linguistics, or education.

2. Nonnative speakers of English must score 600 or above on the Test of English as a Foreign Language (TOEFL). Applicants who score between 550 and 600 are required to complete TESL 500 English for Internationals (3) during their first semester of graduate work.

Corequisites

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

2. Nonnative speakers of English scoring between 550 and 600 on the TOEFL will complete TESL 500 during their first semester of graduate work. This course enhances students' listening, speaking, reading, and writing skills as preparation for graduate study. Degree credit is not given for the course. (Students with undergraduate degrees from an institution in which English is the medium of instruction may waive this requirement.)

TIME REQUIREMENTS

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

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

ADMISSION PROCEDURE

1. Submit a university application for admission. (International students should request application materials from the Office of International Student Services.)
2. Remit the $45 nonrefundable application fee ($65 for international students).
3. Request official copies of transcripts to be sent directly to Azusa Pacific University.
4. For nonnative speakers of English: Request official TOEFL scores to be sent directly to Azusa Pacific University.

SEND ITEMS TO:

Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-5445

SEND INTERNATIONAL APPLICATIONS TO:

Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 969-7180

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

CURRICULAR OVERVIEW

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

Required Courses   30 units

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

Elective Courses   6 units

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

ENGL 404	Approaches to Grammar	3
TESL 589	Research Methods in TESOL	3
TESL 595	Thesis Preparation	3
TESL 599	Readings in TESOL	3

THESIS OR COMPREHENSIVE EXAMINATIONS

Students may choose either to take comprehensive examinations or write a thesis to complete the program. Students who choose to write a thesis must enroll in TESL 589 as one of their electives; most will also enroll in TESL 595 as their second elective. After completing the thesis, students must provide an oral defense. Students who opt to finish the program by course work take both oral and written comprehensive examinations.

COOPERATIVE M.A./ TESOL PROGRAM

The new cooperative M.A./TESOL Program offered by APU and English Language Institute/China (ELIC) enables ELIC teachers to earn either a certificate or master's degree in TESOL while teaching in Asia. Courses are taught in an intensive format both in Asia (during the Chinese New Year break) and at Azusa Pacific during the regularly scheduled summer session leave in the United States. The certificate is completed in one year, the master's degree in a little more than two years. Inquiries can be made to the Department of Global Studies and Sociology or directly to ELIC, PO Box 265, San Dimas, CA 91773, (800) FON-ELIC.

Requirements for the Certificate in TESOL

The Certificate in TESOL is earned by candidates who satisfy all prerequisites and corequisites and complete 22-quarter units as follows:

TESL 302	Introduction to TESOL	1
TESL 505	Second Language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 550	Second Language Pedagogy II	3
TESL 555	Observational Practicum	3
TESL 556	Teaching Practicum	3
TESL 560	Language Program Design	3

COURSE DESCRIPTIONS

ENGL 404 Approaches to Grammar (3)
Students survey traditional and modern analyzes of grammar with a view toward applications to teaching and writing. The course reviews basic word classes and their subcategories, along with phrases, clauses, and sentence types.

TESL 502 Introduction to TESOL (1)
An overview of the ESL/EFL teaching field is provided.

TESL 505 Second-Language Acquisition (3)
This course surveys English grammatical structures, from word to discourse level, in the context of how these structures are acquired by ESL/EFL students. Students consider effective means of presenting and practicing these structures within a communicative framework.

TESL 515 Teaching English Grammar (3)
This course surveys English grammatical structures, from word to discourse level, in the context of how these structures are acquired by ESL/EFL students. Students consider effective means of presenting and practicing these structures within a communicative framework.

TESL 525 Teaching English Pronunciation (3)
The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

TESL 535 Sociolinguistics and Language Teaching (3)
Students explore the various patterns of language use in multilingual speech communities. Factors relating to how and why languages change and sometimes displace another language are examined. Basic sociolinguistic concepts are clarified through a wide range of authentic examples from a number of countries.

TESL 545 Second-Language Pedagogy I (3)
Language-acquisition theory is applied to the teaching of English to nonnative speakers. ESL/EFL teaching methods, with an emphasis on listening comprehension and oral communication at beginning to low-intermediate proficiency levels, are introduced.

TESL 550 Second-Language Pedagogy II (3)
A review is offered on the pedagogical literature on teaching advanced English oral and literacy skills beyond sentence level. Issues include analysis of cohesion and coherence, accent reduction, and conversational management.

TESL 555 Observational Practicum (3)
Students secure school placements where they complete a series of classroom observation tasks designed to help them consider various dimensions of their teaching and to forge more meaningful connections between theoretical knowledge about teaching and actual classroom experience.

TESL 556 Teaching Practicum (3)
Student teachers engage in practice teaching, observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results.

TESL 560 Language Program Design (3)
Students examine the interaction between teachers, learners, curricula, classroom activities, and instructional materials in the design, development, implementation, and evaluation of ESL/EFL language programs.

TESL 570 Second-Language Assessment (3)
The purposes, models, and administration of language proficiency and achievement tests used in ESL/EFL programs are studied. Students learn how to construct a series of multi-skill achievement tests based on work completed in TESL 560.

TESL 589 Research Methods in TESOL (3)
A survey of research methodology in the field of TESOL and applied linguistics is offered. Students learn how to ask scientific questions; assess the uses, strengths, and limitations of alternative research paradigms (naturalistic, experimental, correlational); and interpret and evaluate other research studies.

TESL 595 Thesis Preparation (3)
Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in developing a research topic, literature search and review, and viable research design. (The course is offered as an independent study; enrollment is by petition only and must be approved by the advisor, instructor, and department chair.)

TESL 599 Readings in TESL (1-3)
This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

DEPARTMENT OF PHYSICAL THERAPY

Faculty

Chair and Assistant Professor: Michael Laymon, DPT, P.T., O.C.S.

Associate Chair and Assistant Professor: Ardith Meyer, M.S., P.T., P.C.S.

Professors: David Cherney, Ph.D.; Richard Elliott, Ph.D., P.T.

Associate Professor: Don Berryhill, Ed.D., F.A.C.S.M.

Assistant Professor: Jan Kodat, DPT, P.T.

Instructor: Anne Steinbroner, MPT, P.T.

Lecturers: Wayne Bowden, MD; Cary Caufeld, MPT, P.T.; Kathy Grimsby, MPT, P.T.; Ola Grimsby; Kathy Kumagai, P.T., N.C.S.; Isaac Opole, MD; Linda Beth Pichaj, P.T.; James Syms, MPT, P.T., S.C.S., A.T.C.; Adon Valencia, MPT, P.T.; Diane Whiting, M.Div., P.T.

MASTER OF PHYSICAL THERAPY

INTRODUCTION

The dramatic changes that are taking place today in the health care delivery system have significantly impacted the clinical practices of professionals in every area of health care including physical therapy. Over the last two decades, the role of physical therapy in patient care has expanded rapidly.

The academic and clinical exposure to an increasing body of knowledge and the development of a much larger number of skills in patient care have propelled today's physical therapist into a more responsible position for primary care. More than 50 percent of the states in the United States allow patients to refer themselves directly to a physical therapist. The therapist's ability to evaluate movement dysfunction, identify patient treatment goals, establish and implement individualized treatment programs, and make referrals to other health care professionals in settings such as hospitals, clinics, school systems, nursing homes, athletic programs, industry, and private homes create a greater range of available services. Authorities in the field of physical therapy predict more autonomy and specialization in the 21st century.

This responsibility carries with it the demand for mature, self-directed, patient-oriented professionals who are willing to work closely with physicians, nurses, counselors, occupational therapists, and speech/language pathologists in a team approach to patient evaluation and care.

CAREER OPPORTUNITIES

The U.S. Department of Health and Human Services in the 1992 Health People 2000 report and the U.S. Department of Labor project an exploding growth rate in available physical therapy positions.

The need for increased health services to the growing elderly population, the expanding role of the physical therapist, the laws requiring services to physically challenged children, the American Disabilities Act of 1991, the increased participation in wellness and sports activities, and the critical demand for teachers and researchers in physical therapy continue to exacerbate the pressure on the professional team.

These factors will allow the physical therapist to choose from a wide selection of professional career opportunities in patient care beyond the traditional hospital and private clinic environments such as sports clinics, rehabilitation centers, business and industry, pain clinics, school systems, government agencies, home and community health care programs, academic programs, and research projects.

The confirmed need for specialization has prompted the American Physical Therapy Association to offer clinicians the opportunity to become board certified in the following specialty areas: ortho-pedics, neurology, cardiopulmonary, clinical electrophysiology, pediatrics, geriatrics, and sports.

THE PROGRAM

The MPT Program is a two-year (including summer), entry-level professional program emphasizing the scientific basis of human structure and human movement; the spiritual basis of human worth; and the integration of these foundational elements into a comprehensive and problem-solving approach to artful evaluation and skillful treatment.

Graduates have a solid generalist perspective of patient care in a variety of professional treatment settings. Furthermore, graduates are equipped for continued study in clinical specialization in the pursuit of a doctoral degree.

ADMISSION REQUIREMENTS

1. The applicant must have an officially posted bachelor's degree from an accredited college or university by the time he/she matriculates to APU.

2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of *C* or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis.

3. Selected students not given initial admission status will be assigned to priority and secondary waiting lists established to replace those students given admission status but who have declined acceptance or will be unable to matriculate.

PREREQUISITE COURSES

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

BIOLOGY: 4 courses
Anatomy with lab
Cell Biology (recommended)
General Biology with lab
Genetics (recommended)
Neurobiology (required)
Physiology with lab
CHEMISTRY: 1 year
Biochemistry (recommended)
General Chemistry
Organic Chemistry and/or
PHYSICS: 1 year
COLLEGE MATH: 1 course
Calculus (recommended)
Statistics
PSYCHOLOGY: 3 courses
Developmental Psychology or
Psychology of Disability
(recommended)
General Psychology
Abnormal Psychology
HUMANITIES AND ARTS: 3 courses
English Composition (required)
English Literature
History/ Political Science/Sociology
Music/Art Appreciation
Philosophy/Ethics (recommended)
Speech/Communication
PHYSICAL EDUCATION/
ATHLETICS: 1 course
Kinesiology/Biomechanics
ADDITIONAL COURSES
(recommended but not required):
Athletic Training
Exercise Science
Nutrition
Writing Course

OTHER ADMISSION CRITERIA
- B.A. or B.S. degree
- Minimum undergraduate grade-point average of 3.0 from a regionally accredited institution
- Minimum GRE score of 1,500 cumulative in the three test sections (verbal, quantitative, analytical)
- Current CPR certification

- Three letters of recommendation (two academic, one clinical)
- Autobiographical essay
- Computer literacy
- Substantial clinical experience in physical therapy or related areas

All materials should be sent to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000 USA, (626) 815-5470, Fax (626) 815-5445 by May 15, 1999 (admission the following February).
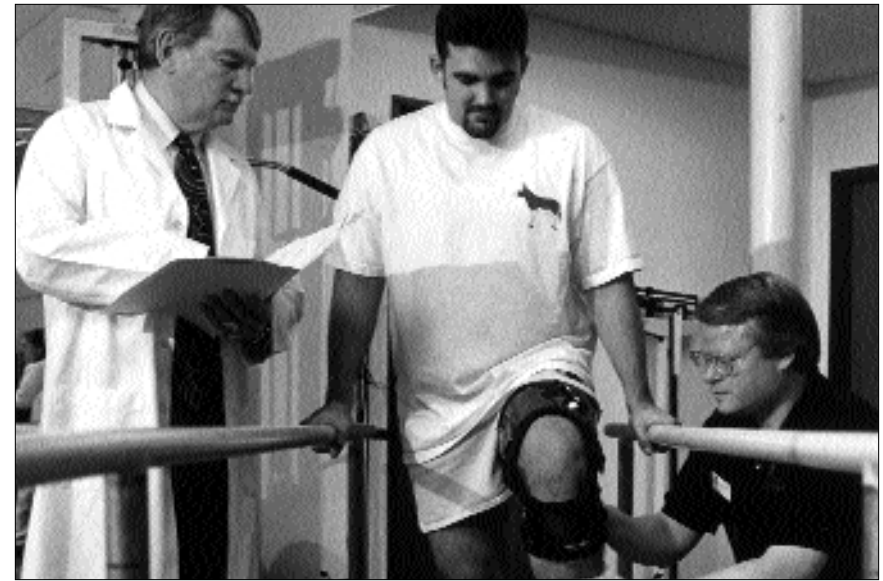
In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 600. All international students must complete international student applications which must be approved through APU's Office of International Student Services.

Requirements for the Master of Physical Therapy Program   125 units

Graduation requirements include the completion of the 125-unit program shown below while maintaining a minimum cumulative 3.0 grade-point average and no grade below 2.25 in any one course.

YEAR I

PT 501	The Health Industry	2
PT 502	Professional Behavior I	2
PT 505	Professional Behavior III	1
PT 506	Growth and Development	2
PT 507	Learning Styles	1
PT 515	Normal and Pathological Guilt	2
PT 520	Human Anatomy I and Lab	4
PT 521	Human Physiology	3
PT 522	Human Anatomy II and Lab	4

PT 523	Physiological and Kinesiological Bases of Human Movement and Lab	4
PT 524	Pathology I	3
PT 525	Pathology II	3
PT 526	Radiology for the Physical Therapist	2
PT 530	Patient Evaluation and Management I	4
PT 531	Patient Evaluation and Management II	4
PT 532	Patient Evaluation and Management III	4
PT 533	Physical Therapy Evaluation and Management IV	4
PT 535	Treatment Modalities I and Lab	3
PT 536	Treatment Modalities II and Lab	2
PT 540	The Wellness Concept	3
PT 550	Neuroanatomy and Lab	4
PT 551	Neurophysiology and Lab	4
PT 552	Prothetics/Orthotics	2

YEAR II

PY 503	Bioethics	2
PT 527	Pharmacology for the Physical Therapist	4
PT 534	Patient Evaluation and Management V and Lab	4
PT 537	Surgery Seminar	1
PT 538	Intensive Care Medicine	2
PT 541	Nutrition and Rehabilitation	1
PT 553	Pediatrics and Lab	3
PT 554	Geriatrics and Lab	3
PT 555	Preparation for Clinical Practice I	2
PT 556	Preparation for Clinical Practice II	2
PT 558	Concepts of Research Design and Data Analysis	2
PT 559	Administration, Marketing, and Legislation for the Physical Therapist	2
PT 560	12-Week Internship	12
PT 561	12-Week Internship	12

Following the completion of all academic requirements and graduation in January,

the student would be able to seek employment at approximately the same salary as a licensed physical therapist; however, the new graduate should prepare to sit for the licensure examination.

PROGRAM STATUS

The Master of Physical Therapy Program at Azusa Pacific University is seeking accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. The program has submitted a Declaration of Intent to Apply for Accreditation, which is the formal application required in the pre-accreditation stage. The program has been granted candidate for accreditation status. Candidate status does not guarantee full accreditation.

COURSE DESCRIPTIONS

PT 501 The Health Industry (2)
The history and development of physical therapy in the United States is addressed. Focus is given to the current status of the health care industry and delivery systems in America with emphasis upon environment, population, economics, role and function of health professions, and effectiveness of present service delivery. The course presents opportunities for the student to examine community resources that are available to the practitioner. The course allows investigation of assessment and treatment diversification and interaction with public health agencies. It provides the student with an introductory insight into epidemiology.

PT 502 Professional Behavior I (1)
This one-hour seminar type course is the first of two courses that present various aspects of clinical etiquette, expectations of clinical performance, and the values of thorough evaluation techniques. The course addresses the importance of encouraging patient confidence and the substance of motivation. The course includes an examination of the physical therapist as a vital member of the health professional team. It focuses upon the importance of communication skills and the effectiveness of proper communication upon the patient healing process. The course examines patient/therapist relationships, therapist/therapist relationships, cultural diversity, sexuality, and values.

PT 503 Bioethics (3)
This course includes a study of world and national factors that affect today's health care systems. Legal, ethical, social, emotional, and spiritual elements are examined in the context of how physical therapy fits into the total health care delivery system.

PT 505 Professional Behavior II (2)
This one-hour seminar type course is the second of two courses that present concepts of appropriate professional approaches to practitioner/patient relationships. It continues to stress the importance of patient encouragement and motivation. It further emphasizes the multidisciplinary team approach to patient management and presents the pros and cons of a variety of clinical settings. The course presents experiences that allow the student to understand the behavioral and psychological effects of acute, chronic, and terminal illness and injury on the patient, the patient's family and the therapist. Emphasis is given to interpersonal communication skills and the inclusion of the family in the treatment regiment of the patient. Psychosocial aspects of disability and health impairment are addressed.

PT 506 Growth and Development (2)
This course presents the embryology, growth, and development of humans. The course covers motor learning, perception, coordination, and balance from birth to geriatrics.

PT 507 Learning Styles (1)
The student is presented with learning styles of the child, adult, and mature learner. Integration of various learning and teaching styles into providing effective patient education and home exercise programs are presented. The student practices presentations for individual and group teaching.

PT 515 Normal and Pathological Gait (2)
This course builds upon PT 523 examining in greater detail normal gait patterns. Pathological gait patterns associated with common musculoskeletal disorders are also be explored. Students learn a mechanism for critically examining each component of ambulation and potential physical therapy interventions to correct abnormal or dysfunctional aspects.

PT 520 Human Anatomy I and Lab (4)
This is the first of a two-part study of regional gross structure of the human body with emphasis upon upper and lower extremities. There is cadaver dissection experience with four students per cadaver. Relevant histology and embryology are also included.

PT 521 Human Physiology and Lab (4)
This course examines the function, regulation, integration, and adaptation of various systems of the human body (i.e., nervous, cardiovascular, endocrine, respiratory). It provides the student with a thorough understanding of the system relationship between anatomy and biochemistry within the constructs of physical therapy.

PT 522 Human Anatomy II and Lab (4)
This is the second of a two-part study of regional gross structure and function of the human body.

PT 523 Physiological and Kinesiological Bases of Human Movement and Lab (4)
The course integrates the students' experience in physiology, anatomy, physics, and biochemistry. The course provides an introduction to the clinical application of kinetics and kinematics of the axial and extremity joints and muscles. Static and dynamic forces, visco-elasticity, work, and lubrication are addressed. The study includes the assessment of exercise and movement as diagnostic tools for evaluating functional capacity and anatomical and physiological limitation and serves as a primer to clinical relevance. Applied kinesiology and biomechanics are addressed because of the emphasis upon assessing the relationship between structures and functions of the nervous and muscular systems. Pathologies and dysfunctions are given attention as well as clinical strategies for diagnosis.

PT 524 Pathology I (3)
The student is introduced in this course to foundational concepts of assessment and the disease process of musculoskeletal pathologies. Problems are examined in such a way as to prepare the student for understanding more specific regional dysfunction in later sequenced courses. The content of the course includes general pathology, interpretation of diagnostic testing, and strategies for identification, and supportive documentation.

PT 525 Pathology II (3)
This course continues the student's exposure to pathologies, in the areas of neuropathology, endocrinology, metabolism, cardiac and pulmonary pathology, and burns. Acute disorders

are addressed along with more sophisticated approaches to the synthesis and integration of clinical testing and treatment.

PT 526 Radiology for the Physical Therapist (2)

This course is taught by a physician-radiologist and provides the student with an introduction to reading and assessing X-ray and MRI and an understanding of diagnosis and treatment based on these assessments.

PT 527 Pharmacology for the Physical Therapist I (3)

This is the first of two courses which examines current practices in drug therapy with emphasis on influences in activity. The affects of commonly used drugs in patients with physical dysfunction and the side effects that alter physical performance or responses to therapy and exercise are studied. The course addresses the dynamics of pharmacological application from both an enhancing and an inhibiting resultant perspective related to movement.

PT 528 Pharmacology for the Physical Therapist II (1)

This is the second of two courses which examines current practices in drug therapy with emphasis on influences in activity. The affects of commonly used drugs in patients with physical dysfunction and the side effects that alter physical performance or responses to therapy and exercise are studied. This section emphasizes cardiopulmonary medications.

PT 530 Patient Evaluation and Management I and Lab (2)

This course is the first of five that utilizes a problem-solving approach in the evaluation and treatment of patients. Attention is given to evaluation tools such as range, sensory, and strength diagnostic techniques, palpation, normal movement and function, and visual assessment. The course introduces documentation through note writing, goal setting, and establishing treatment plans. The course serves as the foundation for the following Patient Evaluation and Management courses II through V.

PT 531 Patient Evaluation and Management II and Lab (4)

This course is the second of five courses that utilizes a problem solving approach in the evaluation and treatment of patient disorders. Attention is given to appropriate body mechanics, therapeutic exercise, posture, and relaxation. The course examines the concepts and assessment strategies involved in pre-employment screening, applied ergonomics, work hardening, functional evaluation, and rehabilitation.

PT 532 Patient Evaluation and Management III and Lab (4)

This course is the third of five courses that utilizes a problem-solving approach in the evaluation and treatment of patients. It addresses advanced assessment and treatment of orthopedic patients. It builds upon the contents of PT 530 and PT 531. The course includes examination, treatment, and documentation of specific problems of the foot, ankle, knee, hip, shoulder, elbow, wrist, and hand.

PT 533 Patient Evaluation and Management IV and Lab (3)

This course is the fourth of five courses that utilizes a problem-solving approach in the evaluation and treatment of patients with axial orthopedic and neurological disorders. It addresses advanced assessment and treatment of the cervical, thoracic, lumbar, sacral spine, and pelvis. It builds upon the content of PT 530, PT 531, and PT 532. The course covers topics of current interest and/or controversy and significant research in the field. A variety of spinal mobilization techniques and manual therapy are investigated.

PT 534 Patient Evaluation and Management V with Lab (4)

This course is the last of five courses that utilizes a problem-solving approach. It addresses the evaluation and treatment of patients with neurological disorders. The course is designed to provide the physical therapist with an understanding of spinal cord injury, traumatic brain injury, stroke, etc. The role of physical therapy in the treatment and rehabilitation through the use of various techniques and supportive personnel.

PT 535 Treatment Modalities I and Lab (3)

This course focuses upon visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. Instruction for the indications/contraindicators and, application of moist heat, ultrasound, paraffin, microwave, short wave diathermy, and mechanical traction are presented. The course material is presented in a diadactic and problem-solving manner.

PT 536 Treatment Modalities II and Lab (2)

This course equips the student with a basic understanding of electrotherapy. It introduces principles of electrophysiological testing, assessment, and therapeutic application of electrical stimulation for strength, pain reduction, neuromuscular reeducation, and tissue repair. This introduction further includes an exposure to electromyography and nerve conduction velocity.

PT 537 Surgery Seminar (1)

Through lectures, given by guest surgeons, reading assignments, and slides, videos, and observation when possible, students understand and are able to describe the most common surgical procedures for which physical therapists are called upon to provide care pre- and post-operatively.

PT 538 Intensive Care Medicine (3)

The student is provided with experience in the treatment and management of acute, chronic, and terminal disease pathology, and injury. The course builds upon PT 555 and includes field experience in dealing with MS, Parkinson's disease, AIDS, heart disease, liver disease, respiratory dysfunction, kidney disease, and other life-threatening pathologies. The course presents the important role of the physical therapist on the treatment team of patients with life-threatening disorders.

PT 540 The Wellness Concept (3)

This course stresses the principles of wellness from physical, psychological, mental, social, and spiritual perspectives and orchestrates these components into a synergistic approach to lifestyling. It includes discussions in nutrition, exercise, rest, elimination, stress, and self-assessment as well as clinical evaluation techniques in wellness. It addresses unique differences in culturally diverse patient populations and strategies in planning for these differences.

PT 541 Nutrition and Rehabilitation (1)

This course provides the basic information necessary for developing plans to accommodate the nutritional requirements of the body in health, dysfunction, and disease. There is a review of vitamins and minerals and their importance in maintaining homeostasis. Balancing carbohydrate, protein, and fat in the diet is emphasized. The significance of nutritional therapy in the healing and recovery process is thoroughly discussed.

PT 550 Neuroanatomy and Lab (4)

This course presents normal anatomy and function of the central nervous system, peripheral, and autonomic nervous systems with laboratory specimens. It is an advanced study of the neurosciences

which provides opportunities for critical analysis of current developing theories regarding evaluation, treatment, and management of patients with neurological dysfunction.

PT 551 Neurophysiology and Lab (4)
Emphasis in this course is upon differential diagnosis, pathologies, dysfunction syndromes, problem solving issues, and appropriate interdisciplinary manifestation, evaluation, treatment, and management of movement dysfunctions related to invasive injury to the central nervous system and recovery of tissue from neural damage. The course is further concerned with differential diagnosis and management of dysfunctions which result from pathologies such as MS and Parkinson's. Invited research experts are also involved as a part of the course offering.

PT 552 Orthotics and Prosthetics (2)
This course offers the student exposure to the evaluation and application of prosthetic and orthotic devices for physical therapy patients. It further provides the student with experiences in sequential segmental analysis of the major body segments. There is emphasis on the specific gait deviations related to neurological and musculoskeletal pathologies including spinal cord injury. Opportunities for evaluating abnormal gait patterns are included.

PT 553 Pediatrics and Lab (3)
In this course the student gains a knowledge of the care of infants and children, including an understanding of normal development and the recognition, treatment, and management of common infant and child neurological and musculoskeletal injuries and pathologies. Time is given to address personal communication skills necessary for competent pediatric care.

PT 554 Geriatrics and Lab (3)
In this course the student studies the special neurological and musculoskeletal problems of the elderly with an additional emphasis on psychosocial challenges and how these challenges affect the healing process. Further emphasis is given to prevention, etiology, clinical manifestations, evaluation, and treatment.

PT 555 Preparation for Clinical Practice II (2)
This course provides case studies and problem-based learning approaches to patients with multiple dysfunctions. It also reviews designing patient goals and plan of care. Pre-employment screening and functional outcome documentation are also given.

PT 556 Preparation for Clinical Practice II (2)
This is the second of two courses used to improve the students problem-solving, goal-setting, and documentation skills. A brief introduction to clinical research is provided. The student develops strategies for study and begins preparation for the forthcoming physical therapy licensure examination.

PT 557 Cardiopulmonary Physical Therapy and Exercise Physiology (4)
This course uses a problem-solving and case study approach to cardiac and pulmonary physical therapy. Principles of exercise physiology provide a basis for establishing cardiac and respiratory function. Pulmonary and cardiac rehabilitation protocols are addressed as well as methods to determine body composition.

PT 558 Concepts of Research Design and Data Analysis (3)
This course introduces students to a variety of research methodologies including peer journal reviews, observational studies, quasi-experimental designs, and experimental designs. Validity and reliability issues and their importance in data collection are presented. The student develops an understanding of and background in research. Opportunities to participate in faculty research are provided.

PT 559 Administration, Marketing, and Legislation for the Physical Therapist (2)
This course presents the basic components of administration, financial management, management of staff, budget development, management and control, marketing strategies, and public relations for clinical directors and/or owners. The effects of appropriate public relations, legal issues, and the effects of financing and reimbursement mechanisms on health care delivery systems are explored. Experts in both fields are invited to present. Executive leadership roles and communication skills are addressed. Organizational management techniques, organizational theory, and organizational function specific to health care organizations are studied.

PT 560 Six-Week Practicums-2 (12)
This guided clinical learning experience is provided in a clinical setting with clinical specialists serving as instructors. The course facilitates a higher level of clinical competence in practice. It provides the student with an opportunity to apply clinical skills within a mentored environment.

PT 561 Six-Week Internships-2 (12)
The student participates in a 40 hour per week practicum under the direct supervision of a physical therapist serving as the clinical instructor.

GRADUATE CATALOG

SCHOOL OF BUSINESS AND MANAGEMENT

SCHOOL OF BUSINESS AND MANAGEMENT

Faculty

Dean and Professor: Phillip V. Lewis, Ed.D.

Chair, Graduate Studies and Assistant Professor: Kim Gara, Ed.D.

Associate Professors: Ilene Bezjian, DBA; Jau Lian Jeng, Ph.D.; Constance Rossum, Ph.D.; Bill McCarty, Ph.D.

Assistant Professors: Roger Conover; Stanley Deal; Robert McKenna, Ph.D.; Patricia Skalnik, DBA; Paul Verdugo

Graduate Adjunct Professors: Hal Barber, Dean Roche, Ray Rood, Jim Wood

INTRODUCTION

Azusa Pacific University's graduate programs in business and management provide advanced professional education that can lead to or enhance a career in a variety of settings, including business, government agencies, and nonprofit organizations. Careers in such areas become more demanding each day. As a result, business leaders need a wide range of management skills. A firm grounding in these skills is provided by courses grouped around selected, broad overviews of organizational activity.

The School of Business and Management (SBM) offers three graduate degrees: Master of Business Administration (MBA), Master of Human Resource Development (MHRD), and Master of Arts in Organization Management (MAOM). These programs are experience based and internship driven. Students experience the most relevant and marketable education possible.

The SBM is a member of the Association of Collegiate Business Schools and Programs (ACBSP) and the American Assembly of Collegiate Schools of Business (AACSB).

MISSION

The mission of the SBM is to advance the Kingdom of God by integrating a Christian perspective into life through business and management education. The SBM vision is to be a place of learning where people will be drawn to acquire and continue education in an environment characterized by the applica-tion of Christian ethics and values; and a dynamic community that fosters creativity, innovation, and leadership, where people are equipped with the knowledge and skills required for quality decision making.

MASTER OF BUSINESS ADMINISTRATION

INTRODUCTION

The MBA degree provides students with the opportunity for broad professional development. Its objective is to develop skills within the general functional areas of business. This occurs through a reality-centered classroom experience enhanced by collaboration with the business community. Students are involved in real-life business situations not just textbook lectures with a case study or simulation game.

To qualify for the Master of Business Administration Program, students must hold an undergraduate business degree from an accredited college or university. Applicants whose undergraduate degrees are in a nonbusiness field, may need to satisfy the requirements of six preparatory courses which provide necessary business fundamentals.

PREREQUISITE COURSES

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

These six courses may be taken at another accredited institution. They can also be waived, if taken previously at an accredited school, upon the review and approval of the graduate business chair. Consideration will also be given for work experience.

CORE COURSES

The following 10 core courses (30 units) are required of all MBA students:

BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 515	Applied Research and Analysis	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 521	Managerial Economics	3
BUSI 527	Market Planning	3
BUSI 529	Leadership and Managerial Ethics	3
BUSI 541	Management for the Worldwide Organization	3
BUSI 553	Integrated Decision Making	3
BUSI 578	Strategy and Planning	3

The additional courses required for graduation depend on the specific track chosen:

TRACK I – MBA WITH CAPSTONE   36 UNITS

1. The BUSI 530, BUSI 550, BUSI 590 Capstone Project (worth 3 units) is a thoroughly researched and documented business development plan.
2. Work on the approved topic generally begins after the completion of BUSI 515 Applied Research and Analysis and is carried out concurrently with other MBA courses.
3. Upon submission of the final draft of the Capstone Project to the student's faculty advisor, a meeting to orally defend the project is arranged. A successful defense is the final step in the program leading to the MBA degree with Capstone.
4. Students selecting this track must complete the 10 core courses (30 units), the Capstone Project (3 units), as well as one counseled elective (3 units).

TRACK II – MBA WITHOUT CAPSTONE   42 UNITS

Students who do not choose to complete a Capstone Project still must take the 10 core courses (30 units), but are then given the opportunity to take four specified electives (at three units each) and obtain a specialized concentration in one of the following disciplines:

- Finance
- Health Care Management
- Human Resource Development
- International Business
- Management Information Systems
- Marketing
- Strategic Management

A student seeking an area of concentration should consult with the graduate business chair or the MBA advisor.

The objective of both tracks is to develop skills within the general functional areas of business, and provide students with the opportunity for professional development. APU graduates are successful because they possess the tools that empower them to take action, assume leadership roles, and define their niche within the competitive business sector. To remain in either of the MBA tracks, all students are required to maintain a grade-point average of 3.0 or above.

MBA FOR CHRISTIAN BUSINESS AND PROFESSIONAL LEADERS

WEEKEND FORMAT

Weekend MBA students are exhilarated to be back in the classroom, among their professional and intellectual peers, whee they can share the challenge of learning new methods and means for managing the opportunities God has given them. They have the joy of knowing they are joining other Christians in changing their corner of the world–one organization at a time.

Friday evenings   6-10 p.m.
Theoretical constructs

Saturday mornings   8:30-11:30 p.m.
Managerial perspectives

Saturday lunches   11:30 a.m.-1:30 p.m.
Pastoral perspectives

Saturday afternoons   1:30-4:30 p.m.
Application and practice

CORE COURSES   36 UNITS

BUSI 510	Current Issues in Business and Management	3
BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 515	Applied Research and Analysis	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 521	Managerial Economics	3
BUSI 527	Market Planning	3
BUSI 529	Leadership and Managerial Ethics	3
BUSI 541	Management for the Worldwide Organization	3
BUSI 553	Integrated Decision Making	3
BUSI 578	Planning and Strategy	3
BUSI 581	The Christian Business and Professional Leader	3

TRANSFER CREDIT

Up to six semester hours of credit may be transferred into this program. The units must come form a regionally accredited graduate program. A grade of *B* or better is required, and the work must have been completed within the last five years. The School of Business and Management will validate its assimilation of current program courses.

THE TRIMESTER CALENDAR

Azusa Pacific University's School of Business and Management conducts a year-round schedule. The academic year is divided into trimesters, three 14-week terms, which allow year-round study if students choose to enroll in all three trimesters. Students have the option of a one-year, full-time, **concentrated** program which comprises a curricular design of 12 months of academic work (i.e., three semesters, four courses per semester). Fewer units in each semester are permissible. However, the university requires completion of a graduate degree within five years of enrollment.

A second option is a two-five year **flexible** program for students who prefer to vary their course load each semester in order to accommodate work schedules and other commitments. Students may take a trimester off provided all work is completed within five years. To be classified as a full-time graduate student, one must be enrolled in at least nine units per semester. Maximum graduate enrollment is 12 units per semester. New students are accepted each trimester. The application deadline is approximately four weeks before the start of a trimester.

CLASS TIMES AND SIZE

Each class meets one night per week. Classes are held from 4:15-7 p.m. and 7:15-10 p.m. and accommodate working professionals by enabling them to take up to two courses in one evening. The average class size is 20.

Students benefit from personal attention and opportunities to build meaningful relationships with professors and peers with diversified backgrounds.

ADMISSION REQUIREMENTS

1. A bachelor's degree from a regionally accredited college or university
2. Grade-point average of 3.0 (Students with a grade-point average of 2.7-2.99 may be considered for provisional enrollment. Those students will be allowed only one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)
3. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) (Scores more than five years old are not acceptable.)
4. Potential as a scholar (An assessment of students' total qualifications—the rigor of their undergraduate studies, academic performance, extensive work experience, and personal references—is made.)

The applicant should send the following to: Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, Fax (626) 815-3867:

1. An application for admission
2. A $45 nonrefundable application fee (International students pay $65.)
3. Official copies of transcripts
4. GMAT, GRE, or MAT scores (if a student has fewer than five years work experience)
5. Three letters of recommendation
6. A typewritten letter to the dean describing educational and professional goals
7. A résumé or vita of work experience

After all admission materials have been received by the Graduate Center, the Graduate Admissions Committee reviews

the applicant's file. The student is notified of the committee's decision in approximately two weeks.

INTERNATIONAL APPLICANTS

All international applicants should request application materials from the Office of International Student Services. International applicants must adhere to the following stipulations:

1. Meet all the regular admission requirements for the chosen graduate program.
2. Submit an affidavit of support and a bank statement proving financial ability to pay for educational costs.
3. Be proficient in English, as evidenced by a TOEFL (Test of English as a Foreign Language) score of 550 or above. (Applicants who do not meet this requirement may be accepted as conditional students. They will be required to enroll in the APU School of Intensive English, or a similar program elsewhere, to upgrade their language and analytical skills to the required level.)
4. Enroll in TESL 500 English for Internationals during their first semester at APU, unless their undergraduate degree is from an institution in which the language of instruction is English. (Those who pass the pretest in the first meeting of this class are excused from further attendance; those who remain will refine their English skills in listening, speaking, reading, and writing. In addition to TESL 500, the Department of Global Studies and Sociology offers numerous courses and workshops in skill building and writing competence that directly support international students in the MBA Program.)

International applications should be sent to: Office of International Student Services, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, USA Telephone (626) 812-3055, fax (626) 815-3801.

In addition, the international applicant should:

1. Submit a university application for admission.
2. Remit the $65 nonrefundable application fee.
3. Request official copies of transcripts and official TOEFL test scores.
4. Submit scores from the GMAT, GRE, or MAT.
5. Submit letters of recommendation.
6. Submit a typewritten letter to the dean describing educational and professional goals.
7. Submit a résumé or vita of work experience.

After all admission materials have been received by the Office of International Student Services, the Graduate Admissions Committee reviews the applicant's file. The student is notified of the committee's decision in approximately two weeks.

TRANSCRIPTS

Applicants are responsible for requesting official transcripts from the institution where their bachelor's degree is posted. Applicants should also request any transcript deemed necessary to compute the minimum grade-point average or satisfy any program prerequisite. The transcript and other documents submitted as part of the application become the property of the university and cannot be returned to the applicant or forwarded to another college or university.

MASTER OF HUMAN RESOURCE DEVELOPMENT

INTRODUCTION

Today's business environment is marked by global competition for a variety of limited resources. Of primary concern for these organizations is how to develop and implement programs that will ensure a skilled and motivated workforce. This is critical as employees understand that continued training and education is essential to their job security and professional advancement. Professionals within the field of human resource development (HRD) are working toward accomplishing this objective by developing their own set of skills, knowledge, and abilities that will enable them to meet this challenge. In essence, HRD professionals must bring with them a unique set of competencies focused on developing human potential, leadership, and promoting ongoing development in the workforce.

Human resource development represents an investment in human potential. It is a deliberate, on-going effort by an organization to improve employee competency levels and job performance. The field of HRD has grown swiftly in recent years as organizations of all sizes and types employ HRD professionals to develop a competitive workforce. Furthermore, HRD professionals serve in a wide variety of roles as organizational development consultants, classroom instructors, training and development specialists, instructional designers, career developments, employment interviews, and compensation analysts.

National compensation surveys show that, on the average, HRD professionals enjoy excellent salaries and career opportunities.

With advanced degrees and one to five years of experience, HRD professionals often earn salaries above $50,000. Annual salaries for executive-level training managers and experienced HRD consultants often exceed $75,000. With companies spending several billion dollars per year on outside training seminars and workshops, the HRD field offers many corporate or self-employment opportunities.

THE MHRD PROGRAM

The master's program in human resource development at Azusa Pacific University is designed to prepare HRD professionals for roles as organization leaders and agents of change. The program is targeted toward college graduates pursuing a career in the HRD field, experienced HRD professionals who want to expand their skills and enhance their career potential, and working managers and professionals in leadership roles where skills in developing and leading people have become critical to their organizations' success.

The MHRD curriculum follows guidelines for professional competency developed by the American Society for Training and Development (ASTD) and the National Society for Performance and Instruction (NSPI). The core courses introduce students to the terminology, theories, and methodologies which form the foundation of the HRD field. Specialized courses acquaint students with advanced concepts and professional practice.

The MHRD degree includes 36 units of study, field experience, and individual professional development. It requires completion of 10 three-unit core courses and 2 three-unit elective courses.

MHRD Core Courses   30 units

MHRD 500   Foundations of Human Resource Development   3

MHRD 512	Adult Development in Organizational Settings	3
MHRD 521	Organization Development and Change	3
MHRD 550	Instructional Design and Training Methods	3
MHRD 551	Leadership in Organizations	3
MHRD 561	Group Dynamics and Conflict Management	3
MHRD 570	Improving Quality and Productivity	3
BUSI 515	Applied Research and Analysis	3
BUSI 517	Human Resource Management	3
BUSI 578	Strategy and Planning	3

All core courses may be taken in any order except MHRD 500 Foundations of Human Resource Development. This course must be taken near the end of the program.

MHRD Elective Courses (select two)   6 units

(Electives are chosen with the MHRD director's approval from the suggested list below or from courses offered in other graduate programs.)

MHRD 501	Organization Design and the Psychology of Work Behavior	3
MHRD 520	Career Development Systems	3
BUSI 514	Management of Technology	3
BUSI 516	Organizational Behavior and Communication	3
BUSI 542	Managing Cultural Differences	3

CLASS SCHEDULING FOR THE WORKING PROFESSIONAL

THE TRIMESTER CALENDAR

Azusa Pacific University's School of Business and Management conducts a year-round schedule. The academic year is divided into trimesters, three 14-week terms (i.e., fall, spring, and summer), which allows year-round study if students choose to enroll in all three trimesters. Students have the option of a one-year, full-time, **concentrated** program which comprises a curricular design of 12 months of academic work (i.e., three semesters, four courses per semester). Fewer units in each semester are permissible. However, the university requires completion of a graduate degree within five years of enrollment.

A second option is a two-five year flexible program for students who prefer to vary their course load each semester in order to accommodate work schedules and other commitments. Students may take a trimester off provided all work is completed within five years. To be classified as a full-time graduate student, one must be enrolled in at least nine units per semester. Maximum graduate enrollment is 12 units per semester. New students are accepted each trimester. The application deadline is approximately four weeks before the start of a trimester.

CLASS TIMES AND SIZE

Classes are held either one night per week from 4:15-7 p.m. and 7:15-10 p.m. (enabling working professionals to take up to two courses in one evening), or on four weekends during the semester with classes meeting Friday evenings 6:30-9:30 p.m. and Saturdays 8 a.m.-3 p.m. The average class size is 20.

Students benefit from personal attention and opportunities to build meaningful relationships with professors and peers with diversified backgrounds.

FIELD EXPERIENCE

Each MHRD student is required to complete a field experience consisting of no fewer than 300 hours of supervised involvement within an organizational setting relevant to the HRD field. The field experience may include an internship; a part- or full-time, or volunteer position; a practicum; or some combination thereof. Most students satisfy this requirement by continuing to work full or part time while pursuing their MHRD studies.

INDIVIDUAL PROFESSIONAL DEVELOPMENT

HRD practitioners with well-developed, values-based philosophies are better prepared to function as leaders in their profession. For this reason, MHRD students are required to attend no fewer than three nongraded, not-for-unit-credit, personal development events dealing with some aspect of spiritual/ethical/ philosophical foundations for practice as HRD professionals. These events must be approved by the director of the MHRD program and may include on-campus colloquia or off-campus seminars, speakers, conferences, training sessions, or travel.

TRANSFER CREDIT

Up to six semester hours of credit may be transferred into this program. The units must come form a regionally accredited graduate program. A grade of *B* or better is required, and the work must have been completed within the last five years. The School of Business and Management will validate its assimilation of current program courses.

ADMISSION REQUIREMENTS

Admission requirements to the MHRD program include:

1. A bachelor's degree from an accredited college or university

2. A minimum undergraduate grade-point average of 3.0 (Students with a grade-point average of 2.7-2.99 may be considered for admission on a provisional basis. Such students are allowed one semester to demonstrate their ability to perform at the graduate level by earning a grade-point average of 3.0 or better.)

3. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogy Test (MAT) (Scores that are more than five years old are unacceptable.)

4. Two letters of recommendation

5. A typewritten letter to the dean describing educational and professional goals

6. A résumé or vita of work experience

All aspects of the applicant's file are considered as a basis for admission—rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement.

INTERNATIONAL APPLICANTS

See requirements listed under the MBA section of this catalog.

ACADEMIC ADVISING

MHRD students meet with the program director to discuss scheduling classes and selecting electives based on the students' personal interests and circumstances. Academic advising provides an opportunity to continuously monitor students' progress and individualize their programs of study. All graduate students are required to maintain a minimum cumulative grade-point average of 3.0 on a 4.0 scale for duration of the program.

COURSE DESCRIPTIONS

BUSI 501 Math for Decision Makers (3)
Students review mathematics that apply to decision making related to business problems. The course prepares students to build elementary decision models, provides them with sufficient understanding of mathematical language and notation, and enables them to communicate with technical specialists. Selected topics in traditional mathematics such as sets, probabilities, functions, linear equations vectors, matrices, and forecasting techniques are covered.

BUSI 502 Business Economics (3)
The curriculum deals with economic models and the decision-making process as they affect business firms. The theories of the firm and market structures are studied: the firm in pure competition, production decisions and resources utilization, entry and exit decisions, the process of general equilibrium, and the firm in other market situations such as monopolistic competition and imperfect factor markets. Other topics include new approaches to the theory of the firm and the revenue-maximizing model of the firm.

BUSI 503 Management Practices (3)
Students focus on the management process; emphasis is placed on pertinent concepts for those in managerial positions. Thorough understanding of those issues is a prerequisite to many advanced techniques and clarifies the relevance of behavioral research in the field. The course has a strategy orientation, defining a company's concrete goals. Implementation of the company strategy—the "make it happen" character of management—is studied.

BUSI 505 Managerial Accounting (3)
This course offers an intense study of the fundamentals of financial accounting, which establishes a concentration base for the management decision process. Students examine cost behavior and decision making; planning, control, and reporting; and budgeting procedures. The course stresses manufacturing operations and covers service, merchandising, and nonprofit organizations.

BUSI 506 Managerial Finance (3)
Course work provides an understanding of basic financial tools, relevant financial theory, and institutional behavior. Students gain insight into how the financial manager executes decision processes related to complex financial problems of the firm.

BUSI 510 Current Issues in Business and Management (0)
This course examines organizational and behavior problems facing managers. Students develop an awareness of modern concepts, strategies and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

BUSI 511 Quantitative Analysis (3)
Decision making in the business enterprise, whether large or small, is becoming increasingly complex. The use of quantitative techniques, such as statistical inference, correlation and regression, linear programming, and network analysis, enable those with managerial responsibility to make more efficient, precise, and accurate decisions. This course accommodates those with a minimal background in mathematics (comprehensive level is analyzed in the first class meeting). Actual application of theory to real problems will be dealt with through case studies. *Prerequisite: pass math test or BUSI 501*

BUSI 513 Financial Resource Management (3)
This course examines the role of accounting in the total information system of an organization, while focusing on the decision-making processes pertaining to the acquisition of financial resources from external markets and the effective utilization and control of these resources within a business organization.

BUSI 514 Management of Technology (3)
This course surveys a variety of topics dealing with technology: how to think strategically about technology; organizational design and controls; business process design through technology; an overview of hardware and software platforms, databases, and networking; Internet; and computer-suported cooperative work.

BUSI 515 Applied Research and Analysis (3)
Students study research methodology as it relates to needs for research-derived information. Emphasis is placed on the research process in the development of primary and secondary research information, conducting research related to given products or services, and the analysis and evaluation of actual business organizations.

BUSI 516 Organizational Behavior and the Future (3)
This course examines how people are individually and collectively directed toward the accomplishment of a well-defined set of common goals. It sharpens skills for dealing with problems on the human side of enterprise. Students increase current capabilities in changing and redesigning organizations to successfully compete inthe 21st century.

BUSI 517 Human Resource Management (3)
Students study the establishment of human resources objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relatinships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

BUSI 520 Research Design (3)
The course provides an opportunity for students to work with an advisor to develop acceptable capstone projects in their chosen area.

BUSI 521 Managerial Economics (3)
The process of solving management problems by economic analysis is explored. Classification of the economic basis for business policies and key economic concepts that can serve as a framework for business decisions are covered. Specific attention is given to analysis of financial institutions and instruments.

BUSI 522 Private Enterprise and Public Policy (3)
The origins, processes, and effects of government policies that influence the workings of industrial markets are studied. Attention is focused on three areas of government policy: anti-trust policy—the development of legal interpretations and their relationship to economic notions of market functioning; regulation—public utilities, transportation securities, banking, and natural gas as well as specific products, safety, health, and fraud; and government ownership and operation.

BUSI 523 Manufacturing Operations (3)
This course provides an understanding of the concepts, methodologies, and applications of production and operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention

is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Course work stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

BUSI 524 New Venture Creation (3)

Students review the experiences entrepreneurs encounter in conceiving and launching a business. The course combines personal assessment and involvement exercises with an emphasis on group interaction, personal planning, and contemplating an entrepreneurial career. Team activities, personal planning exercises, new venture simulation, and case studies are utilized. Students analyze factors affecting purchase decisions in the marketplace, apply behavioral and social science concepts to the study of buyer behavior, and study methods that organizations use for personal selling, sales promotion, public relations, the art of negotiating, and other forms of promotion to communicate with customers and prospects. *Prerequisite: instructor's permission*

BUSI 526 Capital Formation (3)

Students study the market processes by which resources are allocated, from the capital formation of economic activities of the economy's various sectors to the financial activities in the money and capital markets. Specifically, the course includes the use of flow of funds analysis as applied to capital markets and various financial chronicles as sources for explaining and predicting economic behavior; the theory and reality of the interest rate structure; the nature of various capital markets and their securities; knowledge of corporate debt and equity instruments; federal, state, and local government securities; and mortgages. The course leads to a basic knowl-

edge and understanding of the sources and uses of funds and the role of financial intermediation in the growth and development of economies. *Prerequisite: instructor's permission*

BUSI 527 Marketing Management and Planning (3)

This course emphasizes marketing strategies that establish a match between the firm and its environment. Issues such as what businesses the firm may enter and how the selected field, product, or service may succeed in a competitive environment are examined. The development of strategies for existing and future relationships in terms of several well-defined target markets are analyzed.

BUSI 542 Managing Cultural Differences (3)

Students learn how to identify, analyze, and plan for those elements within the cultural, economics, and political environments of international business that require speicalized understanding and strategy for successful management or organized enterprise.

BUSI 543 International Trade and Finance (3)

Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

BUSI 545 International Marketing (3)

International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-

channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

BUSI 548 International Business Strategy (3)

Key managerial problems encountered in global operations are included. Students learn to apply tools and theories to complex international business problems through a series of case studies. *Prerequisite: BUSI 541*

BUSI 550 Capstone Project: International Emphasis (3)

Students submit a business plan that summarizes the major areas within international business from organization to quantitative methods. Methodology and underlying theories are presented through an exploration of the present international business environment. Oral defense of the completed project before a faculty panel is required.

BUSI 551 Situation Analysis and Diagnosis (3)

This course introduces the purpose, methods, and skills of situation analysis and diagnosis in carefully selected case studies. Students benefit from a focused approach to interpreting, understanding, and developing skills to discover appropriate conclusions in differing business environments and situations. *(Must be taken after other course work is completed.)*

BUSI 552 Comparative Management (3)

This course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differ-

ences in managerial functions, structure, process, etc., in light of environmental factors, identification of the impact and results of different management practices, and an inquiry into the "universals" of management. (Must be taken after other course work is completed.)

BUSI 553 Integrated Decision Making (3)

This course develops the students' ability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing company strategy. This purpose is achieved by requiring the student to: set goals, analyze business problems, and develop a framework for making decisions to reach those goals; integrate the functional knowledge acquired in previous courses; and experience, through computer-simulated business cases, the processes and functions performed by executive officers in meeting goals and coping with an uncertain business environment. *(Must be taken during the student's last semester.)*

BUSI 567 Investments Management (3)

This course develops the tools and techniques used in the analysis of securities and other investments. Designed for financial officers, analysts, and planners, the course helps students develop strategies for managing investment portfolios under risky, uncertain conditions. It includes an introduction to modern portfolio theory and capital market models and pays explicit attention to investment opportunities in global capital markets.

BUSI 578 Strategy and Planning (3)

This course studies how to convert the vision of executive intuition into definitive plans that can be operationally implemented; and provides opportunity for practice and experimentation in strategy formulation. Strategy support sustems are used to assist in making the transition

from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking.

BUSI 581 The Christian Business and Professional Leader (0)

Examines the need for Christian business leaders to become transformational leaders as they orient others to the necessity of continuous change and improvement.

BUSI 583 Integrated Decision Making (0)

Seeks to develop the capability to appreciate and carry out the decision making processes involved in identifying, evaluating, selecting and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, and develop a framework for making decisions to reach these goals; integrate the functional knowledge acquired in previous courses; and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment.

BUSI 599 Readings in Business (1-3)

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate programs chair and dean. Unit credit varies depending on the scope of the study plan.

MHRD 501 Organizational Design and the Psychology of Work Behavior (3)

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex

sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive adaptive entity are satisfied.

MHRD 512 Adult Development in Organizational Settings (3)

Theories of human growth and development as a foundation for understanding the developmental challenges facing individuals during their lifespans are introduced. Specific implications and applications are made related to how human growth and development is effected by and affects organizational life.

MHRD 520 Career Development Systems (3)

Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

MHRD 521 Organizational Development and Change (3)

Students investigate the emerging field of organizational development (OD)—major theories, basic concepts, and primary intervention strategies. Emphasis is placed on diagnosing the relationship between an organization's mission and culture, and facilitating system-wide, planned changes to improve organizational effectiveness.

MHRD 550 Instructional Design and Training Methods (3)

This course focuses on methods to assess an organization's training and develop-

ment needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

MHRD 551 Leadership in Organizations (3)

This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

MHRD 561 Group Dynamics and Conflict Management (3)

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

MHRD 570 Improving Quality and Productivity (3)

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the HRD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

MHRD 599 Readings in Human Resource Development (1-3)

Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate program chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

CENTER FOR ACCELERATED DEGREE PROGRAMS

Faculty

Director and Professor: Fred Garlett, Ed.D.

Associate Professor: Jerry Houser, Ph.D.

Assistant Professors: Richard Durfield, Ph.D.; Cathy Heffernan, M.Ed.

MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

INTRODUCTION

As the business world becomes more competitive, success takes more than just hard work. The choices one makes today will have repercussions well into the 21st century. The Master of Arts in Organizational Management (MAOM) is a nontraditional graduate business degree. It has been crafted specifically for working professionals. It is intended primarily for those who have professional skills and are now in need of advanced people and organizational management skills for promotion and advancement and/or career change.

The classes provide the learner with strength in the qualitative areas of organizational life. The graduate of the MAOM Program understands the requirements and functions of leadership and ethics. The student has a contemporary, global vision for multicultural matters, research, strategic planning, management, and decision making.

THE MAOM DEGREE

The program leading to the MAOM degree is a 20-month, 30-unit, lock-step program with teams of 20-24 students who complete the course work together.

THE MAOM TEAM PROGRAM

This lock-step program consists of 10 courses totaling 30 units. Each course meets one evening per week for eight weeks, from 6-10 p.m. The student takes two classes each semester. The following proforma schedule lists the required courses:

MAOM 504	Managerial Marketing	3
MAOM 508	Manager as Communicator	3
MAOM 514	Management of Technology	3
MAOM 516	Organizational Behavior and Communication	3
MAOM 517	Human Resource Management	3
MAOM 529	Leadership and Managerial Ethics	3
MAOM 542	Managing Cultural Differences	3
MAOM 561	Group and Conflict Dynamics	3
MAOM 570	Improving Quality and Productivity	3
MAOM 578	Strategy and Planning	3

Each student should check with the Center for Accelerated Degree Programs for the sequence of courses required.

*Note: There are no transfer courses allowed in this program.

ADMISSION REQUIREMENTS

The student entering the MAOM Program is required to:

1. Hold a bachelor's degree from an accredited college or university.
2. Possess an undergraduate grade-point average of 3.0 or better. (Students with an undergraduate grade-point average of 2.7-2.99 may be considered for admission on a provisional basis. Such students will be allowed one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)

All aspects of the applicant's file are considered—rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement.The above items and a $45 application fee should be sent to: Center for Accelerated Degree Programs, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5301, fax (626) 815-5417.

For the traditional MAOM Program, items should be sent to: Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, Fax (626) 815-5445.
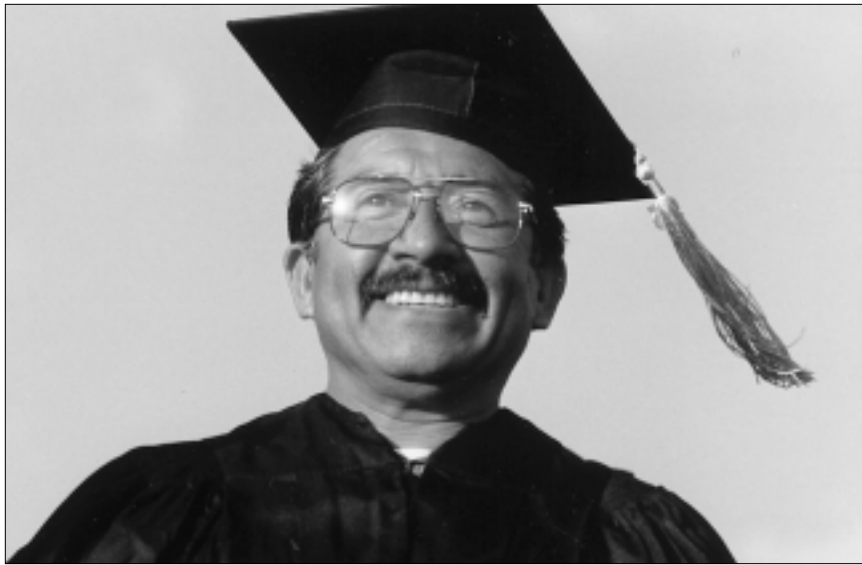
COURSE DESCRIPTIONS

MAOM 504 Managerial Marketing (3)
Students review the basic functions of marketing and the development of the concept of the marketing process, the marketing mix, and the marketing environment. A planning approach using problems, case studies, and readings places the students in the role of marketing manager is applied. Preparation of a research project or marketing plan is an essential part of the course.

MAOM 508 The Manager as Communicator (3)
Proficiency in communication is a necessary part of good management. many authors in the field have argued that the manager's job is essentially that of communicator. the objectives of this course are to increase the student's awareness and understanding of the difficult variables which impact the communication process (including leadership, verbal and nonverbal messages, perception, and attitudes); and broaden the student's skills in communication, especially in the areas of listening, decision-making, conflict management, and interviewing.

MAOM 514 Management of Technology (3)
This course surveys a variety of topics dealing with technology including: how to think strategically about technology; organizational design and controls; business process design through technology; an overview of hardware and software platforms, databases, and networking; Internet; and computer-supported cooperative work.

MAOM 516 Organizational Behavior and the Future (3)
This course examines how people are individually and collectively directed toward the accomplishment of a well-defined set of common goals. Students' skills are sharpened for dealing with problems on the human side of enterprise. Current capabilities in changing and redesigning organizations to successfully compete in the 21st century are increased.

MAOM 517 Human Resource Management (3)
Students study the establishment of human resources objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

MAOM 529 Leadership and Managerial Ethics (3)
This course raises the student's moral recognition of ethical issues of the organization's functions and environments. Leadership, as it applies to the management of power and authority issues, is studied. Emphasis is placed on ethics and leadership as illustrated by Christian principles.

MAOM 542 Managing Cultural Differences (3)
This course includes a study of the skills, capabilities, and knowledge managers must have to successfully perform in the growing context of local, regional, and global cultures. It examines the roles managers play, the broad activity areas they must influence, and the techniques which will enhance their effectiveness.

MAOM 561 Group Conflict and Dynamics (3)
This course helps the student understand small-group behavior. It uses experienced-based methods, cases, reading material, and stimulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

MAOM 570 Improving Quality and Productivity (3)
This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the HRD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

MAOM 578 Strategy and Planning (3)
Planning is a process of setting missions, goals, and objectives and determining what should be done to accomplish them. It is a decision-making activity through which managers act to ensure the future success of their organizations and work units. To be effective, plans must be illuminated by strategy which sets critical direction and guides the allocation of resources.

SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF TEACHER EDUCATION

Faculty

Dean: Alice V. Watkins, Ph.D.

Associate Dean: Roger Harrell, Ed.D.

Chair; Director of Secondary Education; Associate Professor: Nancy Brashear, Ph.D.

Director of Elementary Education; Associate Professor: Gregory Kaiser, Ph.D.

Director of Special Education; Associate Professor: David Colachico, Ed.D.

Director of Liberal Studies; Assistant Director of Secondary Education; Associate Professor: Shirley Stapleton, Ed.D.

Professor: Bruce Simmerok, Ph.D.

Associate Professors: Jacquelyn Carter, Ed.D., Marilyn Lewis, Ed.D.

Assistant Professors: Mark Arvidson, Ph.D.; Paul Flores, M.Div.

DEPARTMENT OVERVIEW

The primary goal of the Department of Teacher Education is to provide the training and experience needed to qualify for California Multiple-Subject, Single-Subject, and Special Education Teaching Credentials. Azusa Pacific University's Teacher Education Program, accredited by the California Commission on Teacher Credentialing (CCTC) since 1963, commits to helping produce K-12 classroom teachers:

- who are competent—able to effectively educate and lead in the cultural, socioeconomic, and linguistic diversity of today's educational environment
- who are compassionate—committed to the care and enhancement of the individuals they teach and lead
- who are people of character—able to contribute to the moral and ethical development of the students and families whom they serve

The Department of Teacher Education is the management unit responsible for the liberal studies bachelor's degree, which is a CCTC approved Multiple-Subject program. Graduates of the Teacher Education Program are employed in elementary and secondary schools throughout California and other states. Azusa Pacific University graduates have been successful in obtaining jobs in public, Christian, and other private schools. Studies indicate that employment opportunities in teaching will continue to increase. This is true for both elementary and secondary teaching, particularly in the areas of math, science, Spanish, and English, as well as bilingual and special education. Every spring, APU hosts a Teacher Interview Day in which local public school districts, private schools, and APU students participate.

When the credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in Teaching or Special Education, both the teaching credential and a master's degree may be obtained. The credential program courses must be completed prior to beginning master's course work. For K-12 educators who hold a completed credential from other institutions, the Master of Arts in Education with an emphasis in Curriculum and Instruction offers an opportunity to seek professional development and advanced teaching skills.

TEACHING CREDENTIAL PROGRAMS

Azusa Pacific University offers programs approved by the CCTC which authorize service for either elementary or secondary school teaching, and special education. APU students with a posted bachelor's degree may be eligible for a 30 percent discount on TEP classes.

THE TRADITIONAL MULTIPLE-SUBJECT CREDENTIAL PROGRAM (K-8)

A student wishing to obtain a credential for teaching at the elementary or middle school level should enroll in the Multiple-Subject Credential Program. The subject matter requirement for this credential is met by completion of a state-approved multiple-subject program (such as APU's liberal studies major) or a passing score on the approved multiple-subject examination (MSAT). Students may teach in approved assignments in private or public schools while in this program. In addition to this traditional program, the Multiple-Subject Intern Program/M.A. is an alternative graduate professional preparation program. See page 114 for details.

THE TRADITIONAL SINGLE-SUBJECT CREDENTIAL PROGRAM (7-12)

A student desiring to earn a credential for teaching a specific single subject at the middle or senior high school level should enroll in the Single-Subject Credential Program. The subject matter requirement for this credential is met by completion of a state-approved single-subject examination(s) (Praxis/SSAT). Secondary teacher candidates are also encouraged to complete a "Supplementary Authorization" to be eligible to teach in a second content area. Students may teach in approved assignments in private or public schools while in this program.

SPECIAL EDUCATION: MILD/MODERATE DISABILITIES SPECIALIST CREDENTIAL PROGRAM (K-12)

APU offers a fifth-year credential in special education for the teaching of mild/moderate disabled students (K-12). This credential program is designed to meet the needs of individuals seeking to serve children and youth with special learning and/or behavioral needs. When combined with six units of supervised field experience, this program qualifies the candidate for the credential. Candidates seeking the master's degree, but not the credential, may substitute six units of

approved electives for the field experience. Candidates do not need a master's degree to be eligible for the credential.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students planning to enter the Teacher Education Program at Azusa Pacific University must apply for admission and be formally admitted prior to taking any of the professional education courses (those with a TEP prefix). The procedure for admission is the following: attend one of the regularly scheduled information meetings; register for and then pass the CBEST; submit complete application packet; submit an application for Certificate of Clearance (or a copy of an Emergency Teaching Permit); and schedule an appointment for an interview with the elementary or secondary teacher education faculty designee. Admission by the faculty and advancement in the program also involves the consideration of factors such as:

- satisfactory progress toward meeting the subject-matter competence requirement (if meeting this by exam, see teacher education advisor for details)
- good mental and physical health
- grade-point average of 3.0 or better. (A candidate with a grade-point between 2.5 and 2.99 may be considered for provisional admission.)

Admission to the Graduate Program/ Teacher Education Program is finalized by education faculty action as soon as possible after the application process is complete.

CREDENTIAL REQUIREMENTS

THE TRADITIONAL MULTIPLE-SUBJECT PRELIMINARY CREDENTIAL REQUIREMENTS (K-8)/M.A.

See Admission to the Teacher Education Program for entrance criteria.

1. Subject-Matter Competence
   Students must satisfactorily complete an approved Multiple-Subject Program such as APU's liberal studies major or pass the approved multiple-subject examination (Praxis Series MSAT).
2. Course Prerequisites
   A. EDUC 300 Introduction to Teaching as a Profession (for undergraduate students only)
      or
      EDUC 400 Foundations of Education (for undergraduate and graduate students)
   B. EDUC 405 Diversity in the Classroom (for undergraduate students only)
      or
      EDUC 504 Teaching and Cultural Diversity
   C. POLI 150 American Government
      or
      Constitution Test
   D. PSYC 290 Human Growth and Development (early childhood through adolescence)
3. Professional Education Program Courses (formal admission to the Teacher Education Department required)
   TEP 410   Methods and Curriculum I, K-8   3
   TEP 411   Field Experience I: K-8   1
   TEP 430   Methods and Curriculum II, K-8   3
   TEP 431   Field Experience II: K-8   1

TEP 550   First and Second Language and Literacy, K-8   3
TEP 551   Language Acquisition Field Experience, K-8   1

Full-time student teaching (18-week teaching assignment)*
TEP 570   Student Teaching Seminar, K-8   3
TEP 571   Student Teaching, K-8   9
4. Passage of Reading Inventory Competency Assessment (RICA), required by the CCTC
5. Note: Within five years of completing the Preliminary Credential, students will need to fulfill the Professional Clear Credential Requirements

*See Admission to Student Teaching. Additional course work enables students to earn the degree Master of Arts in Education: Teaching, as described on page 115.

THE TRADITIONAL SINGLE-SUBJECT PRELIMINARY CREDENTIAL REQUIREMENTS (7-12)/M.A.

See Admission to the Teacher Education Program for entrance criteria.

1. Subject-Matter Competence
   Students must satisfactorily complete an approved Single-Subject Program (such as one of the following: art, business, English, mathematics, music, physical education, science, social science, or Spanish) or pass an approved single-subject examination (Praxis/SSAT tests where required).
2. Course Prerequisites
   A. EDUC 300 Introduction to Teaching as a Profession (for undergraduate students only)
      or
      EDUC 400 Foundations of Education (for undergraduate and graduate students)

   B. EDUC 405 Diversity in the Classroom (for undergraduate students only)
      or
      EDUC 504 Teaching and Cultural Diversity
   C. POLI 150 American Government
      or
      Constitution Test
   D. PSYC 290 Human Growth and Development (early childhood through adolescence)
3. Professional Education Program Courses (require formal admission to the Teacher Education Department)
   TEP 420   Secondary Teaching Strategies   3
   TEP 421   Field Experience I, 7-12   1
   TEP 440   Secondary Curriculum and Procedures   3
   TEP 441   Field Experience II, 7-12   1
   TEP 560   First and Second Language and Literacy, 7-12   3
   TEP 561   Language Acquisition Field Experience, 7-12   1

Full-time student teaching (18-week teaching assignment)*

TEP 580   Student Teaching Seminar, 7-12   3
TEP 581   Student Teaching, 7-12   9
4. Note: Within five years of completing the Preliminary Credential, students will need to fulfill the Professional Clear Credential Requirements.

*See Admission to Student Teaching. Additional course work enables students to earn the degree Master of Arts in Education: Teaching, as described on page 115.

THE MILD/MODERATE DISABILITIES SPECIALIST CREDENTIAL REQUIREMENTS (K-12)/M.A.

See Admission to the Teacher Education Program for entrance criteria.

1. Subject-Matter Competence
   Students must satisfactorily complete an approved Multiple-Subject or Single-Subject Program or pass the approved multiple-subject examination (Praxis Series MSAT) or Single-Subject examination (Praxis/SSAT) test.
2. Course Prerequisites
   A. EDUC 405 Diversity in the Classroom (for undergraduate students only)
      or
      EDUC 504 Teaching and Cultural Diversity
   B. POLI 150 American Government
      or
      Constitution Test
   C. PSYC 290 Human Growth and Development (early childhood through adolescence)
3. Professional Education Program Courses
   (formal admission to the Teacher Education Department with advising for proper placement in track within this credential program required)

EDUC 530	Introduction to Individual Differences*	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532b	Counseling, Collaboration, and Consultation	3
EDUC 536	Diagnosis of Mild to Moderate Disabilities	3
EDUC 536b	Field Experience M/M	1
EDUC 537	Theories and Interventions in Behavior Disorders	3
TEP 410	Methods and Curriculum I, K-8	3
TEP 550/560	First and Second Language and Literacy	3
TEP 551/561	Language Acquisition Field Experience	1

Full-time student teaching (18-week teaching assignment)**

TEP 570/580	Student Teaching Seminar	3
TEP 571/581	Student Teaching, K-12	6

*May be petitioned to be taken by an undergraduate with approval of special education director.
**See Admission to Student Teaching.

The course work at left may be modified to include an intern track (25 units for Level 1; see program director regarding Level 2).

EDUC 530	Introduction to Individual Differences*	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532b	Counseling, Collaboration, and Consultation	3
EDUC 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 440	Methods and Curriculum of M/M Disabilities in Regular Education	3
TEP 505	Clinical Experience in Classroom Management	3
TEP 515	Clinical Experience in Teaching Reading and Writing	3
TEP 565	Intern Teaching I	2
TEP 575	Intern Teaching II	2

The following is a track for the credentialed teacher who is seeking to add the special education credential to the multiple- or single-subject regular education credential (27 units)

EDUC 530	Introduction to Individual Differences*	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532b	Counseling, Collaboration, and Consultation	3
EDUC 536	Diagnosis of Mild to Moderate Disabilities	3
EDUC 537	Theories and Interventions in Behavior Disorders	3

EDUC 562	Field Experience: Exceptional/ Nonexceptional	3
EDUC 563	Field Experience: Mild to Moderate	3
TEP 550/560	First and Second Language and Literacy	3
SPED 440	Methods and Curriculum of M/M Disabilities in Regular Education	3

*May be petitioned to be taken by an undergraduate with approval of special education director.

As described on page 115, four additional courses enable the candidate to earn the degree Master of Arts in Education: Special Education.

ADMISSION TO STUDENT TEACHING

The application for student teaching for the Traditional Multiple-Subject, Single-Subject, and Special Education programs must be submitted to the Department of Teacher Education by November 1 for spring or April 1 for the fall semester. Students attend a mandatory Student Teaching Information Meeting in October or March. The education faculty then evaluates the candidate's suitability for the profession in the light of all evidence available. The criteria include such qualities as: scholarship, character, personality, health, industry, and a positive attitude toward children and youth.

Admission to student teaching is also dependent upon:

1. Subject-matter competence according to state and program guidelines by official verification of completion of an approved subject matter program signed by the credential analyst at the institution of higher education in which courses were taken.

If an applicant has verified completion of at least 4/5 of subject matter course work, he or she is eligible for student teaching. Remaining subject matter courses must be completed before applying for the preliminary credential **or**

proof of passage of multiple-subject (MSAT) or multiple-subject (Praxis/SSAT) tests.

2. Satisfactory completion of all required prerequisites and professional course work
3. Any remediation that may be required for grades lower than C in any course leading to student teaching

Upon approval, the candidate is placed in appropriate all day assignments for the 18-week semester. A candidate may be eligible to teach on emergency teaching permit. This assignment must be approved by the program director prior to student teaching, and the assignment must last for the duration of the student teaching block.

MULTIPLE-SUBJECT INTERN PROGRAM/M.A.

The student holding a bachelor's degree from an accredited university may be eligible for APU's innovative Multiple-Subject Intern/M.A. Program. This internship program is designed for public school teachers on emergency permits or intern credentials. The program begins with accelerated teacher education classes, meeting in cohorts, that are especially geared toward new teachers with limited teaching background and preparation. The program concludes with five advanced courses that lead toward the M.A. in Education with an emphasis in Teaching. See Admission to the Teacher Education Program.

In addition, to qualify for an Intern Credential, students must supply the following:

- proof of fulfillment of U.S. Constitution competency by approved course work or exam
- proof of fulfillment of subject matter competency (official verification of state-approved liberal studies program or passage of MSAT)
  Students teaching on Emergency Permits will be required to apply for the Intern Credential as soon as they have passed the MSAT.
- teaching contract with one of the partnership districts (required by the first day of enrollment in TEP 505)

Teacher candidates must pass the Reading Instruction Competence Assessment (RICA) prior to applying for their preliminary or clear credential.

MULTIPLE-SUBJECT INTERN CREDENTIAL COURSES

TEP 505	Clinical Experience in Classroom Management	3
TEP 515	Clinical Experience in Teaching Reading and Writing	3
TEP 525	Clinical Experience in Teaching Mathematics	3
TEP 535	Clinical Experience in Teaching Science	3
TEP 545	Clinical Experience with Integrating the Humanities	3
TEP 565	Intern Teaching I*	2
TEP 575	Intern Teaching II*	2
EDUC 504	Teaching and Cultural Diversity**	3
TEP 550	First and Second Language and Literacy, K-8**	3
EDUC 571	Curriculum Foundations+	3
EDUC 572	Advanced Educational Psychology+	3
EDUC 573	History and Philosophy of Education+	3
TOTAL		**34 UNITS**

*These classes do not count toward the Master of Arts degree.
**EDUC 504 and TEP 550 must be taken at APU to count toward the C.L.A.D. certificate. See Requirements for the C.L.A.D. Certificate.
+These classes are not eligible for the APU alumni discount.

As described on page 115, additional course work enables intern students to earn the degree Master of Arts in Education: Teaching.

REQUIREMENTS FOR THE PROFESSIONAL CLEAR CREDENTIAL

1. Completion of accredited degree

2. Preliminary credential fulfilled

3. 30 units beyond the bachelor's degree including
   A. EDUC 500 Computer Education for Teachers
   B. EDUC 530 Introduction to Individual Differences
   C. Health Education (including substance abuse and nutrition) plus a CPR card (for infants, children, and adults).

C.L.A.D. CERTIFICATION REQUIREMENTS WITHIN THE APU CREDENTIAL PROGRAM

1. Application filed with Preliminary Credential or later

2. Four APU state-approved courses: EDUC 405 **or** EDUC 504, TEP 550 **or** TEP 560, EDUC 502, and EDUC 503

3. Foreign language requirements

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION

The Department of Teacher Education offers the Master of Arts in Education degree with an emphasis in Special Education. Candidates complete the Mild/Moderate Disabilities Specialist Credential, described on previous pages, three core classes, and one three-unit graduate level elective beyond the credential program. The three core classes are:

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

MASTER OF ARTS IN EDUCATION: TEACHING

Additional course work enables Traditional and Intern Multiple-Subject and Traditional Single-Subject Credential students to earn the degree Master of Arts in Education: Teaching. This degree is offered by the Department of Advanced Programs and is described on page 117.

GRADUATE EDUCATION DEPARTMENTS

Faculty

Dean: Alice V. Watkins, Ph.D.

Associate Dean: Roger Harrell, Ed.D.

Department of Advanced Studies in Education
Chair; Director of Master of Arts in Education: Teaching and Master of Arts in Education: Curriculum and Instruction; Professor: Maria Pacino, Ed.D.

Director of Master of Arts in Language Development; Associate Professor: Daniel Doorn, Ph.D.

Director of Master of Education: Educational Technology; Assistant Professor: Kathleen Fletcher Bacer, M.Ed.

Director of Master of Education: Physical Education; Associate Professor: Mark McElroy, Ed.D.

Professor: Paul Mortenson, Ph.D.

Associate Professor: Roger White, Ed.D.

Assistant Professors: Brian Arnold, M.A.; Kathryn Scorgie, Ph.D.

Lecturers: Michael Helinski, M.A.; Persida Himmele, Ed.M.

Department of Counseling and School Psychology
Chair; Director of Master of Arts in Education: Pupil Personnel: School Counseling; Director of Credential in School Psychology; Associate Professor: Barbara Sorenson, Ph.D.

Associate Professor: Jay Saurenman, Ph.D.

Assistant Professor: Randy Fall, M.A.

Department of Educational Administration
Chair; Director of Doctor of Education: Educational Leadership and Administration; Professor: Lillian Wehmeyer, Ph.D.

Director of the Center for the Study of Values; Professor: Beverly Hardcastle Stanford, Ph.D.

Director of Master of Arts in Education: School Administration; Professor: Daniel Elliott, Ed.D.

Director of Professional Administrative Services Credential; Associate Professor: Marcia McVey, Ed.D.

Coordinator of Core Programs; Associate Professor: Robert Vouga, Ed.D.

Professor: Patrica Bonner, Ph.D.

Associate Professors: John Reed, Ed.D.; Douglas Martin, Ed.D.; Patrick Rooney, Ed.D.; Russell Tuck, Ph.D.

MASTER OF ARTS IN EDUCATION AND ADVANCED CREDENTIAL PROGRAMS

INTRODUCTION

The master's degree programs in education provide opportunities for educators to experience personal and professional growth and development. Five concentrations are available for candidates who wish to earn a Master of Arts in Education. The curriculum for each concentration has been developed in consultation with practitioners.

Four of the master's concentrations are associated with credentials in the state of California. Candidates who already possess a master's degree may complete only the concentration and fieldwork to qualify for the advanced credential. Two credentials go beyond the master's degree: the School Psychologist Credential and the Professional (Tier II) Administrative Services Credential. The Master of Arts in Education consists of a core of 9 units of advanced work in the foundation areas of education, a concentration of 21 planned units of course work geared to a specific curriculum area, and 6 units of electives, field work, or transfer units for a total of 36 units for the degree.

In an attempt to provide unity, coherence, and monitoring for the program, a number of special program components are required. For each core class, the student is required to pass a written examination on the course content. Near the end of the program, the student prepares a final assessment of the growth that has taken place during the program of study and participates in an oral presentation and/or comprehensive examination which reviews significant learning experiences and evaluates the work done in the program.

ADMISSION REQUIREMENTS

The basic requirements for admission to the graduate program at Azusa Pacific University are the completion of an application for admission and verification of completion of a bachelor's degree from a regionally accredited college or university with a 3.0 grade-point average. (Candidates with a grade-point average of 2.5-2.99 may be considered for provisional admission.) In addition, departmental application procedures must be completed, verifying completion of all degree and/or credential prerequisites. All materials should be sent to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, Fax (626) 815-5445.

PREREQUISITES

- Twelve undergraduate or graduate semester units in education are required.
- Three units of prerequisite credit may usually be waived for each year of verified, full-time teaching experience. For students with a physical education concentration, an undergraduate major in physical education may be used to fulfill this prerequisite. See separate requirements for Pupil Personnel Services programs.

DEGREE REQUIREMENTS

CORE COURSES   9 UNITS

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

AREAS OF CONCENTRATION   21 UNITS

Teaching
Curriculum and Instruction
Special Education
School Administration
Pupil Personnel: School Counseling

These concentrations are described in more detail on the following pages.

OPTIONS   6 UNITS

Approved elective or transfer courses, supervised field experience, or thesis (by special permission)

TOTAL   36 UNITS

ADDITIONAL MASTER'S DEGREE REQUIREMENTS

1. GROWTH ASSESSMENT

Near the conclusion of their degree programs, students submit written growth assessments which demonstrate their learning and development and include tentative plans for continued growth in their post-degree lives.

The growth assessment paper is considered prerequisite preparation for the final oral evaluation and should be submitted eight weeks prior to the scheduled oral evaluation.

2. PORTFOLIO

Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program.

Such a portfolio demonstrates a visible representation of growth during the program and may be used in preparing for the final oral presentation.

3. CORE EXAMINATION

As part of each core class, students are required to take a written examination that assesses knowledge and writing skills.

If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed.

If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment.

Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

4. ORAL EVALUATION INTERVIEW

Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning.

For the physical education concentration, students participate in oral comprehensive examinations with at least two faculty members, during which students are tested regarding the content of the courses in the concentration.

5. WRITTEN COMPREHENSIVE EXAMINATION

For certain degree and credential concentrations, a written comprehensive examination covering the content of the concentration is required.

6. THESIS/PROJECT ALTERNATIVE

The student must either complete a master's thesis as prescribed in the Azusa Pacific University graduate catalog, propose a major-field study project, create and implement a district-wide program, or submit other such comprehensive accomplishments. The student should demonstrate in the thesis comprehensive understanding of the major competencies covered in the program courses, as would otherwise be assessed by the comprehensive examination.

CONCENTRATIONS IN EDUCATION

TEACHING (M.A.) TRADITIONAL TEACHER CREDENTIAL STUDENTS

This master's degree is designed for APU credential students who are currently enrolled, or who have completed their programs within the last seven years, in the traditional Multiple-Subject or Single-Subject Credential programs. Credential candidates should be enrolled in the student teaching seminar or have completed this at the time of application.

ADMISSION REQUIREMENTS

- Department of Teacher Education Clearance for Student Teaching

or

- Copy of registration for student teaching

or

- Copy of a student teaching evaluation

Seven classes may be applied to the master's program from the following courses completed in the teacher education credential programs (post bachelor's degree):

TEP 410	Methods and Curriculum I, K-8	3
TEP 420	Secondary Teaching Strategies	3
TEP 430	Methods and Curriculum II, K-8	3
TEP 550	First and Second Language and Literacy, K-8	3
TEP 560	First and Second Language and Literacy, 7-12	3
EDUC 400	Foundations of Education, K-12	3
EDUC 500	Computer Education for Teachers	3
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
EDUC 504	Teaching and Cultural Diversity	3
EDUC 530	Introduction to Individual Differences	3

Substitutions may be made upon program director's approval.

Subtotal   21 units

REQUIRED CORE COURSES

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

TEACHING CORE COURSES

(to be taken when approved)

EDUC 574	Current Issues in Education	3
EDUC 589	Research for Educators	3

TOTAL   36 UNITS

TEACHING (M.A.) MULTIPLE-SUBJECT INTERN STUDENTS

This master's degree is designed for APU credential students enrolled in the Multiple-Subject Intern Program. Two additional courses are required; together with the Intern Program, they total 40 units for the degree.

EDUC 574   Current Issues in
            Education   3
EDUC 589   Research for Educators   3
These classes are not eligible for the APU
alumni discount.

CURRICULUM AND INSTRUCTION

The Master of Arts in Education with an
emphasis in Curriculum and Instruction
is designed for K-12 educators with a
preliminary or clear credential, or experi-
enced private school teachers, who seek
professional development and advanced
teaching skills and access to current
research on issues in the field. Also for
those planning a career in higher education,
this program readies graduates for doctoral
study. Flexibility and growth epitomize
the program, and the course work inten-
tionally integrates theory and practice.

ADMISSION REQUIREMENTS

Present a completed application for grad-
uate admission to the Graduate Center.

PREREQUISITES

Twelve undergraduate or graduate
semester units in education are required.
For each year of full-time teaching, three
units of prerequisite course work may
be waived.

COURSE REQUIREMENTS

Core courses

EDUC 571   Curriculum Foundations   3
EDUC 572   Advanced Educational
            Psychology   3
EDUC 573   History and Philosophy
            of Education   3

**Curriculum and Instruction
Core Courses**

EDUC 574   Current Issues in
            Education   3
EDUC 589   Research for Educators   3

**Additional Teaching
Concentration Courses**
(approved substitutes may be made)

EDUC 510   Creative and
            Collaborative Leadership 3
EDUC 554   Instructional Management
            and Strategies   3
EDUC 556   Classroom Assessment
            and Evaluation   3
EDUC 558   Advanced Human Growth
            and Development   3
EDUC 582   Schools and the Law   3
Approved elective or transfer credit 6

TOTAL   36 UNITS

SPECIAL EDUCATION

This concentration is directed by the
Department of Teacher Education and is
described on page 115.

SCHOOL ADMINISTRATION PRELIMINARY CREDENTIAL (TIER I)/M.A. TRADITIONAL STUDENTS

This concentration, when combined with
six units of supervised field experience,
makes the candidate eligible for the
Preliminary Administrative Services
Credential (Tier I). Candidates desiring
only the master's degree and not the
credential may substitute six units of
approved electives for the supervised field
experience. Master's degree candidates
who desire the credential at a later date
must apply for admission to the credential
program. After acceptance, field experi-
ence may be com- pleted. Candidates who
already possess a master's degree in educa-
tion may complete the concentration in
school administration and the supervised
field experience without the education
core and be eligible for the Preliminary
Administrative Services Credential (Tier I).
Candidates with master's degrees that
did not cover the educational core compe-
tency areas may be required to take
EDUC 571 Curriculum Foundations.
Candidates without previous course work
in main-streaming of special needs

students are required to take EDUC 530
Introduction to Individual Differences.

ADDITIONAL REQUIREMENTS

1. Verification of a master's degree or
   approval of a program of study leading
   to completion of a Master of Arts in
   Education with emphasis in School
   Administration at APU
2. Possession of a valid California
   teaching, services, or designated
   subject credential
3. At least three years of verified full-time
   teaching experience or experience
   appropriate to the credential
4. Recommendations from at least three
   school administrators that indicate
   potential for service within the
   credential area
5. Successful completion of the CBEST
   (Students may provide scores or
   evidence of paid registration for the
   CBEST.)
6. Completion of department application
   procedures and acceptance into the
   program by the faculty admissions
   committee

EXIT ORAL PRESENTATION

At the conclusion of the program, candi-
dates complete a growth assessment and
prepare for an exit oral presentation on a
topic from the approved oral list.

COMPREHENSIVE EXAM

Candidates for either the Preliminary
Administrative Services Credential or the
Master of Arts in Education with concen-
tration in School Administration must
pass a comprehensive exam composed of
open-ended, problem-solving questions
from all seven areas of administrative
specialization courses. The exams and
orals occur late fall, early spring and mid-
July each year.

THESIS OPTION

Candidates seeking the master's degree

with a concentration in school adminis-
tration may elect to complete a master's
thesis/project in lieu of the comprehensive
examination and oral presentation.
Students meet with the program director
to obtain preliminary approval and plan
course work to complement their research
for the thesis. Once approved, students
enroll in EDUC 591 Thesis during their
final semester. The thesis or project enables
the student to conduct meaningful educa-
tional research or program development.
The program director is available to advise
students who may be considering the thesis
or project option rather than the com-
prehensive exam. A thesis advisor from
the full-time faculty will be designated by
the program director to work with the
student. Students may request specific full-
time faculty to be their thesis advisor.

CREDENTIAL REQUIREMENTS

Core Courses   9 units

Concentration Courses (Tier I) 21 units
EDUC 516   Technology for the
            School Administrator   3
EDUC 575   Educational Research and
            Program Evaluation   3
EDUC 580   Organization and
            Administration of
            American Education   3
EDUC 582   Schools and the Law   3
EDUC 584   Supervision of Curriculum
            and Instruction   3
EDUC 585   Seminar in School
            Personnel Management   3
EDUC 586   School Site Leadership   3

Field Experience   6 units
EDUC 565   Supervised Field
            Experience in School
            Administration I*   3
EDUC 566   Supervised Field
            Experience in School
            Administration II*   3

TOTAL   36 UNITS

*These courses take a semester each to complete.

SCHOOL ADMINISTRATION PRELIMINARY INTERNSHIP CREDENTIAL (TIER I)/M.A.

An administrative intern is an employed administrator credentialed in one particular school district. Interns participate in the administrative credential courses along with other candidates in the Preliminary Administrative Services Credential Program, but they are concurrently employed by their districts in administrative roles.

In addition to the regular credential courses, interns enroll in field experience during the first two semesters of the program. Both EDUC 560/561 Field Experience I and II are four-unit fieldwork courses.

ADDITIONAL REQUIREMENTS FOR INTERNS

1. Verification of a master's degree or approval of a program of study leading to completion of a Master of Arts in Education with an emphasis in School Administration at APU
(The program of study will verify that students are only enrolled in one course per term during the two semesters of supervised internship field experience.)
2. A letter from the employing district superintendent or designee nominating the candidate for the internship credential and expressing a willingness to be included as a part of the APU Preliminary Administrative Services Internship Credential Program
3. A Terms and Agreements form signed by the superintendent or designee

Interns complete the same courses as the regular credential candidates, with the exception of the fieldwork, which is accomplished on-the-job by registering for the following courses (one each semester):

| EDUC 560 | Supervised Administrative Internship Field Experience I | 4 |
| EDUC 561 | Supervised Administrative Internship Field Experience II | 4 |

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL (TIER II)

The Professional Administrative Services Credential Program is an advanced administrative training program designed for students who hold a Preliminary Administrative Services Credential and are in full-time administrative positions. The program prepares candidates to assume higher-level administrative positions and/or become more proficient site administrators. Emphasis is placed on the application of knowledge through in-depth, diverse experiences which are based upon the standards for the credential. Collaboration and joint planning between the university and the employing school district provide a program tailored to meet the specific needs and career goals of each student.

REQUIRED COURSES AND FIELDWORK

EDUC 600	Budgeting and Managing Information Systems in K-12 Education*	3
EDUC 610	Human Diversity and Social Context*	3
EDUC 615	Politics and Policy Analysis in Education*	3
EDUC 620	Administration and Supervision in K-12 Education*	3
EDUC 661	Professional Field Experience I, Induction	2
EDUC 662	Supervised Field Experience II	1-4
EDUC 663	Supervised Field Experience III	1-4

| EDUC 664 | Professional Field Experience IV, Assessment | 2 |
| **Total** | | **24 units** |

*May be used for credit toward the doctorate in education at APU.

Credit for waiver of up to eight units of electives may be granted where appropriate training is received through CSLA, ACSA, Principal's Academy, or other approved professional training programs, including specially designed weekend seminars sponsored by Azusa Pacific University.

Students enrolling in Tier II for the first time are required to enroll in EDUC 661 Professional Field Experience I, Induction (2 units).

Students enrolling in EDUC 661 Professional Field Experience I, Induction and EDUC 664 Professional Field Experience IV, Assessment should sign up for two units in each of these university courses.

Students seeking admission to the doctoral program in educational leadership and administration may apply 12 units (see courses marked with an asterisk above) of the completed Tier II courses toward the doctoral degree.

PUPIL PERSONNEL: SCHOOL COUNSELING CREDENTIAL/M.A.

This concentration, when combined with nine units of supervised field experience, qualifies the candidate for the Pupil Personnel Services Credential. Candidates desiring only the master's degree and not the credential may substitute three units of approved electives for the supervised field experience. Candidates already possessing the master's degree may complete the concentration in pupil personnel and the supervised field experience minus two of the education core courses and be

eligible for the Pupil Personnel Services Credential. In addition to acceptance into the Master of Arts in Education Program, students must meet admission requirements for the credential program.

ADDITIONAL REQUIREMENTS

1. Possession of valid California teaching credential or a certificate of clearance
2. Three letters of recommendation that indicate potential for service within the credential area
3. Completion of the California Basic Skills Education Test (CBEST) (Students must provide scores or proof of paid registration.)
4. Course prerequisites in Human Growth and Development and Foundations of Learning
5. Completion of departmental application procedures and admission into the program

DEGREE REQUIREMENTS

Core Courses		**9 units**
Concentration Courses		**21 units**
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532A	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling	3
EDUC 550	Advanced School Counseling	3
EDUC 552	Pupil Personnel, Ethics, Management Systems, and Career Guidance	3
EDUC 582	Schools and the Law	3

Master's Electives

| Approved electives and/or transfer credit | 6 |

| **Total for Master's Only** | **36 units** |

ADDITIONAL CREDENTIAL REQUIREMENTS

EDUC 562	Supervised Field Experience: Exceptional and Nonexceptional Individuals	3
EDUC 564	Supervised Field Experience: Pupil Personnel Services	3
EDUC 568	Supervised Field Experience: School Counseling	3
EDUC 572	Advanced Educational Psychology	3

Total for Credential Only   33 units

Total for Credential and Master's   39 units

A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services Program.

For credential candidates, a written comprehensive examination covering the content of the concentration is also required. All credential candidates must obtain passing scores on the CBEST before they may apply for credentials.

PUPIL PERSONNEL: SCHOOL PSYCHOLOGY CREDENTIAL

The following provides a comprehensive design of courses, program and enabling objectives, and experience to ensure that students in the Azusa Pacific University Credential Program will achieve required competencies.

ADDITIONAL REQUIREMENTS

1. Possession of a valid California teaching credential or a certificate of clearance
2. Three letters of recommendation that indicate potential for service within the credential area
3. Completion of the CBEST (Students may provide scores or evidence of paid registration for the CBEST.)
4. Course prerequisites in Human Growth and Development and Foundations of Learning
5. Completion of departmental application and acceptance into the program by the Department of School Counseling and Psychology faculty

CREDENTIAL REQUIREMENTS

Generic Courses   24 units

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532A	Counseling Exceptional Individuals and their Parents	3
EDUC 533	Basic School Counseling	3
EDUC 550	Advanced School Counseling	3
EDUC 552	Pupil Personnel, Ethics, Management Systems, and Career Guidance	3
EDUC 572	Advanced Educational Psychology	3
EDUC 582	Schools and the Law	3

Advanced Courses   27 units

EDUC 558	Advanced Human Growth and Development	3
EDUC 630	Human Learning Abilities and Disabilities	3
EDUC 631	Young Children, Assessment and Intervention	3
EDUC 632	Intellectual Assessment	3

EDUC 633	Multicultural and Bilingual: Assessment and Intervention	3
EDUC 634	Intervention and Prevention	3
EDUC 635	Role and Function of the School Psychologist	3
EDUC 636	Research and Evaluation in School Psychology	3
EDUC 637	Child Psychopathology: Assessment and Treatment	3

Supervised Field Experience   9 units

EDUC 562	Supervised Field Experience: Exceptional/ Nonexceptional Individuals	3
EDUC 564	Supervised Field Experience: Pupil Personnel Services	3
EDUC 669	Supervised Field Experience: School Psychology	3

Total for Credential 60 units

Any student who does not work in a multicultural school must obtain experience at a site where such an opportunity exists.

Students must complete a minimum of 100 hours at each of two school levels to be verified by the site supervisor and the APU field-experience supervisor.

Evaluation forms are added to students' files upon completion of the field experience. Official transcripts verify that credit has been earned.

MASTER OF ARTS IN LANGUAGE DEVELOPMENT

The Master of Arts in Language Development Program enables educators to acquire the knowledge, attitudes, and strategies needed to work more effectively with bilingual, limited-English-proficient students in grades K-12 and serve these students as teachers of English as a Second Language (ESL), teachers of content-area "sheltered English," and/or bilingual teachers. Completion of courses in this program prepares teachers for earning the C.L.A.D. (Cross-Cultural Language and Academic Development) Certificate. In addition, graduates are prepared to work with teachers and other school staff serving limited-English-proficient students, with district staff providing special language development programs, and with members of the wider local community. Teachers already holding the C.L.A.D. certificate may, with prior approval of the program director, substitute other electives for the beginning set of required program courses.

ADDITIONAL COREQUISITES

- Six to eight semester units of course work in a foreign language

or

- Documentation of a significant alternative experience in learning a foreign language which meets the California foreign language requirement for the C.L.A.D. Certificate

CONCENTRATION COURSES   27 UNITS

Set One   12 Units

EDUC 501	Language Structure, Acquisition, and Development	3
EDUC 502	Methods of Bilingual, English-Language Teaching	3

EDUC 503   School Practicum in English-
            Language Development   3
EDUC 504   Teaching and
            Cultural Diversity   3

Set Two   **18 Units**
EDUC 505   Literacy Development   3
EDUC 506   Curriculum Planning for
            English Language
            Development   3
EDUC 507   Family, Community, and
            School Connections   3
EDUC 508   Assessment and Evaluation
            of Bilingual Students   3
EDUC 509   Special Topics in
            Language Development   3
EDUC 589   Research for Educators   3

Options   **6 units**
Selected from offerings in education
or TESOL

TOTAL   **36 UNITS**

A comprehensive exam or thesis is not
required for candidates in this program.

MASTER OF EDUCATION

INTRODUCTION

The master's degree program in education
provides opportunities for educators to
experience personal and professional
growth and development. Two concentra-
tions are available for candidates who
wish to earn a Master of Education.
The curriculum for each concentration
has been developed in consultation with
practitioners.

The Master of Education consists of a
9-unit core of advanced work in the foun-
dation areas of education, a concentration
of 21 planned units of course work geared
to a specific curriculum area, and 6 units
of electives, fieldwork, or transfer units
for a total of 36 units.

In an attempt to provide unity, coherence,
and monitoring for the program, a num-
ber of special program components are
required. For each core class, the student
is required to pass a written examination
on the course content. Near the end of
the program, the student prepares a final
assessment of the growth that has taken
place during the program of study and
participates in an oral presentation and/or
comprehensive examination which reviews
significant learning experiences and evalu-
ates the work done in the program.

ADMISSION REQUIREMENTS

Admission requirements and prerequisites
for the Master of Education degree are the
same as those listed for the Master of Arts
in Education degree.

EDUCATIONAL TECHNOLOGY

The educational technology concentration
provides teachers, administrators, and
others in the field with the knowledge
and skills of computers and related tech-
nology in education. The program focuses
on using computers in the instructional
process, but also covers classroom admin-
istrative applications.

The program includes a functional analysis
of computers, evaluation of educational
software, selection of computer hardware,
curriculum and lab design, programming
of educational applications, networking,
communications, desktop publishing,
course development and design, current
trends in educational technology, and
much more.

A hardware and software package is
required. Please check with the depart-
ment for the specifics.

Core Courses   **9 units**

Concentration Courses   **21 units**

Choose 21 units from the following:
EDUC 500   Computer Education
            for Teachers   3
EDUC 512   Instructional Applications
            of Integrated Software   3
EDUC 513   Networking/Operating
            Systems   3
EDUC 514   Educational Video
            and Multimedia   3
EDUC 515   Emerging Trends
            in Technology   3
EDUC 516   Technology for the
            School Administrator   3
EDUC 517   Telecommunications   3
EDUC 518   Advanced Educational
            Computer Programming   3
EDUC 519   Educational Desktop
            Publishing   3
EDUC 523   Instructional Applications
            of Hypermedia   3
EDUC 524   Instructional Design
            and Development   3
EDUC 526   Practicum in
            Educational Applications
            of Technology   3
EDUC 527   Special Topics in
            Educational Technology   3

Options   **6 units**
Approved electives or transfer credit

TOTAL   **36 UNITS**

A comprehensive examination is required
of all students completing the Master of
Education with an emphasis in Educational
Technology. The exam is to be taken
during the student's final term of course
work.

PHYSICAL EDUCATION

This concentration is available for physical
education teachers seeking to enhance
their knowledge and skills in this disci-
pline. For students in this concentration,
an undergraduate physical education
major may fulfill the education prerequi-
site if no other courses in education have
been completed.

Core Courses   **9 units**

Concentration   **21 units**
Choose 21 units from the following:
PE 550   Sociology of Sport   3
PE 551   Theory and Analysis of
           Physical Education and
           Athletic Programs   3
PE 560   Sports Medicine   3
PE 561   Counseling and Guidance
           in Physical Education,
           Athletics, and Recreation 3
PE 565   Physical Education,
           Athletics and the Law   3
PE 575   Advanced Principles of
           Physical Conditioning   3
PE 576   Current Professional
           Problems   3
PE 577   Administration of
           Physical Education and
           Athletic Programs   3
PE 578   Psychology of Coaching   3
PE 599   Readings in Physical
           Education   1-3

Options   **6 units**
Approved electives or transfer credit

TOTAL   **36 UNITS**

DOCTOR OF EDUCATION IN LEADERSHIP AND ADMINISTRATION

MISSION

The aim of the doctoral program in educational leadership and administration is to develop individuals who will be distinguished for their visionary leadership, scholarly practice, and exemplary character.

VISIONARY LEADERSHIP

The faculty envisions its graduates as innovative, visionary leaders. These leaders are competent in and committed to creating educational environments that are simultaneously challenging and supportive for students, employees, and communities. Graduates use their skills, insights, and convictions to examine the educational organization in their care; analyze, reflect upon, and evaluate that organization; and imagine and shape its future. Such leaders are bold, yet reflective; creative, yet practical; perceptive and patient; just and compassionate.

SCHOLARLY PRACTICE

The faculty envisions its graduates as scholar practitioners who integrate theoretical knowledge with practical decision making. These graduates identify theory and research findings from relevant disciplines and apply that knowledge to problems and needs in a range of educational settings. Such scholar practitioners are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and dedicated to improving their own professional practice, as well as that of other educators.

EXEMPLARY CHARACTER

The faculty envisions its graduates as individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence. They dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world. Therefore, the program will lead students to explore Christian beliefs, values, and practices as they apply to educational leadership in a diverse society.

CHRISTIAN PERSPECTIVE

The Azusa Pacific Statement of Mission and Purpose declares that the goal of the university is to "seek to advance the work of God in the world through academic excellence in liberal arts and in professional programs of higher education that encourage students to develop a Christian perspective of truth and life." Although the university does not require its graduate students to espouse a Christian worldview or sign a statement of faith or conduct, the Doctor of Education Program accomplishes the mission statement of the university in two ways. First, graduate faculty at APU are individuals who possess a Christian commitment and seek to impart to students professional, ethical, and moral standards in keeping with Christian principles. Second, regardless of students' individual beliefs, they are encouraged and challenged as they progress through their program of study to think deeply about critical professional issues and consider these issues within the context of the Christian worldview.

SENSE OF COMMUNITY

Students bring diverse backgrounds and perspectives that provide a rich resource for classroom discussions and projects. Professional collegiality is also supported by an annual reception for doctoral students and in the required Proseminar course, which sets a foundation for the program. Each Proseminar class elects a representative to the Student Input Group, which meets periodically with the program director.

While maintaining high academic standards, Azusa Pacific University is committed to meeting the special needs of individual students. To this end, conferences with the student's advisor, other faculty, and the program director are readily available. In addition, students may file a petition to request program changes or adaptations, explaining how the modification will better enable them to attain the goals of the program while also facilitating their development as leaders and servants.

PROFESSIONAL GOALS

The doctoral program in educational leadership and administration emphasizes the inquiry skills and knowledge required in educational career positions such as superintendent, assistant superintendent, and other district- and site-level administration, and for specialized administrative positions in county, state, and federal educational agencies. Although most students are preparing to extend their careers in public school settings, those in private schools and other educational organizations are also encouraged to consider the program. Furthermore, professionals in business, health care, and human services in private as well as governmental institutions may also find options within this doctoral program that are congruent with their individual goals and backgrounds. These service professions provide opportunities for program graduates to advance the work of God in the world through compassionate, ethical, and competent service to students, constituents, and colleagues alike.

RESEARCH CENTER AND ANNUAL INSTITUTE

In keeping with the program's commitment to scholarly practice, the university has established a Research Center for the Study of Ethics and Values in Education. The center develops and supports research on the relationship between values and organizational behavior, instructional practices, and the teaching of moral and civic responsibility. Both faculty and doctoral students participate in individual studies as members of project teams. The center not only provides a unifying experience for Ed.D. students, but also reaches out to the entire academic community of Azusa Pacific University by drawing on practitioners in schools and districts with which the university is associated through its students and advisors.

PROGRAM GOALS AND EVALUATION

The primary goals of the program are set forth in the list of doctoral strands and courses. To evaluate success in meeting these goals and to uphold the mission and objectives of the university and the School of Education and Behavioral Studies, the program design includes an extensive array of procedures for quality control and assessment. One facet of this evaluation plan calls for extensive input from students.

CONCEPTUAL MODEL OF THE DOCTORAL PROGRAM

To accomplish the broad goals of the Doctor of Education in Educational Leadership and Administration Program, the proposed curriculum and general requirements are built upon a framework of knowledge and inquiry in six strands. From these course offerings, outlined in the following pages, students take 60 units and write a dissertation. To the 60 units required, students may apply up to 12

units of master's level work in related courses completed at an accredited institution with a grade of *B* or better. This number may be increased to 15 if the student offers a transferable course in intermediate statistics. Such coursework must ordinarily have been completed within ten years prior to admission.

In addition, students who have taken academic coursework for the Professional Administrative Services credential (Tier II) at Azusa Pacific University within the ten years prior to admission may transfer up to 12 units if completed with a grade of *B* or better. Tier II coursework taken at another accredited institution may be accepted, but is subject to approval of the director of that credential program.

Required courses are offered at least annually. Other courses are typically offered at least every two years. Courses are scheduled to meet weekday evenings and weekends. A three-unit course calls for 37.5 class hours per semester, exclusive of breaks, and nine hours of preparation per week.

OVERVIEW OF STRANDS AND COURSES IN THE ED.D. PROGRAM

PREREQUISITES

Students must complete master's-level coursework in the following areas: history and philosophy of education, educational psychology, curriculum development, and introductory research and statistics. Any prerequisites not taken prior to admission to the program must be completed within the first year of doctoral study. Up to 15 units of master's-level work may apply toward the doctoral degree.

STRAND 1: CONTEXT AND WORLDVIEW

Goal: To enable students to explore value orientations, with particular attention to

Christian values, around which human beings and their organizations and cultures develop, and to refine their personal value commitments

EDUC 700	Proseminar in Doctoral Study in Education*	3
EDUC 704A-B	Christian Perspectives and Moral/Ethical Issues in Educational Leadership*	2,1
EDUC 760	Adult Development	3

STRAND 2: ORGANIZATION AND ADMINISTRATIVE BEHAVIOR

Goal: To enable students to develop, nurture, and maintain an effective organization through strategies that facilitate advancing levels of individual and corporate achievement with and among diverse constituencies. At least one course must be selected in this strand.

EDUC 600	Budgeting and Managing Information Systems in K-12 Education**	3
EDUC 620	Administration and Supervision in K-12 Education**	3
EDUC 714	Theories of Organization in Educational Settings	3
EDUC 716	Leadership Theories and Strategies	3
EDUC 718	Forecasting and Strategic Planning	3
EDUC 720	Innovation and Reform in Educational Organizations	3

STRAND 3: POLICY AND SOCIAL THEORY

Goal: To enable students to exercise perception and skill in articulating viewpoints, forming coalitions, and administering policy mandates with sensitivity to issues of human diversity. At least one course must be selected in this strand.

EDUC 610	Human Diversity and Social Context**	3
EDUC 615	Politics and Policy Analysis in Education**	3
EDUC 722	Legal Aspects of Education	3
EDUC 726	Schooling and Social Theory	3

**Part of the Tier II Administrative Credential Program

STRAND 4: TEACHING AND LEARNING PROCESSES

Goal: To enable students to create and maintain a positive, dynamic, and open learning environment that brings about the motivation and social integration of students and staff members. At least one course must be selected in this strand.

EDUC 730	Theories and Models of Learning	3
EDUC 731	Achievement Motivation	3
EDUC 733	Advanced Curriculum Development	3
EDUC 736	Seminar: Instruction in K-12 Environments	3
EDUC 739	Adult Learning and Staff Development	3

STRAND 5: RESEARCH AND EVALUATION

Goal: To enable students to conduct and utilize research and employ emerging technologies so as to improve long-range planning, organizational operations, and individual and corporate learning.

EDUC 740	Intermediate Statistics and Data Analysis*	3
EDUC 741	Research Design*	3
EDUC 743	Program Evaluation in Education*	3
EDUC 746	Advanced Data Analysis	3

STRAND 6: INTEGRATION AND SYNTHESIS

Goal: To enable students to demonstrate integrated scholarship and competence regarding educational leadership and administration

Comprehensive examinations must be passed prior to conducting dissertation

research. A successful oral defense and public presentation of the dissertation are required prior to approval for graduation.

EDUC 790	Doctoral Seminar in Research Studies I*	3
EDUC 791	Doctoral Seminar in Research Studies II*	3
EDUC 794/795	Dissertation Research*	3,3

EDUC 794/795 do not count toward the 60 required for the degree.

EDUC 798	Special Topics	1-3
EDUC 799	Readings in Educational Leadership and Administration	1-3

*Required course

TOTAL   **60 UNITS AND DISSERTATION**

ED.D. PROGRAM ADMISSION

Applicants to the doctoral program in Educational Leadership and Administration must meet both the department's and the university's criteria for admission. Admission to the university is the first step in the process and does not guarantee admission to the program. Applicants should obtain the most recent graduate catalog and be familiar with all graduate school policies. Admission materials should be submitted to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, California 91702-7000.

UNIVERSITY ADMISSION

All applicants for graduate study at Azusa Pacific University are required to submit the following materials to the university: a completed Azusa Pacific graduate application, even if the student has already been accepted to another graduate program at APU, and an official transcript of all previous collegiate coursework sent directly to Azusa Pacific from the Office of the Registrar at the individual college.

ED.D. PROGRAM ADMISSION

The following materials are required of applicants to the Doctor of Education Program. Each application is evaluated as a whole.

- Evidence of a master's degree in education or a closely related field from an accredited institution with a grade-point average of 3.5 or higher on a 4-point scale.
- Evidence of satisfactory completion of graduate coursework in the following doctoral prerequisite areas: history of education, philosophy of education, curriculum development, educational psychology, and introductory research and statistics.
  In most cases, prerequisites not completed prior to admission may be taken during the first year of doctoral study.
- Recommendation forms mailed directly to the Office of Graduate Admissions by three persons (including at least one individual who has supervised the applicant) who can attest to the applicant's potential for doctoral study and leadership.
  For Tier II applicants, all three references must be written by an administrator.
- A 5-7 page typed, double-spaced letter to the dean of the School of Education and Behavioral Studies addressing the following issues: professional activities, areas of interest, goals for doctoral study, and career goals.
- For students whose primary language is not English, evidence of a TOEFL score of at least 600 required; results of the Test of Written English and Test of Spoken English recommended.
- Form(s), signed by the employer, documenting five years' relevant professional experience. Students who lack appropriate experience but meet the other

admissions criteria may be admitted provisionally and, subsequently, complete field experience to broaden their base of practical experience.
- Results of a Miller Analogies Test (MAT) or Graduate Record Examination (GRE) completed within the last 10 years, sent directly from the testing agency to the Graduate Center, showing a score of at least 48 on the MAT or a GRE total of at least 1,000 combining quantitative and verbal or 1,500 combining quantitative, verbal, and analytic scores.
- A current professional résumé.
- A writing sample that demonstrates the student's ability to write cogently and use research and professional literature effectively in developing ideas and arguments (examples: a master's thesis, a scholarly article published in a journal, a comprehensive course paper, or a major district report).
- Other evidence of potential for leadership, as the candidate desires.

Upon invitation, applicants must complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the field of educational leadership and administration.

Further, though not an admission requirement per se, students are expected to own or have ready access to a computer during their tenure in the doctoral program. The university offers a program that enables students to purchase computers and software at economical rates on convenient terms.

Students may not register for courses in the 700 (doctoral) series prior to admission. The university reserves the right to refuse admission to any applicant at the

discretion of the deans or the admissions committee and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

PROVISIONAL ADMISSION

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the Doctoral Admissions Committee specifies the additional requirements necessary for full admittance and the time limit for completing them. Failure to meet these requirements may result in dismissal from the doctoral program.

TRANSFER CREDIT

The Ed.D. Program requires 60 semester units plus the dissertation. Of these, 48 are usually earned at APU, while 12-15 units may be transferred from other accredited institutions. However, each student's transcript is evaluated on an individual basis. Transfer credits should have been earned with a grade of *B* or better and ordinarily within the preceding 10 years.

In addition to the transfer units, which may or may not have been earned at APU, students who have earned a Tier II Credential at APU may apply the 12 units of course work from that program toward the 48 units to be earned at this university. Admission to Tier II does not ensure admission to the doctoral program. Students who have completed Tier II course work from another program approved by the Commission on Teacher Credentialing may petition to transfer up to 12 such units into the program. Such petitions will be evaluated on an individual basis. Students may be required to demonstrate proficiency by examination.

INSTRUCTIONAL PROGRAM

The nature of doctoral study is such that students are guided in critically analyzing the theoretical and research literature pertinent to the degree's base of knowledge as well as their particular, individual areas of interest. Emphasis is placed on in-depth analysis and synthesis of ideas, identification of those ideas worthy of application to practice, and exploration of processes and competencies critical to such implementation.

These goals are accomplished through a seminar approach that focuses on class participation and discussion, as well as individual and group presentations. Within this format, the instructor, rather than acting as the imparter of knowledge, serves as a seminar facilitator and colleague—assisting students in focusing discussion and ensuring that the necessary in-depth analysis, synthesis, and application occur. Where appropriate, transfer of learning to praxis is facilitated through case studies, ethical dilemmas, in-basket exercises, role play, simulation, and real-world applications.

LIBRARY AND ONLINE RESOURCES

The Darling Library, opened in 1997, provides rich printed, audiovisual, and online resources for graduate students in education. The collection of books, journals, microfiche documents, audiovisual materials, and online databases continues to expand. Online access is provided to approximately a hundred databases, such software programs as the Statistical Package for the Social Sciences (SPSS), and the Internet. Most of these are also accessible from students' homes via modem. In addition, students have access to the Academic Computer Center and a workroom for production of audiovisual and computer presentations. The library offers an inter-

library loan service. Doctoral students may also receive reimbursement for a library card obtained at any of several research libraries in the greater Los Angeles area.

GRADING AND GRADE-POINT AVERAGE

Throughout higher education, and particularly at the doctoral level, it is hoped that commitment to learning outweighs the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' academic and professional careers. The following procedures guide grading and the calculation of the grade-point average.

GRADING

Authority to determine a grade for individual courses rests with the instructor. Final grades are posted at the end of each semester.

The grade of *B* is considered average for doctoral students. A *C* grade is minimally acceptable. Courses for which a *D* is received may not be applied toward doctoral degree requirements.

Courses graded *F* may not be repeated unless they are required in the student's program. In this case, the particular course will apply only once toward the degree, with the higher of the two grades used to compute the grade-point average.

A doctoral student whose cumulative grade-point average falls below 3.0 will be placed on academic probation. Doctoral students may not be on probation for more than a total of two terms throughout their doctoral study. Students exceeding this limit may be subject to dismissal from the Ed.D. Program.

INCOMPLETES

At the discretion of the faculty member, an incomplete grade (*I*) may be given in the event of special, extenuating circumstances. All requirements for the course must be completed and the incomplete grade removed by the end of the following term, whether or not the student is registered. Extensions beyond this deadline may be granted in extraordinary situations by the dean of the School of Education and Behavioral Studies. If the incomplete grade is not replaced with a passing grade by the designated deadline, the grade indicated on the incomplete form will be recorded.
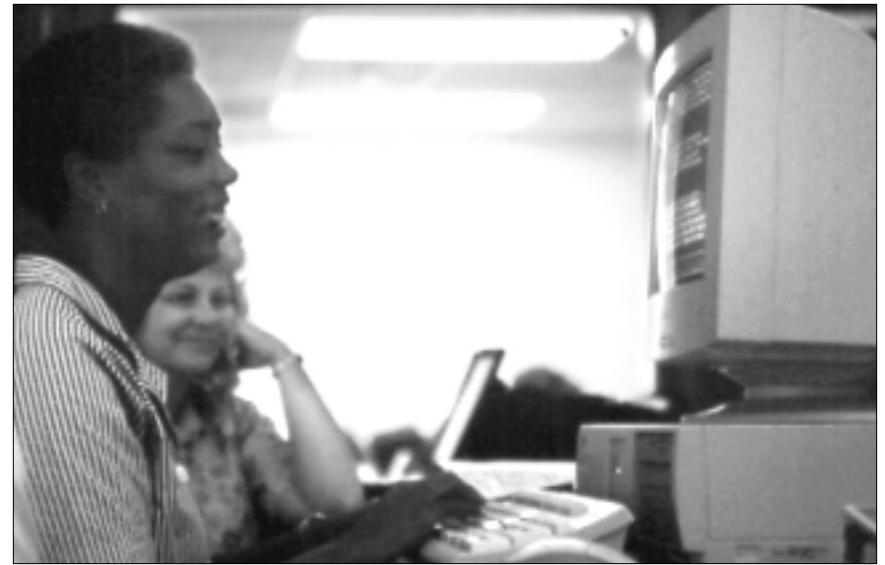
WITHDRAWAL FROM A CLASS

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of the 15-week term. The student will receive a withdrawal (*W*) grade in the course. (See Refund Policy regarding financial adjustments.)

A student who never attends or stops attending a course for which he or she is officially registered will receive an *F* grade if these procedures for withdrawal are not followed. In extraordinary circumstances, a student may initiate withdrawal after the deadline by filing an Academic Petition form and obtaining approval from the professor of the course, the director of the Ed.D. Program, and the dean of the School of Education and Behavioral Studies. In this case, no financial adjustments will be made.

RESIDENCE REQUIREMENT AND STUDY LOAD

Students in the Ed.D. Program must meet a university residency requirement. This is to be accomplished by taking 12 units over each 12-month period.

Graduate students must be enrolled in at least nine units per semester to qualify as full-time. Maximum graduate enrollment is 12 units per semester. Students who are employed full-time are not permitted to carry more than seven units per semester (excluding fieldwork) except by waiver.

TIME LIMIT FOR DEGREE COMPLETION

Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond this deadline may be granted at the discretion of director of the Ed.D. Program and the dean of the School of Education and Behavioral Studies. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension and the expected date of degree completion. The maximum time extension granted to an Ed.D. student is two additional years.

LEAVE OF ABSENCE

Doctoral students in good standing and making satisfactory progress toward their degrees who must interrupt doctoral studies for a compelling reason (e.g., illness, study abroad, family conditions or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the director of the Ed.D. Program and the dean of the School of Education and Behavioral Studies in advance of the semester for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave will no longer be considered in pursuit of an advanced degree and must reapply for admission to the university if they choose to continue their education at a later time.

Typically, leaves of absence do not extend the total time available to students for completing the Ed.D. degree; however, extensions of the time limit may be granted at the discretion of the director of the Ed.D. Program and the dean of the School of Education and Behavioral Studies.

ADVISORS

Each doctoral student is assigned a faculty advisor at the time of admission to the doctoral program. Advisors are full-time faculty members in the School of Education and Behavioral Studies. The advisor assists in planning a program of study appropriate for the student and the program, and advises the student regarding practicum experiences, comprehensive examinations, and the dissertation process. The student and advisor jointly develop a program plan specifying the sequence of courses to be completed. This plan is to be filed with the director of the Ed.D. Program by the time the student completes the first nine units of doctoral study. Students continue to work with the assigned advisor until such time as they choose a dissertation chair.

EARLY REVIEW

At the conclusion of each of the first semesters of study, the progress and suitability of each student is reviewed by members of the faculty in the Ed.D. program. Continuation of coursework beyond each of the first two semesters is based on faculty recommendation.

COMPREHENSIVE EXAMINATIONS

A comprehensive examination is required for each strand of the program. Examinations for strands 1, 5, and 6 are woven into coursework or the dissertation process. Examination requirements for strands 2, 3, and 4, are flexible. Although subject to change, they currently include a timed, supervised examination on a list of great readings for one strand, a two-week take-home examination on another list of readings for the second strand, and any one of several choices for the third strand. Students select the strand to be met in each of these ways.

ADVANCEMENT TO CANDIDACY

Following successful completion of all course work and the comprehensive examinations, including approval of the dissertation proposal, and upon recommendation by appropriate advisors, students are advanced to candidacy status.

DISSERTATION PROCESS

The dissertation process encompasses choosing a chair and dissertation committee, developing and defending a proposal, conducting and reporting the research, and an oral defense and presentation of the completed work.

DISSERTATION COMMITTEE

A dissertation chair must be a full faculty member in the Department of Education or a full faculty member in another department who teaches in the Ed.D. Program. Approved chairs are listed by the dean. Students are encouraged to identify a dissertation chair as early in their program as possible; at the latest, this choice must be made by the time a student begins the dissertation process.

The dissertation committee consists of a chair and at least two faculty members who guide the student during selection of the research problem, development of the dissertation proposal, and completion of the dissertation process. All committee members must be doctorally prepared and teach at the graduate level. Of the two members, one must be a full member of the faculty in the Department of Education. The remaining member may be from Azusa Pacific University but outside the School of Education and Behavioral Studies, or from outside the APU community; however, an outside member must be approved by the student's dissertation chair and the dean. Students should choose committee

members whose research interests and content expertise are closely related to the area under study.

DISSERTATION PROPOSAL

Prior to beginning work on the actual dissertation, students prepare a research proposal. It is to the student's advantage to identify a research interest early in the program and to utilize doctoral course work to focus and refine this interest. In this way, much preliminary work in the research area may be completed even before the student reaches the proposal stage.

Initial proposal development begins during EDUC 790/791 Doctoral Seminar in Research Studies. During these courses, students refine a researchable problem, develop a conceptual framework, and formulate a sound methodology for executing their research. Students then work with the chair and other committee members to refine the proposal.

After completing EDUC 790/791, students enroll in EDUC 794 Dissertation Research for 3 units. Each semester thereafter the student registers for EDUC 795 until the dissertation has been successfully defended. This registration enables students to access university resources, including faculty advisement time.

When the dissertation chair considers the research proposal sufficiently developed, the proposal meeting is held, providing opportunity for the student and the committee to review the proposal together. Dissertation proposals must be formally approved by the student's committee before research work may proceed. In the case of research involving human subjects, the proposal must also be approved by the university's Institutional Review Board prior to gathering of any data.

DISSERTATION AND ORAL DEFENSE

The doctoral dissertation is to be a work of original research that contributes to the body of knowledge in the professional area under study. The purpose of the dissertation process is to ensure that students demonstrate competence in the skills requisite to independent research: formulating a research problem and designing a plan for its study; analyzing, synthesizing, interpreting, and discussing implications of the literature related to a defined question; executing the plan to obtain study data; analyzing evidence critically; and discussing in a scholarly manner the study's implications for further research, education, and service.

In preparing the written dissertation, students follow a standard set of documentation guidelines, prepared by the School of Education and Behavioral Studies. After completion of the dissertation in written form, an oral defense is conducted at which the student formally presents the research to the committee. The committee must unanimously approve the dissertation as a scholarly research contribution.

The dean of the School of Education and Behavioral Studies assigns an independent observer to attend the defense; the observer's role is to review the dissertation, monitor the defense proceedings in accordance with principles of professional fairness and academic rigor, and submit an individual report to the dean.

Following the defense, the student makes necessary corrections in the written dissertation as requested by the committee. These corrections are approved by the dissertation chair and any other member of the committee who wishes to review them. The final corrected copy is then submitted to a technical reader, who

checks the dissertation for compliance with university guidelines for format. Following this approval, the student submits two copies (one bound and one unbound) to the library and a bound copy to each member of the dissertation committee. At least the unbound final copy must be delivered to the director of the Ed.D. Program in accordance with the graduation timeline. The university forwards the dissertation to University Microfilms for inclusion in Dissertation Abstracts.

FINANCIAL AID AND FELLOWSHIPS

Like other graduate students at Azusa Pacific, Ed.D. candidates are eligible for federal Stafford loans or personal bank loans. Students are not able to apply for this support until they have been admitted to the program; however, some forms can be processed in advance. Therefore, it is to the student's advantage to contact the Office of Student Financial services early in the admission process.

In addition, the Ed.D. Program sponsors three to six fellows per year involving 50 percent reduction in tuition and a modest stipend. Recipients must be available 18 hours weekly as research associates for faculty members. Applications for these fellowships are available from the director of the Ed.D. Program.

Contact the Office of Student Financial Services or the director of the Ed.D. Program for information on other support that may become available.

PLACEMENT SERVICES

The university maintains a Career Center to assist students in identifying and applying for appropriate positions. During the course of the doctoral program, students are provided with guidance in career development, both in groups and individually.

COURSE DESCRIPTIONS

EDUC 500 Computer Education for Teachers (3)
The three areas covered in the course are: basic knowledge of hardware and software, the issues that surround computer usage in American society (both today and in the future), and how to use the computer in various ways that are suitable to the grade level and/or subject area of the student. Both instructional and classroom use of computers are explored, using a wide variety of software. Course is approved by the Commission on Teacher Credentialing to meet the computer requirements for the Clear Teaching Credential.

EDUC 501 Language Structure, Acquisition, and Development (3)
This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Requirements include gathering oral and written language examples and a mini-case study of a second-language learner.

EDUC 502 Methods of Bilingual, English Language Teaching (3)
This course examines models and methods of bilingual education and explores theories and methods of teaching in and through English as a second language for limited-English-proficient students in grades K-12. The course presents basic approaches to assessing language and content area development of bilingual students.

EDUC 503 School Practicum in English Language Development (3)
This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

EDUC 504 Teaching and Cultural Diversity (3)
This course examines the interaction between students' racial, cultural, linguistic, gender, class, religious, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity.

EDUC 505 Literacy Development (3)
This course provides a more advanced exploration into models of specially designed ESL and exemplary bilingual education programs. Students identify and evaluate successful approaches to on-going staff development for the whole school, including opportunities for networking and collaborative teacher-action research. Approaches in working with paraprofessionals are explored.

EDUC 506 Curriculum Planning for English Language Development (3)
This course examines the impact of teachers, students, learning interests, classroom activities, and resource materials on approaches to curriculum planning. A framework for developing, implementing, and evaluating integrative curriculum is reviewed. Students explore the pedagogical, psychological, sociological, and philosophical components of curriculum development.

EDUC 507 Family, Community, and School Connections (3)
This course explores strategies for building stronger school ties with family members and people in the wider community. Students examine the needs and designs of exemplary family-community-school interaction programs which enhance language, literacy, and academic learning for bilingual children and their families. Participation in a community-based project or a service agency program is required.

EDUC 508 Assessment and Evaluation for Bilingual Students (3)
This course reviews past testing practices and current principles of assessing second-language development. Students examine language proficiency and achievement tests used for identification, placement, and language reclassification of bilingual students. Students explore informal observational assessment, self-assessment, portfolios, criterion- and performance-based assessments, and other authentic assessments of language use in meaningful contexts of communication.

EDUC 509 Special Topics in Language Development (3)
Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 510 Creative and Collaborative Leadership (3)
This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

EDUC 512 Instructional Applications of Integrated Software (3)

The educational uses of integrated software packages are studied. The student receives hands-on experience with one or more integrated software packages such as Appleworks, Microsoft Works, or Lotus Symphony. Projects utilizing spreadsheets, word processing, and databases in education are required. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 513 Operating Systems/Networking (3)

Students study the principles, theories, and applications of computer networking. Topics include hardware, software, standards, transmission vehicles, local area networks, protocols, network interfacing and performance, types of networks, case studies, and design of a local area network. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 514 Educational Video and Multimedia (3)

This course covers the use of video and interactive multimedia for instruction. Topics addressed include the use of video cameras, video editing equipment, titling software, various methods of video and graphic digitizing, laserdisc players, barcode readers and interactive CAI. Projects include producing a video, using hypermedia authoring software to create interactive multimedia software, and writing a hardware acquisition grant. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 515 Emerging Trends in Technology (3)

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 516 Technology for the School Administrator (3)

This course offers an overview of the use of technology in the administrative and instructional processes for the school administrator. Software to handle various administrative tasks routinely and provide better information for school management are featured. Needs assessment, hardware and software selection, classroom applications of various technologies, and other vital areas of technology implementation are also covered. This course facilitates a discussion of the role school administrators can play in leading others to a better understanding of the potential of educational technology and reducing the "computer phobia" that some classroom teachers may experience. *Prerequisites: EDUC 500 and the ability to use word processing, database, and spreadsheet programs.*

EDUC 517 Telecommunications (3)

Students study the principles, theory, and application of telecommunications. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 518 Advanced Educational Computer Programming (3)

This course provides advanced study of computer programming. Pascal, BASIC, and/or advanced HyperCard are the programs used to present additional concepts and techniques. Projects include designing, writing, testing, and documenting educational programs. *Prerequisite(s): EDUC 513 and EDUC 523 or instructor's consent*

EDUC 519 Educational Desktop Publishing (3)

Students learn the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. *Prerequisite: EDUC 512 or instructor's consent*

EDUC 523 Educational Applications of Hyper Media (3)

The basics of Hypermedia are studied. Students are introduced to an authoring program. Topics include the mechanics of the programs and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of Hypermedia with school curriculum is emphasized. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 524 Instructional Design and Development (3)

Development of computer-assisted instruction (CAI) is covered. An authoring program is used to develop CAI lessons. Instructional systems design, storyboarding, flowcharting, screen design, CAI evaluation, tutorials, drill and practice, simulations, instructional games, and feedback use are an integral part of the course. *Prerequisite(s): EDUC 500 and EDUC 523 or instructor's consent*

EDUC 526 Practicum in Educational Applications of Technology (3)

This practicum covers the use of applied software and educational technologies for instructional applications of microcomputers. A proposal for a computer instruction laboratory including curriculum plan, lab design, and budget is a major project of this course. The primary focus of the practicum is a student-designed project that integrates the skills he or she has acquired in the Educational Technology Program. *Prerequisite: a minimum of 12 hours of course work in educational technology*

EDUC 527 Special Topics in Educational Technology (3)

The current technologies, trends, or topics in educational computing are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into the classroom or computer laboratory. Different topics may be taken and repeated for credit. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 530 Introduction to Individual Differences (3)

This course offers an orientation to individuals with exceptional needs, cultural differences, socioeconomic disadvantages, and gender biases, in order to achieve awareness of and sensitivity to the needs and feelings of persons with differing experiences. The legal requirements of educating leaders in the least restrictive environments are introduced. *Required for a Clear Teaching Credential*

EDUC 531 Tests, Measurements, and Instructional Planning (3)

Students study the validity and reliability of current tests, interpretation of test results, and their application to the instructional planning analysis of norm- and criterion-referenced measurement and development of objective-based programs.

EDUC 532a Counseling Exceptional Individuals and Their Parents (3)

Varied counseling theories and techniques are examined. Students analyze the psychological processes and emotional stages of parenting children with disabilities and the effects of disabilities on exceptional individuals. The course emphasizes the role of the teacher, the school counselor, and other school personnel in therapeutic relationships with exceptional individuals and their parents.

EDUC 532b Counseling, Collaboration, and Consultation (3)

This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals,and parents in providing services to individuals with exceptional needs.

EDUC 533 Basic School Counseling (3)

Provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on basic skills for the school counselor and other school personnel in therapeutic relationships with exceptional and non-exceptional individuals, parents, teachers, and administration.

EDUC 534 Leader as an Agent of Change (3)

The leadership role is one of the most important roles in the group structure. The course begins with an examination of some of the defining problems regarding leadership and continues with a study of different leadership styles and the contexts in which each style is most effective.

EDUC 536 Diagnosis of Mild to Moderate Disabilities (3)

Students study learning disabilities and educational retardation theories concentrating on assessment, diagnosis, and remediation of deficits in behavioral skills and underlying abilities.

EDUC 537 Theories and Interventions in Behavior Disorders (3)

Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

EDUC 538 Basic Skills Assessment (3)

Students develop assessment and remediation skills regarding the reading, mathematics, and language difficulties of learning-disabled children, including preparation and implementation of individual education programs according to the requirements of 94-142 Public Law.

EDUC 541 Developmental Reading, K-12 (3)

This course focuses on methods for assessing elementary and secondary school students' reading problems and ways to help them reach proficiency levels. A total reading program (K-12) is studied with emphases on reading skills across grade levels and methods and materials for meeting students' needs.

EDUC 542 Bilingual Methods for Primary Language Instruction (3)

This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; and they evaluate the effectiveness and relevancy of such materials for students.

EDUC 543 The Chicano/Hispanic and Education (3)

Students study the cultural origins and characteristics of Chicano/Hispanic people in California and the U.S., gaining insights into their major historical periods and events, migration and immigration, and demography and contributions. Issues of intra- and intercultural relationships are examined.

EDUC 546 Resource Specialist Communication Skills (3)

Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

EDUC 547 Implementation of Special Education Legislation (3)

An overview of special-education legal mandates is provided to students as articulated in 94-142 Public Law and A.B. 3075. Students also study techniques of conducting pupil identification, planning IEP meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures.

EDUC 548 Staff Development and Parent Education Techniques (3)

Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special-education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

EDUC 550 Advanced Counseling: Individual and Group (3)

Students learn specialized counseling theories and approaches related to children, adolescents, families, aging, individual and group processes, and social, cultural, and situational differences.

EDUC 552 Pupil Personnel Ethics, Management Systems, and Career Guidance (3)

Orientation to the concepts and procedures of pupil personnel ethics and management systems is offered. Emphasis is placed on information and the understanding of occupational and career education trends and theories which transcend cultural and gender stereotypes.

EDUC 553 Personalized Learning (3)

This course assists the teacher with creating "learning centers" in the classroom. Included are ways to organize one's self, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

EDUC 554 Instructional Management and Strategies (3)

Students explore a variety of effective management procedures, teaching models, and instructional strategies. Included in the course are investigations into specific areas such as reflective teaching, peer coaching, grouping strategies, learning styles, motivation, and promising approaches for meeting the educational needs of a culturally and academically diverse student population.

EDUC 555 Comparative Education: A Global Perspective (3)

This course examines philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and comminty members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

EDUC 556 Classroom Assessment and Evaluation (3)

This advanced course enables teachers to better evaluate student performance, instructional programs, and their own teaching. Students learn to design or select more effective evaluation tools, study alternative forms of assessments, and interpret and evaluate published tests and assessment instruments and strategies.

EDUC 558 Advanced Human Growth and Development (3)

An overview of the human development theories (with an emphasis on the psychosocial model of Erik Erikson) is provided. Special consideration is given to the conditions and influences that shape children's lives, the helps and hazards to their growth, their sources of identity, and the significance of family, school, and culture in their development.

EDUC 560 Supervised Administrative Internship Field Experience I, II (3)
These courses are reserved for candidates who have been nominated by their employing districts as administrative interns. These applied courses provide supervised experience in administrative positions. Interns are expected to exhibit competence in the area of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 561 Supervised Administrative Internship Field Experience I, II (3)
These courses are reserved for candidates who have been nominated by their employing districts as administrative interns. These applied courses provide supervised experience in administrative positions. Interns are expected to exhibit competence in the area of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 562 Supervised Field Experience: Exceptional and Nonexceptional Individuals (3)
Students are provided with on-site experiences including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E&P meetings, and counseling pupils and parents.

EDUC 563 Supervised Field Experience: Mild to Moderate (3)
Students are provided with on-site experience including diagnoses of learning deficiencies, assessment of learning-disabled pupils' basic skills, identification of learning disorders, and development of remediation and intervention plans including individual education programs.

EDUC 564 Supervised Field Experience: Pupil Personnel (3)
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDUC 565 Supervised Field Experience in School Administration I (3)
These applied courses provide experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 566 Supervised Field Experience in School Administration II (3)
These applied courses provide experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 567 Supervised Field Experience: Resource Specialist (3)
Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

EDUC 568 Supervised Field Experience: School Counseling (3)
Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

EDUC 570 Sociology of Education (3)
Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

EDUC 571 Curriculum Foundations (3)
Professional educators employ knowledge gained from psychology, sociology, and subject-matter disciplines in assessing educational needs and planning and implementing a balanced educational program in elementary or secondary schools.

EDUC 572 Advanced Educational Psychology (3)
Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 History and Philosophy of Education (3)
A survey of the historical and philosophical ideas that guide educational theory and practice today is offered. Emphasis is on concept clarification and practical application of ideas in current educational settings.

EDUC 574 Current Issues in Education (3)
Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUC 575 Educational Research and Statistics (3)
Students apply statistical techniques, including descriptive and inferential statistics, to the problems of education. Underlying logical principles and concepts are emphasized.

EDUC 580 Organization and Administration of American Education (3)
The organization of public schools in the U.S. is studied. Special attention is given to patterns of public school governance and methods of bringing about improvement within the school setting. Included is a study of organizational theory as a basis for educational administration.

EDUC 581 Curriculum Leadership (3)
Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service. Emphasis is on research, implementation, and evaluation in planning and decision making.

EDUC 582 Schools and the Law (3)
The student acquires knowledge of federal, state, and local laws; court cases; and

legal opinions, and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education.

EDUC 584 Supervision of Curriculum and Instruction (3)
Students develop skills in all aspects of planning including practice, task analysis, setting objectives, and the development of plans related to objectives. Systematic and unstructured decision-making procedures are also studied.

EDUC 585 Seminar in School Personnel Management (3)
The role of the leader is studied. Skills are developed in dealing with subordinates. Principles of human dynamics and motivation are applied to problem situations. Special attention is given to handling conflict situations, dealing with controversial issues, working with ethnic groups, dealing with the power structure, and building trust.

EDUC 586 School Site Leadership (3)
Students study school-site leadership including inter- and intra-organizational planning and long- and short-term decision making. School climate, conflict resolution, stress management, needs assessment, and site-level funding and budgeting are also covered.

EDUC 589 Research for Educators (3)
This advanced course enables teachers to become intelligent consumers of educational research. Students learn how to locate, critique, and report research findings; apply introductory methods of evaluating and synthesizing research evidence; compare five types of qualitative and quantitative educational research; and design a classroom or school-research investigation.

EDUC 590 Seminar in Research Methods (3)
The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.

EDUC 591 Thesis (4)

EDUC 599 Readings in Education (1-3)

EDUC 600 Budgeting and Managing Information Systems in K-12 Education—Human and Fiscal Resources (3)
School revenues, apportionments, budgetary procedures, costs, and business management are studied. The focus is on finance, budgeting, resource allocation, and personnel in the context of the state/local systems and their linkages to the quality of the instructional and broader school programs.

EDUC 610 Human Diversity and Social Context (3)
The theoretical and practical basis of educational administration in multicultural situations; the organization and administration of multicultural education, including multi-ethnic, and multilingual programs; and translation of policy into practice are the focus of study.

EDUC 615 Politics and Policy Analysis in Education (3)
This course includes an analysis of administrative interaction with federal, state, and local forces, particularly school boards and interest groups, and the implications of public relations and administrative action.

EDUC 620 Administration and Supervision in K-12 Education (3)
Students study the role responsibilities of leadership personnel in administration and supervision of elementary and secondary schools and evaluation of

curricular, instructional, and staff effectiveness; management of staff development as part of the change process; and knowledge of communication and planning models in the school setting.

EDUC 630 Human Learning Abilities and Disabilities (3)
Theoretical models of learning are explored, focusing on assessment of learning abilities and disabilities and implementation strategies for enhancing learning. The focus is on the assessment of academic learning, diagnosing learning problems, and developing, implementing, and evaluating remedial interventions.

EDUC 631 Young Children, Assessment and Intervention (3)
This course equips psychologists to assess the needs of and make intervention recommendations for infants, toddlers, preschoolers, and young school-age children. Attention is given to drawing together information from multiple sources to arrive at a comprehensive picture of the child and his or her environment.

EDUC 632 Intellectual Assessment (3)
This course develops competence in understanding and assessing school-age children's and adults' intellectual abilities. Emphasis is on the multifaceted nature of human intelligence, research, and theories regarding the development and measurement of human intellectual ability, and on the construction, uses, and limitations of assessment tools and methods.

EDUC 633 Multicultural and Bilingual: Assessment and Intervention (3)
This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDUC 634 Intervention and Prevention (3)
Learning, behavior, and social problems are viewed from behavioral cognitive, ecosystemic, and family systems perspectives. The student learns to select, design, implement, and evaluate prevention, intervention, and postvention programs and techniques within a multicultural context.

EDUC 635 Role and Function of the Psychologist (3)
Major theories and models of educational evaluation are surveyed. Consultation theories are considered to help students acquire the knowledge and skills necessary for a productive consultation relationship with school staff, parents, and community agency representatives.

EDUC 636 Research and Evaluation in School Psychology (3)
Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDUC 637 Child Psychopathology: Assessment and Treatment (3)
This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children in school settings most commonly encountered in the delivery of psychological services.

EDUC 661 Professional Field Experience I, Induction (2)
Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II Program.

EDUC 662 Supervised Field Experience II (1-4)

EDUC 663 Supervised Field Experience III (1-4)

EDUC 664 Professional Field Experience IV, Assessment (2)

EDUC 669 Supervised Field Experience: School Psychology (3)
This course provides students with first-hand, supervised pupil personnel experience. Each student is involved in on-site experiences that include the application of theory to counseling practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDUC 700 Proseminar in Doctoral Study in Education (3)
The proseminar presents an introduction to Azusa Pacific University, its mission, facilities, faculty, and programs. It proceeds to an overview of doctoral study: program requirements, instructional approaches, and professional and personal implications. Students begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice through reflection-in-action. They have intensive experience in locating and evaluating the literature of the field; they explore scholarly writing and possible dissertation topics.

EDUC 704 Christian Perspectives and Moral/Ethical Issues in Educational Leadership (2-1)
Students critically analyze values, morals, and ethics in educational leadership and administration, especially in the public sector. The nature of value claims, value judgements, value propositions, and

beliefs are explored, as well as techniques and tools to analyze, clarify, and evaluate them within educational contexts. Students participate in three annual conferences of the Center for Ethics and Values in Education, investigating the published materials of the scheduled speaker each year. The course must be taken three times for a total of three units. Third-year students develop presentations of moral and ethical applications for educational leaders. *Prerequisite: EDUC 573 or equivalent*

EDUC 714 Theories of Organization in Educational Settings (3)
Theoretical approaches to understanding complex organizations are examined and applied to educational organizations. The primary knowledge base for this course is drawn from the fields of organization theory, development, and behavior. Students are required to apply this knowledge base as they identify, diagnose, and develop effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions.

EDUC 716 Leadership Theories and Strategies (3)
This course explores the topic of leadership, both generically and as practiced in contemporary public and private education environments. Various theoretical and practical perspectives relative to the nature of leadership are incorporated. In particular, students examine strategies pertaining to the process of selecting leaders and the development of leadership among administrators and faculty. The concepts of stewardship and servant leadership are incorporated throughout the course. *Recommended prerequisite: EDUC 620 or equivalent*

EDUC 718 Forecasting and Strategic Planning (3)
Students examine procedures for tracking, analyzing, and projecting demographic data internal and external to an educational institution or system. They conduct an environmental scan (situation audit) of educational research and practice, technology, governance, economics, politics, belief systems, and other relevant factors within a school or school systems, its surrounding community, and the world as these factors may affect the lives of students and the process and content of education. Additional topics include examination and evaluation of alternative futures and the theory and application of futurist methodologies in strategic planning, medium- and short-range plans, contingency plans, and control and feedback systems.

EDUC 720 Innovation and Reform in Educational Organizations (3)
This course focuses on the substance and process of change in educational programs at three levels of magnitude: changes that modify programs within current educational systems (innovation), design and development of future generations of programs within current educational systems (innovation), and creation and design of systemic change in education, including instructional systems, administrative systems, and governance systems (reform). Students analyze educational innovations and reform movements of the past and present, examine theories of change and the forces that encourage and discourage, and apply their knowledge to practical settings.

EDUC 722 Legal Aspects of Education (3)
General areas of law that impact school administrators are addressed. These include, but are not limited to, sources of law and the courts, the law and students,

educational personnel and the law, desegregation and its effects, school finance issues and the administrator, and school district liability. Analysis of court decisions and procedures for research in law libraries are integral parts of the course.

EDUC 726 Schooling and Social Theory (3)
This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to deepen understanding of the roles played by individual and groups within and outside school settings to perpetuate or to change patterns of human interaction. This course raises issues related to justice, excellence, diversity, socialization of new teachers, and other topics that call for contemplation. Such understanding should heighten students' ability to intervene as needed.

EDUC 730 Theories and Models of Learning (3)
A critical appraisal is made of theories of learning applied to a range of educational settings. The early connectionist theories of Thorndike, Gutherie, Hull, and Skinner and cognitive theories including Gestalt and those of Tolman and Bandura are explored. Other topics include metacognition, cognitive styles, constructivism, brain-based learning, and the nature of intelligence. Models of learning focus on instructional conditions and variables that impact school learning, such as Vygotsky"s zone of proximal design. *Prerequisite: EDUC 572 or equivalent*

EDUC 731 Achievement Motivation (3)
This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including attribu-

tion, perceived control, self-efficacy, intrinsic and extrinsic motivation, and goal theory, as well as how different student characteristics (e.g., age, gender, ethnicity) and classroom characteristics (e.g. teacher expectations, teacher behavior, classroom organization) may be related to students' motivation. *Prerequisite: EDUC 572 Advanced Educational Psychology*

EDUC 733 Advanced Curriculum Development (3)

Theoretical approaches to development and implementation of curricula in elementary, secondary, and higher education settings are studied. The course emphasizes critical analysis, curriculum inquiry, and theorizing, based on current literature in the field. *Prerequisite: EDUC 571 or equivalent*

EDUC 736 Seminar: Instruction in K-12 Environment (3)

Students examine philosophical positions and personal religious beliefs in relationship to learning theories, instructional methods, curriculum design, architectural and environmental factors, and the use of time, space, and personnel. They synthesize a personal philosophy with regard to each area, then incorporate the elements into a set of coherent and internally consistent models for leadership to develop learning and instructional program in K-12 schools. It is recommended that this course be taken toward the end of the doctoral course sequence.

EDUC 739 Adult Learning and Staff Development (3)

The course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's andragogy and self-directed learning, Mezirow's theory of perspective transformation, McClusky's theory of margin, and Cross's characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K-12 staff development are considered. *Prerequisite: EDUC 572 Advanced Educational Psychology*

EDUC 740 Intermediate Statistics and Data Analysis (3)

The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Prerequisites: EDUC 575 or equivalent, EDUC 700, and a passing score on the review examination*

EDUC 741 Research Design (3)

This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design, and in assessing the technical adequacy of research. *Prerequisite: EDUC 575 or equivalent and EDUC 700*

EDUC 743 Program Evaluation in Education (3)

This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability in program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review and design a program evaluation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741*

EDUC 746 Advanced Data Analysis (3)

The student explores advanced techniques of data analysis, including application of computer software. Although emphasis is placed on multivariate quantitative techniques, strategies for analyzing qualitative data are also included. Multivariate statistical tools include factor analysis, multiple regression, path analysis, and discriminant analysis. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended)*

EDUC 760 Adult Development (3)

In this course students examine theories, research, and issues in the field of adult development. emphasis is placed on exploring the cultural, interpersonal, and spiritual domains of adulthood. Students apply the insights gained to their personal, social, and professional lives, integrating selected and focused reflections on their own development across the lifespan.

EDUC 790 Doctoral Seminar in Research Studies (2-3)

During this two-semester course students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee and develop an action plan for completing the dissertation. Except by approval of the program director, students may not enroll in EDUC 790/791 until they are within 20 units of completing, or in their last two semesters of course work other than the dissertation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended); passing score on comprehensive examinations for strands 2, 3, 4*

EDUC 791 Doctoral Seminar in Research Studies (2-3)

During this two-semester course students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee and develop an action plan for completing the dissertation. Except by approval of the program director, students may not enroll in EDUC 790/791 until they are within 20 units of completing, or in their last two semesters of course work other than the dissertation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended); passing score on comprehensive examinations for strands 2, 3, 4*

EDUC 794 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral level research project in educational leadership and administration. Students enroll for at least three units of dissertation credit and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. Until that time, course EDUC 794 is graded "in progress." *Prerequisites: EDUC 743 and EDUC 790/791*

EDUC 795 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral level research project in educational leadership and administration. Students enroll for at least three units of dissertation credit and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. Until that time, course EDUC 794 is graded "in progress." *Prerequisites: EDUC 743 and EDUC 790/791*

EDUC 798 Special Topics in Educational Leadership (1-3)
In special topics, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units toward the Ed.D., except that each such course must address a different topic.

EDUC 799 Readings in Education Leadership and Administration (1-3)
Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the Ed.D. program director.

PE 550 Sociology of Sport (3)
The evolution of sports and its role in American culture are studied. The ideals and problems represented in the interacting social forces of educational institutions, proprietary enterprises, and self-identification of athletics are thoroughly investigated.

PE 551 Theory and Analysis of Physical Education and Athletic Programs (3)
Students study the historical basis for physical education and athletics. Emphasis is placed on the theory of movement and its effect on creative physical education. Team and individual sports are investigated.

PE 560 Sports Medicine (3)
Students study sports injuries and accidents and the physiological and kinesiological problems which cause them. Rehabilitation techniques, as well as preventive theory, are discussed.

PE 561 Counseling and Guidance in Physical Education, Athletics, and Recreation (3)
Students are introduced to the field of guidance for physical education teachers, coaches, and recreation leaders. The psychological principles of counseling and techniques to help youth with their problems are studied.

PE 565 Physical Education, Athletics, and the Law (3)
This course focuses on the legal responsibilities of coaches and physical educators. The material is also applicable to those who teach sport skills in other recreational settings. It is designed to teach legal responsibilities concerning risk, nuisance, negligence, liability, current legislation, insurance, and other relevant legal implications.

PE 575 Methods and Curriculum of M/M Disabilities in Regular Education (3)
This course will help the prospective teacher candidates to organize their classroom to make education equitable for all students. Special practices that enable all students to achieve to the best of their abilities will be delineated.

PE 576 Current Professional Problems (3)
Students identify and analyze problems unique to the physical education and athletic professions. Emphasis is placed on a general overview of issues germane to professional tensions arising within an educational setting. A pragmatic approach to problem solving is employed.

PE 577 Administration of Physical Education and Athletic Programs (3)
Management theories and techniques that apply to the administration of physical education and athletic programs are examined. Organizational behavior concepts are explored. Technical, human,

and conceptual skills related to the organization are discussed. Philosophy, program development, operations, budgeting, personnel, and staff development are addressed.

PE 578 Psychology of Coaching (3)
Coaching is approached through an indepth study of player and coach personality traits, motivation, communication, discipline, team building, testing and problems unique to today's athletes.

PE 599 Readings in Physical Education (1-3)
This course is an independent study, arranged with a faculty member on the physical education staff.

SPED 440 Methods and Curriculum of Mild to Moderate Disabilities (3)
This ocurse helps prospectve teacher candidates organize their classrooms to make education equitable for all students. Special practices that allow all students to achieve, to the best of their ablities, are delineated.

TEP 410 Methods and Curriculum I, K-8 (3)
This course offers an introductory study of the content and methods of three elementary school subject areas: mathematics, science, and physical education. *Prerequisite: MATH 100 or equivalent; corequisite: TEP 411*

TEP 411 Field Experience I, K-8 (1)
The course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 410*

TEP 420 Secondary Teaching Strategies (3)
Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Corequisite: TEP 421*

TEP 421 Field Experience I, 7-12 (1)
The course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 420*

TEP 430 Methods and Curriculum II, K-8 (3)
The content and methods of language arts, social studies, music, and art in the schools are examined. *Corequisite: TEP 431*

TEP 431 Field Experience II, K-8 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 430*

TEP 440 Secondary Curriculum and Procedures (3)
Secondary curricula, materials, and media pertinent to successful teaching are introduced. Individualized attention is given to each student's subject specialization, the uniqueness of the subject, and the procedures best suited to its teaching. *Corequisite: TEP 441*

TEP 441 Field Experience II, 7-12 (3)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 440*

TEP 500 Special Topics in Education (1-3)
Note: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.

TEP 505 Clinical Experience in Classroom Management (3)
This course addresses the basic techniques necessary to run a well-managed classroom. Included are general methods for effective teaching, how to maintain appropriate student success, how to identify and work with special-needs children, and how to assess, grade, and otherwise evaluate students. Additionally, visits are made to grade-level appropriate classrooms to critique the overall effectiveness of a variety of learning environments.

TEP 515 Clinical Experience in Teaching Reading and Writing (3)
This course affords beginning teachers opportunities to both examine and experience the conditions necessary for language development and to explore how these relate to literacy learning. Observation of and interaction with children are introduced as powerful tools for examining and understanding the importance and structure of a balanced literacy program, as well as the reciprocal relationship between reading and writing.

TEP 525 Clinical Experience in Teaching Math (3)
This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving.

TEP 535 Clinical Experience in Teaching Science (3)
This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem-solving, and science applications.

TEP 545 Clinical Experience with Integrating the Humanities (3)
Students are introduced to creating as a center piece for moral and civic education, ways to connect the social sciences and the arts through thematic teaching, and a wide use of quality children's literature. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum.

TEP 550 First and Second Language and Literacy, K-8 (3)
This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. An introduction to second-language acquisition accompanied by practice in using SDAIE and ELD strategies form a substantial portion of class content. Students gain practical experience through enrollment in a corequisite course, TEP 551. This is a C.L.A.D.-approved course. *Corequisite: TEP 551*

TEP 551 Language Acquisition Field Experience, K-8 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 550*

TEP 560 First and Second Language and Literacy, 7-12 (3)
This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. An introduction to second-language acquisition accompanied by practice in using SDAIE and ELD strategies form a substantial portion of class content. Students will gain practical experience through enrollment in a corequisite course, TEP 561. This is a C.L.A.D.-approved course. *Corequisite: TEP 561*

TEP 561 Language Acquisition Field Experience, 7-12 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 560*

TEP 565 Intern Teaching I (2)
Credit is given for a first semester of full-time supervised teaching in public schools as an intern teacher. The intern fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and the school site.

TEP 570 Student Teaching Seminar, K-8 (3)
The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Corequisite: TEP 571*

TEP 571 Student Teaching, K-8 (9)
Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 570*

TEP 575 Intern Teaching II (2)
Credit is given for a second semester of full-time supervised teaching in public schools as an intern teacher. The intern fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and the school site.

TEP 580 Student Teaching Seminar, 7-12 (3)
The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Corequisite: TEP 581*

TEP 581 Student Teaching, Secondary, 7-12 (9)
Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 580*

DEPARTMENT OF COLLEGE STUDENT AFFAIRS AND LEADERSHIP STUDIES

Faculty

Chair and Associate Professor: Dennis Sheridan, Ph.D.

Professor: David McIntire, Ed.D.

Associate Professor: Grace Barnes, M.A.

MASTER OF EDUCATION IN COLLEGE STUDENT AFFAIRS

INTRODUCTION

For nearly 25 years, Azusa Pacific University has been a leader in providing graduate education for those preparing for service in the field of college student affairs. Not only is the M.Ed. in College Student Affairs Program one of only three in the state of California which meets the standards established by the Council for the Advancement of Standards of the American College Personnel Association and the National Association of Student Personnel Administrators, it is unique among Christian colleges and universities.

The College Student Affairs Program is designed primarily for persons interested in working with students in a college or university environment. Individuals in this program balance academic and experiential learning in the fields of student affairs, higher education, and the social sciences. Candidates are involved in field experiences at Azusa Pacific and other university campuses in Southern California.

The purpose of this program is to provide degree candidates with the competencies and skills necessary to succeed in the field of college student affairs through the building of a theoretical basis, a comprehensive overview of academic and student affairs programs, and supervised experience in the profession.

Upon completion of the program, graduates are prepared to appraise the nature, characteristics, and needs of college students; analyze and implement student affairs programs in relation to those needs and the institution's objectives; and evaluate the effectiveness of student affairs practice.

PROGRAM OPTIONS

The graduate program in College Student Affairs is delivered in two distinct formats. The traditional graduate program is designed as a two-year residential program for students attending graduate school full time. Classes are held on a weekly basis according to the university's semester schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

The summer track for working professionals is a nontraditional delivery format designed for students who are already employed in college student affairs. Students pursuing this option attend intensive class sessions during a two-week period in the summer. Course assignments and projects are then completed independently during the subsequent academic year. Students in the summer track require three years to complete their degree.

CAREER OPPORTUNITIES

Opportunities available to graduates include professional careers in the field of student affairs, such as residence life, career development and placement, campus ministries, admissions, special services, counseling and testing, academic support services, student financial services, and records.

PREREQUISITES

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from an accredited institution
2. An undergraduate grade-point average of at least 3.0 on a 4-point scale
3. Evidence of at least 12 semester units of undergraduate coursework in the social sciences or education
4. Three personal and professional references

REQUIREMENTS

The College Student Affairs Program consists of a total of 39 semester units of course work. Of this total, at least 33 must be taken in residence. Up to six semester units of appropriate work may be transferred into the program. The course work is divided into three major components: foundational studies, professional studies, and integration.

Foundational studies are those which explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assisting students in the assessment of their personal leadership skills. *Professional studies* are those which assist students in developing competencies in program design and evaluation, administration, counseling, and research. The *integration* of the theoretical and practical is provided through supervised field work, the comprehensive examination, and the Capstone Project.

Foundational Studies
12 units

CSA 551	History and Philosophy of College Student Affairs	3
CSA 575	Quantitative Data Analysis in College Student Affairs	3
CSA 581	Foundations of Higher Education	3

LDRS 501   Foundations of Personal Leadership Development   3

Professional Studies   21 units

CSA 543   Legal and Ethical Issues in College Student Affairs   3

CSA 552   The Process of Adult Development   3

CSA 553   Administration in College Student Affairs   3

CSA 562   Today's College Students   3

CSA 563   Counseling I: The Helping Relationship   3

CSA 583   Counseling II: Counseling Issues and Practice   3

CSA 592   Program Evaluation and Research Methods   3

Integration and Supervised Practice   3 units

CSA 595   Capstone Project in College Student Affairs   3

600 hours of supervised field placement in two practice areas

Electives   3 units
(select one)

CSA 571   Designing Learning Experiences and Environments   3

CSA 591   Organizational Behavior and Development in Higher Education   3

CSA 599   Readings in College Student Affairs   3

GTHE 516   Dynamics of Christian Formation   4

LDRS 574   Servant Leadership   3

LDRS 597   Current Issues in Leadership   3

MHRD 520   Career Development Systems   3

MHRD 521   Organizational Development and Change   3

MHRD 561   Group Dynamics and Conflict Management   3

Fieldwork

All students are required to complete a minimum of 600 hours of supervised fieldwork in student affairs practice in a college or university. This fieldwork must be completed in at least two distinct areas with at least 150 hours of supervised fieldwork in each.

Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the College Student Affairs Program. A student who receives a graduate assistantship is required to enroll in six units of graduate course work in the program each semester. Graduate assistants are expected to work 20 hours per week, for which they receive a stipend and a 50-percent tuition scholarship.

Capstone Project

During the final semester, students are required to complete a professional portfolio which contains evidence of competence in various aspects of student affairs practice. The presentation of the portfolio should be before a committee of three student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project.

ADVISORY COMMITTEE

The graduate program in college student affairs is enriched by an advisory committee of student affairs practitioners who meet annually to review the program curriculum, evaluate program effectiveness, and recommend changes in the program. The following individuals voluntarily serve on the College Student Affairs Graduate Program Advisory Committee:

Ms. Cindy Derrico
Coordinator Residential Life
California State University, Monterey Bay

Mr. David Guthrie
Director of the Graduate Program in Higher Education
Geneva College, Beaver Falls, Pennsylvania

Ms. Susan Hunter Hancock
Dean of Students
Pacific Oaks College, Pasadena

Mr. Randy Harrell
Dean of Students
International School of Theology, San Bernardino

Ms. Jane Higa
Vice President for Student Affairs
Westmont College, Santa Barbara

Len Hightower, Ph.D.
Assistant to the President
University of La Verne, La Verne

Mr. Jerry Houser
Director of the Career Development Center
University of Southern California, Los Angeles

Mr. Ray Rood
President
Human Technologies International, Los Angeles

Ms. Sharyn Slavin
Associate Vice President for Student Affairs
California Institute of Technology, Pasadena

Dr. Terry Franson
Vice President for Student Life
Azusa Pacific University, Azusa

MASTER OF ARTS IN SOCIAL SCIENCE EMPHASIS: LEADERSHIP STUDIES

INTRODUCTION

The Master of Arts in Social Science with an emphasis in Leadership Studies is designed for experienced professionals who hold positions of leadership. The program is appropriate for those interested in understanding how the process of human growth and development influences and enhances organizational life and productivity and how to manage personal and organizational change processes. The nature of the degree is interdisciplinary, intercultural, international, and organizational. The degree program provides an action-research emphasis for informed decision making and organizational development.

REQUIREMENTS

Students pursuing the Master of Arts degree with an emphasis in Leadership Studies must complete 39 semester units of course work. Up to six units may be transferred into the program by petition. The interdisciplinary nature of the program provides the student with a general background of eight core courses (24 units) in leadership and leadership-related topics along with the opportunity to select a personal emphasis of study consisting of four courses (12 units) chosen by the student. Growth contracting, orientation meetings, faculty advising, and a final celebration help provide cohesiveness to the student's experience. A final Capstone Project in leadership studies (3 units) allows the student to design and complete field research studies. The project provides creative application of learning to the individual's organization.

Core Courses   24 Units

BUSI 516	Organizational Behavior and Communication	3
BUSI 529	Leadership and Managerial Ethics	3
CSA 552	The Process of Adult Development	3
CSA 571	Designing Learning Experiences and Environments	3
CSA 592	Program Evaluation and Research Methods	3
EDUC 510	Creative and Collaborative Leadership	3
LDRS 501	Foundation of Personal Leadership Development	3
LDRS 574	Servant Leadership	3

Integration Course   3 Units

LDRS 595	Capstone Project in Leadership	3-6

Electives   12 units

LDRS 597	Current Issues in Leadership	3
LDRS 599	Independent Study: Readings in Leadership Studies	3

ADMISSION PROCEDURE

All materials should be submitted to the Graduate Center. A minimum grade-point average of 3.0 in previous undergraduate and/or graduate course work is required. Students with a grade-point average of 2.5-2.99 may be considered for provisional admittance pending the attainment of a grade-point average of 3.0 for the first 12 units of study.

Application to the degree program involves adherence to departmental application procedures and submission of an application to the university; three letters of reference; a statement of purpose for pursuing this master's degree in leadership studies; submission of undergraduate transcripts from a U.S. accredited college or university indicating completion of the bachelor's degree with at least 12 units of course work in social science or education; and a TOEFL score of 550 (submit proof) for all international students whose native language is not English and whose undergraduate degree was at an institution where English was not the primary language of study.

OPERATION IMPACT PROGRAM

Azusa Pacific University's Operation Impact program provides continued educational support internationally to leaders of mission organizations, businesses, and nonprofit enterprises by delivering the Master of Arts in Social Science with an emphasis in Leadership Studies program to sites throughout the world.

The program consists of two-week intensive sessions usually held between June and August during which the student enrolls in up to four courses. The intensive sessions are followed by year-long study projects contracted for each course. These projects, like the classes themselves, relate directly to each student's occupational responsibilities. Students may earn up to 12 units of credit each year.

Contact the department for the list of courses offered in each country.

COURSE DESCRIPTIONS

CSA 543 Legal and Ethical Issues in College Student Affairs (3)
This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

CSA 551 History and Philosophy of College Student Affairs (3)
An introduction to, and overview of, the field of College Student Affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CSA 552 The Process of Adult Development (3)
Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

CSA 553 Administration in College Student Affairs (3)
Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

CSA 562 Today's College Students (3)
Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to assessment methods and policy/program implications.

CSA 563 Counseling I: The Helping Relationship (3)
This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques (with culturally diverse populations) as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CSA 571 Designing Learning Experiences and Environments (3)
Students are exposed to a dual study of theory and research pertaining to human learning and the design of effective learning experiences and environments. Needs analysis, specification of objectives, program design, implementation and evaluation, theory to practice dysfunctions, and exploration of contextual variables in practice are addressed.

CSA 575 Quantitative Analysis in College Student Affairs (3)

CSA 581 Foundations of Higher Education (3)
Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

CSA 583 Counseling II: Counseling Issues and Practice (3)
Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to culturally diverse student populations, including prejudice, substance abuse, promiscuity, suicide, cults, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CSA 591 Organizational Behavior and Development in Higher Education (3)
Students undertake an investigation of the effective functioning of individuals and groups within higher education organizations. Emphasis is on applying conceptual knowledge to major organizational problems and issues such as productivity, conflict, decision making, job stress and satisfaction, task accomplishment and accountability, and leadership and organizational adaptation and change.

CSA 592 Program Evaluation and Research Methods (3)
This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

CSA 595 Capstone Project inCollege Student Affairs (3-6)
During the final semester, students design, conduct, evaluate, and present a substantive program or research project in some area of student affairs practice which synthesizes the theoretical and practical dimensions of the program. An oral presentation of the project is made before a committee of at least three student affairs professionals who evaluate and reflect upon the effectiveness of the project.

CSA 599 Readings in College Student Affairs (3)
This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

LDRS 501 Foundations of Personal Leadership Development (3)

LDRS 574 Servant Leadership (3)
This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values. Offered concurrently as an undergraduate and graduate course.

LDRS 595 Capstone Project in Leadership (3)

LDRS 597 Current Issues in Leadership (3)

LDRS 599 Independent Study: Readings in Leadership Studies (3)

DEPARTMENT OF GRADUATE PSYCHOLOGY

Faculty

Chair and Professor: David Brokaw, Ph.D.

Senior Professor of Marriage and Family Therapy: George Larsen, Ed.D.

Professors: Marv Erisman, Ph.D.; Catherine Koverola, Ph.D.

Associate Professors: Beth Houskamp, Ph.D.; Mark Stanton, Ph.D.

Assistant Professor: Claudia Owens, Ph.D.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY EMPHASIS: MARITAL AND FAMILY THERAPY

INTRODUCTION

The School of Education and Behavioral Studies offers several graduate programs through the Department of Graduate Psychology.

The Master of Arts in Clinical Psychology with an emphasis in Marital and Family Therapy is intended for individuals who wish to develop a sound foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. As a distinctive, this program also includes interdisciplinary studies in ethics and theology. For those wishing to practice at the master's level, this program meets the current requirements for California licensure as a marital and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

PREREQUISITES

In order to be admitted into the program, students should present the following:

1. Applicants must hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a 3.0 grade-point average on a 4-point scale. (At the discretion of the university, a higher professional degree such as an M.D. or D.C. may be accepted as a substitute for the bachelor's degree.) A limited number of applicants with a grade-point average between 2.60 and 2.99 may be admitted provisionally, at the department's discretion, by providing adequate supportive documentation including a statement of explanation and/or 12 units of upper-division, post-B.A. course work with grades of *B* or better (extension courses excluded).

2. Individuals are required to satisfy two undergraduate prerequisites for full admission into the master's degree program. These courses are 1.) Abnormal Psychology, and 2.) Human Growth and Development, both of which must have been taken within the previous seven years and completed with a grade of *B* or better.

3. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are also encouraged to submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to graduate-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.

4. In addition, departmental application procedures must be completed. All materials should be submitted to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, fax (626) 815-5445.

COURSE WORK

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The M.A. Program is comprised of 52 units of course work. A maximum of 10 units of selected course work, which meet the following criteria, may be transferred:

1. Taken within the past seven years and completed with a grade of *B* or better.
2. Obtained at a regionally accredited institution.
3. Received from a graduate program in Clinical Psychology, Counseling Psychology, or Marital and Family Therapy.
4. Acceptable for California MFCC licensing requirements.

The California MFCC licensing board requires that each applicant for licensure complete training in child abuse (7 hours) and alcoholism/chemical dependency (1 unit) as part of a master's degree program. This training is offered twice yearly in a workshop format.

PERSONAL AND GROUP PSYCHOTHERAPY**

Students are required to complete 68 hours of group psychotherapy. This requirement must be met during the first year of the program. Additionally, during the first or second year of the program, students must complete 32 hours of indi-

vidual psychotherapy. While students may make individual arrangements for personal psychotherapy, they are expected to take part in the group sessions led by psychotherapists secured by the department.

**The California Board of Behavioral Sciences will accept up to 100 of these hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFCC licensure.

FACULTY RECOMMENDATION

At the conclusion of each of the first two semesters of study, the progress and suitability of each student is reviewed by members of the faculty in the Department of Graduate Psychology. Continuation of course work beyond each of the first two semesters is based on faculty recommendation.

ACADEMIC PROBATION

Continuous satisfactory progress toward the M.A. degree is required of all students in the program. Students are placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or if they obtain a grade of *C+* or lower in their course work. Students may be disqualified from further graduate work if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two grades of *C+* or lower in their course work. Course grades below a *C-* do not count toward degree requirements, and such courses will need to be repeated with an earned grade of *C-* or better.

CLINICAL PLACEMENT

Students develop therapeutic skills through required hours of direct clinical experience. Students in the two-year program normally do so in a 12-18 month clinical placement; and students in the three-year program, in a 24-30 month placement.

While students are responsible for securing a placement site, assistance is provided by site directors and clinical placement coordinators, and in the Introduction to Clinical Placement course. In addition, students receive support and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training, the site directors, and/or the clinical placement coordinators maintain contact with the off-site supervisors and evaluate the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the psychology program.

Students are required to obtain 250 hours of direct client experience; 150 of these hours must be in the clinical placement courses. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFCC licensure in California.

COMPREHENSIVE EXAMINATION

Each student must successfully complete a comprehensive examination. Students who plan to graduate in the spring or summer must take the test in January, and those scheduled to graduate in the winter take the exam in September. The selection of courses included in the examination depends on the date of graduation. Any failed sections are retested six weeks after the initial exam. A second failure will require an oral defense of the failed sections before a faculty committee.

PROGRAM SITES

The Department of Graduate Psychology offers its master's degree program on APU's West Campus as well as at an Orange County location. Information may be obtained by contacting the department chair or the local site administrator.

Azusa Pacific University
901 E. Alosta Ave., PO Box 7000
Azusa, CA 91702-7000
(626) 815-5008

Orange County Program
1915 Orangewood Ave., Suite 100
Orange, CA 92668
(714) 935-0260

COURSE REQUIREMENTS

52 Unit Program

Foundational Course Work — 12 units

PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3

Professional Course Work — 31 units

PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Marital Therapy	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 595	Special Topics: Alcoholism/ Substance Abuse	1
PPSY 596	Introduction to Clinical Practice	3
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3

Interdisciplinary Course Work — 9 units

PPSY 509	Philosophical Foundations of Psychotherapy	3
PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 534	Interdisciplinary Seminar in Theology	3

Specialized Training — 7 hours

Child Abuse Workshop	7 hours

Electives

PPSY 532	Ethical Issues in Sexuality	3
PPSY 568	Therapeutic Applications of Systems Theory	3
PPSY 579	Family Research	3

DOCTOR OF PSYCHOLOGY

INTRODUCTION

The Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate. The Psy.D. is becoming the recognized degree in psychology for practitioners. The Psy.D. retains a commitment to providing a comprehensive education in psychological science as the foundation for any training in psychology, yet emphasizes the service orientation of a clinical degree in which training and supervision comprise a substantial part of the curriculum.

The Psy.D. curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

PROGRAM GOALS

The Doctor of Psychology degree at Azusa Pacific University:

▪ approaches the knowledge of psychology from a distinctly Christian perspective

and train students to exemplify the servanthood of Christ in their practice of psychology.

- seeks to educate and train students in the practice of psychology so that they may be able to provide quality psychological services to their communities.
- provides an integrative sequence of courses so that students may understand the interrelationship among ethics, psychology, and theology.
- emphasizes "Family Psychology," the distinctive focus on the interaction among individual, interpersonal, and environmental aspects of human behavior.
- recognizes the diversity of human experience and seek to enable students to respond to the variety of human needs.
- encourages individual growth and development as part of the educational experience so that students will develop congruence and authenticity as they balance the demands of professional and personal life.
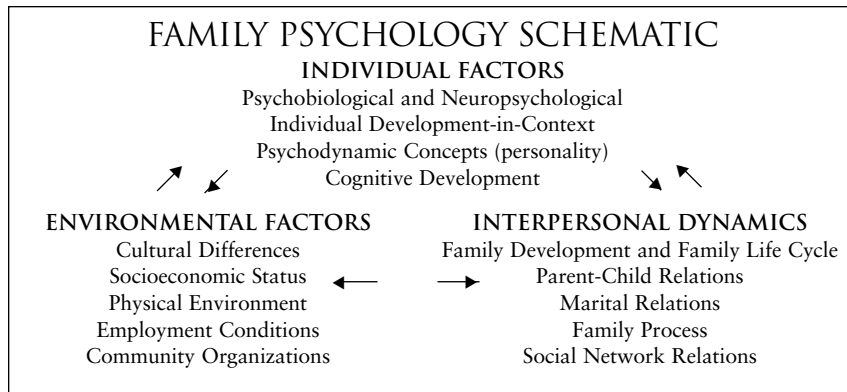
THE DISCIPLINE OF FAMILY PSYCHOLOGY

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues (*see figure below*).

The doctoral program in Clinical Psychology with an emphasis in Family Psychology incorporates many of the elements of several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psycho-biology, and social psychology). All the disciplines are related by a theoretical understanding of the dynamic, reciprocal relationship among these factors as they impact human behavior.

This theoretical foundation underlies the courses in APU's program. In courses which have traditionally had an individual focus (e.g., neuropsychology), this program deliberately incorporates systemic aspects relevant to the content area (e.g., family factors with brain-damaged patients). At the completion of the program, it is the intent that students will be thinking systemically and applying systemic analysis to clinical situations.

In an era when it is increasingly difficult for people to navigate their way through this complex world, a doctorate in Clinical Psychology with an emphasis

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FAMILY PSYCHOLOGY SCHEMATIC

INDIVIDUAL FACTORS
Psychobiological and Neuropsychological
Individual Development-in-Context
Psychodynamic Concepts (personality)
Cognitive Development

ENVIRONMENTAL FACTORS
Cultural Differences
Socioeconomic Status
Physical Environment
Employment Conditions
Community Organizations

INTERPERSONAL DYNAMICS
Family Development and Family Life Cycle
Parent-Child Relations
Marital Relations
Family Process
Social Network Relations

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in Family Psychology will best prepare students to provide psychological services.

INTERDISCIPLINARY STUDIES

Azusa Pacific University has a strong Christian heritage and a commitment to integrating evangelical Christian principles into the educational programs of the university. The Psy.D. in Clinical Psychology with an emphasis in Family Psychology has a sequence of three courses in interdisciplinary studies which integrate ethics, theology, philosophy, and psychology.

The interdisciplinary courses in the master's degree have become an important part of that degree. Psy.D. applicants who have not completed the M.A. courses in interdisciplinary studies will need to complete, prior to their second year in the Psy.D. program, a summary course in Interdisciplinary Foundations which will be offered annually in a concentrated format.

The Psy.D. curriculum contains nine additional units of interdisciplinary course work. In addition, students may choose elective courses in interdisciplinary studies. While Psy.D. students are not required to sign any form of doctrinal statement as part of their participation in this program, these courses prepare students well to provide therapy to persons who want Christian values to guide their decision-making process.

THE PSY.D. PROGRAM

The curriculum for the Psy.D. is a competency-based curriculum. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires achievement of the competencies necessary to function well in the field of psychology. The APU Psy.D. curriculum reflects concern for the development of six core competencies that have been identified in psychology: research and evaluation, relationship, assessment, intervention, consultation, and management and supervision. The six professional competency areas can be defined briefly:

1. Research and evaluation call for a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and to engage in rigorous, careful, and disciplined scientific inquiry. Education and training in epistemological foundations of research, design and use of qualitative and quantitative methods, the analysis of data, application of research conclusions, and sensitivity to philosophical and ethical concerns are needed in order for psychologists to develop in these areas.

2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In developing the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design should include education and training in attitudes essential for the relationship competency, such as (a) intellectual curiosity and flexibility, (b) open-mindedness, (c) belief in the capacity to change, (d) appreciation of individual and cultural diversity, (e) personal integrity and honesty, and (f) a value of self-awareness. Experiential learning with self-reflection and direct observation and feedback by peers and experts is essential to develop this competency.

3. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account the sociocultural context and focuses not only on limitations and dysfunctions, but also on competencies, strengths, and effectiveness. Assessment increasingly is addressing the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses, but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.

4. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on knowledge of theories of individual and systemic change, theories of intervention, methods of evaluating quality assurance, professional ethical principles, and standards of practice. Effective training for intervention should include knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers and supervisors, and service systems. The issues of power and authority are particularly relevant to this competency.

5. Consultation is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process. Education is the directed facilitation by the professional psychologist of growth in knowledge, skills, and attitudes in the learner. Students should be required to complete experiential tasks in consultation and education as part of their course work or internship.

6. Management consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public. Supervision is a form of management blended with teaching in the context of relationship directed to the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases of behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures should be provided for students. Demonstrated competence in supervision should include development of receptivity when receiving supervision and the acquisition of skills in providing supervision.*

*Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.), *The core curriculum in professional psychology* (pp. 77-81). Washington, DC: American Psychological Association.

The Psy.D. requires completion of 70 units of curriculum beyond the master's level prerequisites, clinical training (two years of practicum and one year full-time internship), and a clinical dissertation.

PREREQUISITES

Students may enter the Psy.D. in either of two categories: 1) with an earned master's degree in clinical psychology or while enrolled in a master's program in clinical psychology, or 2) directly from completion of a bachelor's degree or with a master's degree that is not in clinical psychology.

1. Students with an earned M.A. in clinical psychology or a closely related discipline (e.g., counseling psychology, marital and family therapy, or social work) and students who are in the final year of a master's program in clinical psychology or a closely related discipline are admitted to the Psy.D. in the spring to begin the program in September of that year. Prior to commencing Psy.D. studies, these applicants must have completed the prerequisite courses listed below, or their equivalent, and a clinical practicum with a minimum of 300 hours of clinical experience. If an applicant's master's degree did not contain all the prerequisite courses or the clinical practicum, a limited number of courses or the practicum may be completed while in the admission process or concurrently with Psy.D. studies, by agreement with the director of the Psy.D. Program (see detailed admission process).

2. Students applying to the Psy.D. program directly from a bachelor's degree program and students with a master's degree that is not in psychology or a closely related discipline will be admitted to the Psy.D. program in the spring, followed by a one-year "pre-Psy.D." track in which the following sequence of prerequisite courses and a clinical practicum of 300 hours are completed as preparation for the Psy.D. program. A limited number of graduate courses judged equivalent to the prerequisite courses may be transferred in to satisfy these requirements. Upon completion of the one-year track, the student automatically becomes a member of the Psy.D. class the following September. These students do not earn a master's degree en route to the Psy.D. This admission process parallels programs in clinical psychology that only admit students to a continuous-from-the-bachelor's-to-doctoral program.

PRE-PSY.D. TRACK PREREQUISITES TO THE PSY.D.

Course Titles

(All must be master's-level courses)

Theories of Psychotherapy
Developmental Psychology
Psychopathology
Psychological Research Methods
Introduction to Psychological Testing
Psychotherapy and Cultural Diversity
Human Sexuality/Sex Therapy
Family Therapy (Introductory/Overview)
Intro to Clinical and Clinical
   Practicum (300 hours)
Child Abuse (7 hours; suitable for
   licensure)
Interdisciplinary Foundations

Admission with an existing Master's Degree in Clinical Psychology or While enrolled in a Master's Program in Clinical Psychology

Applicants must:

1. Submit a completed Psy.D. application. The application deadline is February 15 (this date may be extended in the initial years of the program).

2. Possess an M.A. in clinical psychology (or a closely related discipline) from a regionally accredited college or university with a minimum grade-point average of 3.5 on a 4-point scale, or be enrolled in the final year of a master's degree in psychology or a closely related discipline from a regionally accredited college or university with a minimum current grade-point average of 3.5 on a 4-point scale. These

applicants must commit to completion of the master's degree in clinical psychology prior to July 15 of the current year and must maintain a minimum 3.5 grade-point average in the M.A. program, as evidenced on their final transcript for the M.A. All master's degrees must include the courses specified as prerequisite to Psy.D. admission, or the applicant must complete those courses during the application year. (A limited number of master's courses may be remediated while enrolled in the Psy.D. program.) Students who do not satisfy these requirements may have their Psy.D. admission revoked.

3. Obtain two academic references and one clinical reference (e.g., from a clinical supervisor).

4. Produce a five-page autobiography describing personal and professional history.

5. Specify intent to pursue the four-year or five-year program sequence.

6. Submit Miller Analogies Test (MAT) scores or Graduate Record Exam (GRE) scores. Applicants may choose the test of their preference. Information on administration of these tests is available from the Department of Graduate Psychology.

7. Take MMPI-2 and 16PF profiles within the previous six months. (These must be taken at APU for a reasonable fee; they may not be self-administered.)

In addition:

8. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of

psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to doctoral-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.

9. Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission and for faculty to evaluate student skills. All finalists will have an individual interview with one or more members of the Admissions Committee.

10. Foreign applicants who are finalists will be interviewed by telephone by one or more members of the Admissions Committee.

Admission Directly from the B.A. or with a Master's Degree Not in Psychology

Applicants must:

1. Submit a completed Psy.D. application. The application deadline is February 15 (this date may be extended in the initial years of the program).

2.a. Possess a bachelor's degree from a regionally accredited college or university with a minimum overall grade-point average of 3.0 on a 4-point scale and 3.5 for the last two years of the degree. Applicants in the final year of their bachelor's degree must be currently at the grade-point average specified, and their final transcript (with degree posted) must demonstrate maintenance of the grade-point average specified, or admission may be revoked

or

2.b. Possess a master's degree in a field other than psychology from a regionally accredited college or university with a minimum overall grade-point average of 3.5 on a 4-point scale. Applicants in the final year of their master's degree must be currently at the grade-point average specified, and their final transcript (with degree posted) must demonstrate maintenance of the grade-point average specified, or admission may be revoked.

3. Obtain three academic references.

4. Produce a five-page autobiography describing personal and professional history.

5. Commit to completing the APU Pre-Psy.D. track during the following academic year and to begin the Psy.D. curriculum the subsequent September. Students who do not satisfy these requirements may have their Psy.D. admission revoked. Students will not earn a master's degree en route to the Psy.D.

6. Specify intent to pursue the four- or five-year Psy.D. Program sequence.

7. Submit Miller Analogies Test (MAT) scores or Graduate Record Exam (GRE) scores. Applicants may choose the test of their preference. Information on administration of these tests is available from the Department of Graduate Psychology.

8. Take MMPI-2 and 16PF profiles within the previous six months. (These must be taken at APU for a reasonable fee; they may not be self-administered.)

In addition:

9. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further

testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to doctoral-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.

10. Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission and for faculty to evaluate student skills. All finalists will have an individual interview with one or more members of the Admissions Committee.

11. Foreign applicants who are finalists will be interviewed by telephone by one or more members of the Admissions committee.

PROVISIONAL ADMISSION
The university reserves the right to offer provisional admission to selected students who fail to meet all the specified admission criteria. In such cases, the Psy.D. Admissions Committee specifies the additional requirements necessary for provisional admission, the means by which such requirements must be satisfied, and the time limit for completion of the requirements. Failure to meet the requirements of provisional admission may result in dismissal from the Psy.D. Program.

ACCEPTANCE OF ADMISSION AND REGISTRATION
Upon notification of acceptance into the Psy.D. Program, students have 30 days to make a firm commitment to participate in the program. In addition, students must

complete preliminary paperwork and registration procedures by the announced dates. Failure to do so may result in revocation of acceptance. Since graduate education in psychology is competitive, this procedure enables the university to take steps to ensure full enrollment in the program.

TRANSFER CREDIT

The Psy.D. Program requires 70 semester units beyond the M.A. degree, clinical training, and a clinical dissertation. Of these units, 64 must be earned at APU, while 6 equivalent doctoral units may be transferred from other institutions. Many applicants to the Psy.D. Program will have an existing master's degree in psychology or marital and family therapy. These degrees will be evaluated according to the list of required prerequisites. Some remediation or additional course work may be required for students from other institutions to satisfy these requirements.

RESIDENCY REQUIREMENTS

Students in the Psy.D. Program must meet a university residency requirement. This is accomplished by enrolling in 64 units during the program.

ACCESS TO A COMPUTER

Students are required to own or have ready access to a computer during their tenure in the Psy.D. Program. The university offers a computer purchase program which enables students to obtain computers and software at economical rates. Current hardware standards that allow access to the university online system are available from the Department of Graduate Psychology. Online access is crucial for students, since an email account and the ability to access PsycInfo, the APA database, are required for all Psy.D. students.

THE PSY.D. CURRICULUM

The Psy.D. curriculum has been designed to meet the requirements of the American Psychological Association (APA) for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Cultural and individual diversity perspectives are woven into courses across the curriculum. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains is stressed throughout the curriculum, as well as in the clinical practicum experience.

The APU Psy.D. embodies an emphasis in family psychology. All the courses in the curriculum incorporate a systemic perspective on psychology which includes an awareness of the dynamic interaction among individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

REQUIRED COURSES   62 UNITS

PPSY 711	Psychology and Systems Theory	3
PPSY 712	Psychological Theories of Change	3
PPSY 713	Assessment II	3
PPSY 714	Assessment III	3
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3
PPSY 717/735/734	Child or Adolescent Psych or Gerontology	2
PPSY 718	History and Systems of Psychology	3
PPSY 721	Addictive Behaviors	3
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
P		

PSY 724	Couples Theory and Therapy	2
PPSY 725	Moral Psychology	3
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 729	Treatment Planning and The Evaluation of Intervention Efficacy	3
PPSY 730	Cognition	3
PPSY 731	Dissertation Development	3
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 739	Psychobiology and Psychopharmacology	3
PPSY 740	Consultation and Supervision in Clinical Psychology	3
PPSY 727	Clinical Practicum I	1
PPSY 728	Clinical Practicum II	1
PPSY 799	Dissertation	2

ELECTIVES   8 UNITS

PPSY 737	Clinical Practicum III	1
PPSY 738	Clinical Practicum IV	1
PPSY 798	Elective Topics (2-units each)	8

These courses have been arranged in two tracks (four- and five-year studies).

CLINICAL TRAINING

Clinical training is central to the practitioner (Psy.D.) model for educating clinical psychologists. Azusa Pacific University's program is committed to assisting its students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides the practitioner with experiences that ensure depth and breadth of clinical interventions, range and cultural diversity of clients, the opportunity to develop therapeutic competencies that integrate theoretical course work with direct client experience, and development of the six core competencies in professional psychology.

Clinical training at the doctoral level involves two years of practicum and a year of full-time internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. Program with existing clinical training or licensure must still complete the program's clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings. These include inpatient/residential, child, outpatient, brief/managed care, and settings utilizing psychological assessment.

Concurrent with their supervised practicum, students also participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

CLINICAL DISSERTATION

Candidates for the Psy.D. must complete and defend a clinical dissertation as a major part of their degree requirements.

The term "Clinical Dissertation" is intended to convey the nature of the treatise: it involves critical thinking, creative integration, and scholarly communication relevant to professional issues and practice in psychology. The clinical dissertation may fall within one of several broad categories:

- *Empirical Research*: analysis and interpretation of data relevant to the clinical practice of psychology; the data may be original or existing
- *Case Analysis*: a case, or class of cases, analyzed from the perspective of a particular theoretical framework
- *Program Development*: creation or refinement of a psychological program, including needs assessment, program content and structure, and evaluation procedures
- *Conceptual/Theoretical Development*: significant modification, reformulation,

or advance in a conceptual or theoretical area relevant to the practice of psychology

- *Literature Analysis*: scholarly review and critique of the research literature in an area of clinical psychology
- *Clinical Application*: creative and innovative techniques advancing the field of clinical psychology (e.g., video or computer programs for professional or clinical populations)
- *Professional Issues*: scholarly address of such matters as proficiencies or specialties in psychology or ethical issues
- *Public Service*: creation and/or development of legislation, materials, or programs beneficial to the profession of psychology in the public domain
- *Program Intervention*: detailed planning and evaluation of a program intervention.

DOCTORAL ASSISTANTSHIPS

Funds are allocated to provide up to two assistantships in each entering class of the Psy.D. Program. Each assistant receives 50 percent tuition remission plus a $5,000 annual stipend in return for 15 hours of service per week in the Department of Graduate Psychology. The director of the Psy.D. Program determines the roles and responsibilities of the assistants.

Preference is given to applicants who evidence financial need, possess cultural knowledge and language skills that facilitate provision of psychological services in a minority community, and express commitment to providing psychological services in a minority community following graduation.

Applications for the assistantships and criteria for evaluation of applications are available from the director of the Psy.D. Program.

ADHERENCE TO FOUR- OR FIVE-YEAR TRACK

Students are admitted to the Psy.D. based on their stated intent to adhere to one of the two course sequence tracks created for the program. The four-year track requires a greater weekly time commitment and more units per semester; the five-year track is less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. Program. The Psy.D. faculty believe that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

IDENTIFICATION OF STUDENTS WITH THE PROFESSION OF PSYCHOLOGY

To facilitate their identification with the profession of psychology, all students are required, upon acceptance into the Psy.D. Program, to join the American Psychological Association as student members. Membership in APA provides many benefits, including subscriptions to the *Monitor* and the *American Psychologist*. All students are required to abide by the ethical principles of the APA throughout their tenure as a student and in all roles connected with student status.

CALIFORNIA PSYCHOLOGY LICENSURE

The APU Psy.D. Program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

Board of Psychology
PO Box 980668
West Sacramento, CA 95798-0668
(916) 263-2699

Students seeking licensure in another state should contact the appropriate examining board in that state.

COURSE DESCRIPTIONS

PPSY 509 Philosophical Foundations of Psychotherapy (3)
This course introduces students to the philosophical analysis of the anthropologies embedded within psychotherapeutic systems. Key issues in both the formation of moral selfhood and the development of a biblical anthropology are identified. Students are encouraged to develop a view of human nature that demonstrates theological consistency and clinical applicability. *Prerequisite: PPSY 531*

PPSY 510 Psychotherapy and Cultural Diversity (3)
An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)
This course introduces students to the moral foundations, ethical responsibilities, and California laws essential to the practice of clinical psychology and marital and family therapy. Ethical codes and the resolution of moral dilemmas are studied from the perspective of the Judeo-Christian ethical tradition. The study of family law includes the legal rights and obligations of spouses, children, and grandparents; divorce settlements and mediation; and custody and visitation rights. The study of law related to clinical psychology and practice of marital and family therapy comprises confidentiality, privilege, limitations, and all reporting requirements imposed on the therapist by statute and case law. Consideration is also given to the moral, ethical, and legal responsibilities of trainees, interns, and supervisors.

PPSY 531 Ethical Foundations of Psychotherapy (3)
This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 532 Ethical Issues in Sexuality (3)
This course examines the individual in the context of family of origin, marriage, and sexuality. Theological and ethical perspectives are offered on many critical issues, such as divorce, homosexuality, gender roles, and rights. Integrative clinical strategies, based on ethics, theology, and psychotherapy, are developed. *Prerequisite: PPSY 531*

PPSY 534 Interdisciplinary Seminar in Theology (3)
Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 509 and PPSY 531*

PPSY 551 Theories of Personality and Psychotherapy (3)

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, readings, reflection, and experiential learning.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

PPSY 557 Marital Therapy (3)

A study of the psychotherapeutic theories utilized in the clinical assessment and treatment of marital dysfunction is covered in this course. Models of a healthy marriage are also studied. Reading specific books and journal articles, as well as conducting a psychological assessment of couples, is required.

PPSY 558 Advanced Developmental Psychology (3)

This course utilizes a life span perspective to consider individual development as it occurs within the family and family development as composed of individuals. Biological, psychological, social, and moral development are studied. Psychoanalytic, cognitive, and ecological systems models of development are presented. Special attention is given to the transition points at which the greatest individual and family tension occurs, examining the process of change and adaptation. Clinical application of the material is stressed. *Prerequisite: Human Development or equivalent*

PPSY 561 Child and Adolescent Therapy (3)

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, offering the student an opportunity to develop a knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, and the social environment is addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). *Prerequisite: Abnormal Psychology or equivalent*

PPSY 568 Therapeutic Applications of Systems Theory (3)

This course provides an in-depth analysis of the tenets of systems theory and their application to psychotherapy. Students are challenged to adopt an ecological systems epistemology. Philosophical, theological, and psychological ramifications of system theory are considered. Students are trained in the administration and clinical usage of systemic assessment devices. Clinical application of theoretical concepts is stressed through experimental learning and case-study analysis.

PPSY 571 Family Therapy (3)

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

PPSY 572 Research Methodology (3)

This course surveys the major social science research methods, preparing students to design and implement a testable research proposal and to review and utilize professional literature.

PPSY 577 Psychological Assessment (3)

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing devices. Emphasis is placed on developing skills in interviewing, understanding and interpreting test data and reports, and gaining knowledge of referral questions, as well as writing integrated reports and providing feedback to examinees.

PPSY 579 Family Research (3)

Recent family research is reviewed with suggestions for improvement of design. Efforts are made to delineate appropriate research areas and appropriate theory and methodology. Implications for counseling are reviewed.

PPSY 595 Special Topics (1-6)

Special topics courses offer graduate level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. Among these topics are the Substance Abuse course, offered twice annually, and topics having to do with contemporary approaches to integration and counseling. The unit values of these courses range from one to six unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 596 Introduction to Clinical Practice (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of *B*- or higher must be achieved.

PPSY 597 Clinical Placement I (3)
PPSY 598 Clinical Placement II (3)

During the final year of study, students participate weekly in a practice class, clinical field placement, and supervision session. In the classroom, students discuss and practice the clinical application of psychological theories to clients seen in their field placement. Students receive feedback from instructors and other students in response to role playing and audio/videotaped client sessions. In the clinical placement, students develop their skills through direct treatment of individuals, couples, families, and children. In the individual/group supervision session, students discuss their clinical placement case load with their on-site supervisor. These courses represent the classroom portion of students' clinical experience.

The clinical placement begins after a student has completed 12 semester units, but no later than the first week of the final year of study. Students must accumulate 150 hours of direct clinical contact while in the clinical placement courses. Students who entered the M.A. Program after January 1, 1995 and do not accumulate 150 hours of direct clinical contact during PPSY 597/598 Clinical Placement I and II, will not receive course credit until 150 hours of direct client contact is achieved while registered for these two courses. All application and approval forms for a clinical placement must be filed with the Department of Graduate Psychology no later

than 30 days prior to the first week of the student's involvement in a clinical field placement. Students must obtain an approved clinical placement as a prerequisite to registering for Clinical Placement I/II. Student violations of professional ethics codes are sufficient grounds for dismissal from the program. *Prerequisites: PPSY 512 and PPSY 596 (Master of Science nursing students should consult the School of Nursing for separate prerequisites.)*

PPSY 711 Psychology and Systems Theory (3)

This course provides an introduction to the discipline of family psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

PPSY 712 Psychological Theories of Change (3)

This course examines major theoretical orientations regarding the process of change in psychotherapy. Psychodynamic, cognitive-behavioral, and systemic models are introduced and critiqued. Students are expected to develop a coherent theoretical rationale for their therapeutic interventions.

PPSY 713 Assessment II (3)

This course provides a review of the fundamentals of psychological assessment; the administration, scoring, and interpretation of objective instruments for the clinical assessment of personality; and professional report writing. Instruments to be studied include the Minnesota Multiphasic Inventory II and the Millon Clinical Multiaxial Inventory III. Cultural issues in the interpretation of psychological tests are addressed.

PPSY 714 Assessment III (3)

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation are considered. The development and composition of comprehensive assessment batteries are addressed.

PPSY 715 Adult Psychology (3)

This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in the developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

PPSY 716 Family Psychology (3)

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans which recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717 Child Psychology (3)

This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of the child within the family and the cultural context.

PPSY 718 History and Systems of Psychology (3)

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline, the various schools of thought associated with the discipline since its inception, and the influence and impact of each of these schools upon the practice of psychology. Students will explore the subject matter through lecture, readings, discussion, and videos.

PPSY 721 Addictive Behaviors (3)

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors is studied, including substance use disorders, gambling, sexual addictions, eating disorders, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

PPSY 722 Research Design I (3)

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

PPSY 723 Research Design II (3)

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential, laboratory component. This course provides the foundational skills necessary for students to finalize

their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

PPSY 724 Couples Theory and Therapy (2)

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in-depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

PPSY 725 Moral Psychology (3)

This course explores psychological perspectives on moral development and moral meaning. Students gain an understanding of the moral development of individual and family life using the conceptual frameworks and moral categories of phenomenological, gestalt, existential, cognitive, and object relations theories.

PPSY 726 Biblical Ethics and Psychotherapy (3)

In this course students examine the primary ethical perspectives of Scripture in order to understand their role in the development of person and family values and their importance as a source of ethical guidance for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

PPSY 727 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology I (1)

This course provides an on-campus forum for the review of the clinical practicum

experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 728 Clinical Practicum in Clinical Psychology with an emphasis in Family Psychology II (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 729 Treatment Planning and the Evaluation of Intervention Efficacy (3)

This course provides instruction in the development of clinical treatment plans and evaluation of the efficacy of clinical interventions. The development of treatment plans includes the definition and diagnosis of problems, the utilization of psychological assessment and measurement, and the formulation and implementation of empirically supported intervention strategies. In addition, students are trained in the use of methods to evaluate the efficacy of their interventions. Issues of cultural diversity are considered in treatment planning and intervention evaluation. Application is made to the variety of settings in which clinical psychology is practiced.

PPSY 730 Cognition (3)

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

PPSY 731 Dissertation Development (3)

In this course students develop the proposal for their clinical dissertation, conduct the literature review for the dissertation, select the members of their dissertation committee, and present their proposal to the committee chair.

PPSY 734 Gerontology (2)

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

PPSY 735 Adolescent Psychology (2)

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders which relate especially to adolescents are reviewed, and therapeutic interventions are studied. Special attention is given to models which recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736 Social Ethics and Psychotherapy (3)

This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

PPSY 737 Clinical Practicum in Clinical Psychology with an emphasis in Family Psychology III (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum,

students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 738 Clinical Practicum in Clinical Psychology with an emphasis in Family Psychology IV (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 739 Psychobiology and Psychopharmacology (3)

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

PPSY 740 Consultation and Supervision in Clinical Psychology (3)

This course provides instruction and training in the provision of professional clinical consultation and clinical supervision. Students are introduced to the theoretical and practical aspects of providing consultation and supervision. In addition to lectures and readings focused on the process of supervision, students are super-

vised as they provide supervision to master's level trainees.

PPSY 798 Value Formation within the Family (2)

This course explores the development of values within the family system. Special attention is paid to intergenerational perspectives, the role of family members in value formation, and the moral identity of the family.

PPSY 798 Special Topics (Electives) (2)

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

PPSY 798 Neuropsychology (2)

This course considers the neurological bases of behavior. The emphasis is on understanding the relationship of neurological disorders and psycho-pathology and an introduction to neuropsychological assessment. Screening, referral, and treatment issues are covered. The role of family/ social network issues in treatment are emphasized.

PPSY 798 Family and Community Violence (2)

This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state-authorized reimbursement to therapists treating victims of violence.

PPSY 798 Psychological Assessment: Projectives (2)

This course covers the administration, scoring, and interpretation of the major projective tests for both children and

adults. Emphasis is on the Rorschach and the Thematic Apperception Test (TAT), with additional focus on projective techniques, such as the House-Tree-Person, Kinetic Family Drawings, and Incomplete Sentences.

PPSY 798 Interpersonal Approaches (2)
This course considers the theory and practice of interpersonal psychotherapy, beginning with the foundational work of Sullivan, the founder of interpersonal psychiatry. In addition to the theory and work of Horney, Leary, and Benjamin, Klerman's interpersonal psychotherapy of depression is examined.

PPSY 798 Psychology of Women (2)
This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by women clients and treatment approaches for dealing with these issues.

PPSY 798 Psychotherapy and Personality Disorders (2)
This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., Million, factor models), addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals.

PPSY 798 Brief Therapy and the Managed Care Environment (2)
This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.

SCHOOL OF
MUSIC

SCHOOL OF MUSIC

Faculty

Interim Dean and Professor: Don Nuefeld, M.A.

Professor: Robert Sage, DMA

Associate Professors: Donovan Gray, DMA; Dennis Royse, Ph.D.; Philip Shackleton

Assistant Professors: Sharon Bode, Al Clifft

MASTER OF MUSIC IN CONDUCTING AND MASTER OF MUSIC EDUCATION

INTRODUCTION

The Master of Music in Conducting and Master of Music Education degrees are designed to equip professionals in the field of music for career advancement and advanced study by strengthening their academic, conducting, and nonverbal skills as well as increasing their knowledge of the particular subject areas. The Master of Music in Conducting Program emphasizes musical performance in varying venues from the classroom to the church and the concert hall. The Master of Music Education degree is designed for people who desire additional preparation for a profession in music education and for current professionals in the field, challenging them to excellence in the field and expanding their body of knowledge and their professional opportunities for employment and service.

ADMISSION REQUIREMENTS

1. A bachelor's degree in music (This requirement may be waived if the applicant demonstrates a high level of expertise in and knowledge of the subject area.)
2. Three letters of recommendation
3. Department entrance examinations involving both performance and academics (These examinations must be taken prior to registration for courses. Deficiencies revealed by the examinations must be made up within the first 15 units of graduate course work.)
4. All materials should be submitted to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, fax (626) 815-5445.
5. Approval from the School of Music

Students must complete at least 30 semester units in residence at Azusa Pacific University. No more than six units of equivalent course work may be transferred into the program. Courses are scheduled so that the program can be completed in two years. A maximum of five years is allowed for the completion of the degree.

ADDITIONAL DEGREE REQUIREMENTS

Advancement to Candidacy

Each student will be reviewed for advancement to candidacy after the completion of one semester (nine units). Candidacy is based on completion of all admission requirements.

Comprehensive Examinations

Written comprehensive examinations must be passed at the conclusion of the program.

Core Courses   18 units

GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509	Conducting III	3
GMUS 510	Conducting IV	3

Additional Courses required for the Master of Music in Conducting   18 units

GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Arranging	3
GMUS 511	Conducting V*	3
GMUS 512	Conducting VI*	3
GMUS 542	Vocal Techniques	2

Electives   4**

Comprehensive Examinations	N/C
Graduate Recital	N/C

*$100 nonrefundable recital fee required.
**Private lessons taken for elective units require an additional fee.

Additional Courses required for the Master of Music Education   18 units

GMUS 504	Advanced Orchestration	3
and		
GMUS 515	Instrumental Pedagogy	2
or		
GMUS 505	Advanced Arranging	3
and		
GMUS 517	Seminar in Choral Pedagogy	2
GMUS 513	Philosophical and Psychological Foundations of Music Education	2

GMUS 514	Issues in Music Classroom Pedagogy	2
GMUS 516	Social and Historical Foundations of Music Education	2
GMUS 590	Directed Research*	1-4
GMUS 591	Thesis	2
Electives		4 units

*One unit may be taken each semester until completion of degree; independent student fee(s) and form are required.

TOTAL   **36 UNITS**

COURSE DESCRIPTIONS

GMUS 501 Seminar in Music History (3)
This course offers a survey of performance styles, and literature, both choral and instrumental.

GMUS 502 Seminar in Music History (3)
This course offers a continuing survey of musical styles and literature, both choral and instrumental. Special emphasis is placed on techniques of authentic performance.

GMUS 503 Advanced Analysis of Form and Style (3)
The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation. *Prerequisite: MUS 427 or equivalent*

GMUS 504 Advanced Orchestration (3)
Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings, are offered. The course concentrates on using scoring knowledge as a conductor and on practical writing techniques. *Prerequisite: MUS 423 or equivalent*

GMUS 505 Advanced Arranging (3)
This course empowers students to develop and enhance their skills in arranging music for performance. Both choral and instrumental areas are covered. *Prerequisite: MUS 421 or equivalent*

GMUS 509 Conducting III (3)
Discussion and preparation of choral and choral-orchestral works are offered. Musical interpretation, rehearsal procedures and techniques, programming, and performance procedures are discussed. Practical conducting experiences are also provided.

GMUS 510 Conducting IV (3)
Students discuss and prepare instrumental works. Course discussion centers on performance procedures, musical interpretation, rehearsal techniques, score reading and preparation, and programming.

GMUS 511 Conducting V (3)
A continuation of GMUS 509 and GMUS 510, this course involves an evolving practical approach to individual and universal problems in conducting techniques. Stylistic performance procedures, musical interpretation, and choir management are discussed. *A $100 nonrefundable recital fee is required.*

GMUS 512 Conducting VI (3)
Special emphasis is placed on developing a repertoire for both school and church situations. Students conduct works from the medieval period to the 20th century. The ability of the ensemble to communicate with the audience is stressed. *A $100 nonrefundable recital fee is required.*

GMUS 513 Philosophical and Psychological Foundations of Music Education (2)
Philosophical understanding of the foundations of music education coupled with practical application of the principals of the psychology of music in the classroom are studied.

GMUS 514 Issues in Music Classroom Pedagogy (2)
Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515 Instrumental Pedagogy (2)
Students survey method books and repertories appropriate for elementary, junior high, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

GMUS 516 Social and Historical Foundations of Music Education (2)
This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 517 Seminar in Choral Pedagogy (2)
The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

GMUS 542 Vocal Techniques (2)
Students study the techniques of good vocal production, especially as they apply to the role of the choral conductor and teacher.

GMUS 590 Directed Research (1-4)
Individualized assistance in researching materials for the thesis is given in this course.

GMUS 591 Thesis (2)

MUS 532 Seminar in Music Education (3)
In this advanced course, students consider the historical foundations of music education and the major trends in its development. The overall objectives of music education are studied and attention is given to improvement of teaching at all levels. Students' problems receive special attention. This course is offered as needed.

SCHOOL OF NURSING

SCHOOL OF NURSING

Faculty

Dean and Professor: Rose Liegler, RN, Ph.D.

Chairperson, Graduate Program; and Associate Professor: Leslie VanDover, RN, Ph.D.

Chairperson, Undergraduate Program; and Assistant Professor: Shila Wiebe, RN, MSN

Professors: Barbara Artinian, RN, Ph.D.; Felicitas dela Cruz, RN, DNSc; Marsha Fowler, RN, Ph.D.; Elaine Goehner, RN, Ph.D.; Aja Tulleners Lesh, RN, Ph.D.

Associate Professors: Pat Chin, RN, DNS; Connie Brehm, RN, Ph.D.; Cheryl Westlake, RN, Ph.D.

Lecturers (part time): Divina Bautista, RN, MSN; Linda Callahan, RN, Ph.D.; Laura Guerero, RNC, MSN; Dorothy Kleffel, RN, PhD.; Catherine Manz, RN, MN; Zarmine Naccashian, RN, MN; Elizabeth Styffe RN, MSN

Professor Emeritus: Phyllis Esslinger, M.S.

ARTICULATED RN-MASTER OF SCIENCE IN NURSING PROGRAM*

INTRODUCTION

The Articulated RN-Master of Science (MSN) in Nursing Program offers registered nurses who have bachelor's degrees in an academic discipline other than nursing the opportunity to pursue both bachelor's and master's degrees in nursing. A sequence of courses has been designed which recognizes the expertise of the registered nurse and enhances the academic and professional preparation required at both the bachelor's and master's levels in nursing. The program facilitates educational mobility and strengthens the leadership abilities of registered nurses. The bachelor requirements include both theoretical and clinical course work that provides the foundation for advanced graduate study and addresses the objectives of the generic bachelor's program. Coinciding with the master's degree in nursing, the bachelor degree will be awarded only at completion of the articulated program. Course work must be completed in seven years.

*The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high-quality program. In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year.

ADMISSION REQUIREMENTS

- An A.A. degree or diploma in nursing
- A bachelor's degree from an accredited college or university where general education requirements are similar to those offered in the APU undergraduate program
- A 3.0 grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
- Current licensure as a registered nurse
- Current CPR certificate
- Current malpractice insurance
- A health examination within six months of the first clinical course
- Recent (within past five years) experience as a registered nurse
- A completed application for admission and three letters of reference (two professional, one personal)
- A written statement of educational and professional goals
- Completed of the California Critical Thinking Test (given in the School of Nursing)
- All materials should be submitted to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, fax (626) 815-5445.

Bachelor's Requirements for the Articulated RN-MSN

(Master's degree requirements are listed under the Core Courses and MSN Specialty Areas.)

UNRS 220	Health Assessment*	3
UNRS 325	Nursing Research*	2
UNRS 367	Pathophysiology*	3
GNRS 546	Theory and Practice in Health Care Systems of the Community**	8
GNRS 547	Nursing Leadership in Acute-Care Settings**	6
PSYC 402	Applied Statistics*	3

TOTAL **25 UNITS**

All requirements must be completed before enrollment in graduate courses.

*At least of one of these four courses must be taken or challenged at Azusa Pacific University.
**These courses must be taken at Azusa Pacific University.

ARTICULATED ADN—MASTER OF SCIENCE IN NURSING PROGRAM

This accelerated program is designed for nurses who have graduated from an A.A. program and wish to attain competency in advanced nursing practice while receiving both the BSN and MSN degrees. For further details of the program, please contact the School of Nursing graduate program advisor.

MASTER OF SCIENCE IN NURSING

INTRODUCTION

The Master of Science in Nursing prepares students in advanced theory and practice in a specialized clinical area of nursing. At the same time, students are equipped to assume functional roles as clinical specialists or family nurse practitioners and may elect an additional emphasis in administration, education, or parish nursing. The combination of theory, research, and professional development prepares graduates for doctoral study in nursing.

In the area of clinical specialization, students develop a conceptual frame of reference for the analysis of nursing problems, study advanced pathophysiology (related

to the specific clinical specialty), theories related to nursing practice, and have the opportunity to practice as a clinical specialist in a variety of health care settings.

Students electing the administration emphasis prepare to manage nursing services in a variety of health care settings. Emphasis is given to utilizing resources, analyzing health care needs of groups of patients, and organizing and implementing the delivery of nursing services to meet those needs.

Students electing the nursing education emphasis learn to develop and evaluate curricula for various types of programs in nursing education, develop and implement various teaching strategies, and assess and meet the learning needs of a diverse group of adult-learners across multiple educational environments.

Course work must be completed in five years. For graduate students enrolled in the School of Nursing, 6 units per semester or 12 units per 12-month academic year is considered full-time status.

ADMISSION REQUIREMENTS

- A bachelor's degree in nursing from an NLN-accredited program (Nurses with bachelor's degrees in fields other than nursing will be considered for admission to the Articulated RN-MSN Program.)
- A 3.0. grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
- Current licensure as a registered nurse
- Current CPR certificate
- Current malpractice insurance
- A health examination within six months of the first clinical course
- Recent (within past five years) experience as a registered nurse

- A completed application for admission and three letters of reference (two professional, one personal)
- A written statement of educational and professional goals
- Completed of the California Critical Thinking Test (given in the School of Nursing)
- Completion of courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership, and community health nursing equivalent to those offered in the APU undergraduate nursing program
- A TOEFL score of 550 or higher for all international students
- All materials should be submitted to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, fax (626) 815-5445.

PROGRAM REQUIREMENTS

For the Master of Science in Nursing degree, the following are required of all students:

Core Courses		26 units
GNRS 501	Theoretical Frameworks for Advanced Nursing Practice	4
GNRS 502	Clinical Decision Making	2
GNRS 504	Bioethics	3
GNRS 506	Spiritual Care	4
GNRS 508	Research: Design and Methodology	4
GNRS 510	Family Theory and Applications in Health Care	4
GNRS 513	Advanced Clinical Nursing Practice: Concepts of Development and Performance	3
GNRS 514	Research Proposal Writing	2

In addition, students take courses for their chosen specialty areas.

Electives selected from nursing courses or other departments as directed by area of specialization are required.

Transfer of Credits

Up to 12 units of approved graduate work may be applied toward the MSN degree. An additional six units of approved graduate work may be applied toward the MSN degree through course challenge.

Thesis or Comprehensive Examination

Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program.

CLINICAL SPECIALIZATION

Students must select one of the three advanced practice clinical specializations—parent-child, adult, and home health—or the family nurse practitioner specialization. In addition, a student may further elect a second emphasis in administration, education, or parish nursing. Students work closely with faculty and clinical preceptors to obtain the theory and practical skills essential for their roles.

ADULT OR PARENT-CHILD NURSING SPECIALTY

The Master of Science with an emphasis in Adult or Parent-Child Nursing allows students to concentrate on either adult or parent-child clinical areas of content and practice. A post-master's credential is also available.

Required Courses

Core Courses	26 units

Specialty Courses		17 units
GNRS 512	Advanced Health Assessment	4
GNRS 520/530	Theory and Practice in Adult or Parent-Child	5
GNRS 521/531	Clinical Specialization in Nursing Care of Adults or in Parent-Child Nursing	5

Electives		2
Thesis/Comprehensive Exam		1

TOTAL	43 UNITS

HIGH RISK HOME HEALTH SPECIALTY

The home health care clinical specialty prepares nurses for advanced clinical practice with high risk home health clients and families. Advanced clinical practice includes direct clinical care, client advocacy, client/staff education, consultation, program planning, implementation and evaluation, and research. A post-master's credential is also available.

Required Courses

CORE COURSES		26 UNITS
SPECIALTY COURSES		17 UNITS
GNRS 512	Advanced Health Assessment and Health Promotion	4
GNRS 580	Theory and Practice in High Risk Home Health Nursing	5
GNRS 581	Clinical Specialization in High Risk Home Health Nursing	5
Elective		2
Thesis/Comprehensive Exams		1

TOTAL	43 UNITS

FAMILY NURSE PRACTITIONER SPECIALTY

This specialty program prepares nurses to be nurse practitioners across the life span. The program is designed so that graduates can be licensed not only by the state of California but can also sit for National Certification examinations for the Family Nurse Practitioner. Advanced clinical practice includes direct patient assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A post-master's credential is also available.

Required Courses

CORE COURSES		**26 UNITS**
SPECIALTY COURSES		**31 UNITS**
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	6
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Primary Health Care	3
GNRS 596	Nursing Informatics in Advanced Nursing Practice (elective)	3
Thesis/Comprehensive Examination		1
TOTAL		**56 UNITS**

PARISH NURSING EMPHASIS

Selected as a second emphasis, parish nursing prepares nurses to serve within church or other nonmedical settings as an associate to the minister in the capacity of visitation and pastoral care. The parish nurse brings together nursing, theological, ethical, and pastoral concerns in the development and implementation of church-based programs for health maintenance and care of parishioners. This specialization builds on skills

and knowledge obtained while completing course work in other clinical specializations. A post-master's credential is also available.

Required Courses

CORE COURSES		**26 UNITS**
EMPHASIS COURSES		**16 UNITS**
GNRS 512	Advanced Health Assessment	4
GNRS 520/530/580	Theory and Practice in Adult, Parent-Child, or High Risk Home Health Nursing	5
GNRS 521/531/581	Clinical Specialization in Adult, Parent-Child, or High Risk Home Health Nursing	5
Thesis/Comprehensive Exams		1

REQUIRED THEOLOGY COURSES

		20 UNITS
THEO 504	Theology I: God and Creation*	4
THEO 514	Theology II: Jesus Christ and Salvation*	4
THEO 524	Theology III: Holy Spirit and the Church*	4
GMIN 568	Field Education in Ministry I*	2
GMIN 569	Field Education in Ministry II*	2
GMIN 618	Seminar in Ministry*	4
TOTAL		**61 UNITS**

*See course descriptions in the Haggard Graduate School of Theology section of this catalog.

NURSING EDUCATION EMPHASIS

Along with the clinical specialization track, it is possible to elect nursing education as an additional emphasis. This course of study prepares students at the master's level for teaching roles in various clinical or academic settings.

Prerequisite Courses

Prerequisites include the 26 units of core courses and:

GNRS 512	Advanced Health Assessment and Health Promotion	4
GNRS 520/530/580	Theory and Practice in Adult, Parent-Child, or Home Health Nursing	5
GNRS 521/531/581	Clinical Specialization in Adult, Parent-Child, or Home Health	5
Thesis/Comprehensive Exams		1

Required Courses

		9 units
GNRS 552	Educational Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4
TOTAL		**50 UNITS**

NURSING ADMINISTRATION EMPHASIS

Along with the clinical specialization track, it is possible to elect nursing administration as an additional emphasis. Course work focuses on combining the resources of nursing, organizational development, and business management. This program prepares nurses for administration of nursing service in a variety of health care settings.

Prerequisite Courses

Prerequisites include the 26 units of core courses and:

GNRS 512	Advanced Health Assessment	4
GNRS 520/530/580	Theory and Practice in Adult, Parent-Child, or Home Health Nursing	5

GNRS 521/531/581
Clinical Specialization
in Adult, Parent-Child,
or Home Health   5

Thesis/Comprehensive Exams   1

Required Courses 9 units

GNRS 560 Theory and Practice in
Nursing Administration 5

GNRS 568 Issues in Health
Care Financing   4

TOTAL   50 UNITS

POST-MASTER'S CREDENTIAL PROGRAMS

ADULT MEDICAL-SURGICAL NURSING

Students must be admitted into the university before registering for this program and have a master's degree in nursing from an accredited university.

The Adult Medical-Surgical Credential program is designed as a nondegree course credit option for nurses with a master's degree in nursing. Program participants seek advanced clinical practice with adult medical-surgical clients and families. Advanced clinical practice includes activities of direct clinical care, client advocacy, client/staff education; program planning; implementation and evaluation of health care strategies; and consultation and research.

Required Courses 22 units

GNRS 502 Clinical Decision Making 2
GNRS 504 Bioethics   3
GNRS 510 Family Theory and Applications in Health Care 4
GNRS 513 Advanced Clinical Nursing Practice 3

GNRS 520 Theory and Practice in
Adult Medical-Surgical
Nursing   5

GNRS 521 Clinical Specialization in
Adult Medical-Surgical
Nursing   5

If the nursing master's degree was earned more than seven years ago, additional course work may be required for successful program completion.

PARENT-CHILD NURSING

Students must be admitted into the university before registering for this program and have a master's degree in nursing from an accredited university.

The Parent-Child Nursing Credential program is designed as a nondegree course credit option for nurses with a master's degree in nursing. Program participants seek advanced clinical practice with parent-child health clients and families. Advanced clinical practice includes activities of direct clinical care, client advocacy, client/staff education; program planning; implementation and evaluation of health care strategies; and consultation and research.

Required Courses 22 units

GNRS 502 Clinical Decision Making 2
GNRS 504 Bioethics   3
GNRS 510 Family Theory and Applications in Health Care 4
GNRS 513 Advanced Clinical Nursing Practice 3
GNRS 530 Theory and Practice in Parent-Child Nursing 5
GNRS 531 Clinical Specialization in Parent-Child Nursing 5

If the nursing master's degree was earned more than seven years ago, additional course work may be required for successful program completion.

HIGH RISK HOME HEALTH NURSING

Students must be admitted into the university before registering for this program and have a master's degree in nursing from an accredited university.

The High Risk Home Health Nursing Credential program is designed as a non-degree course credit option for nurses with a master's degree in nursing. Program participants seek advanced clinical practice with high risk home health clients and families. Advanced clinical practice included activities of direct clinical care, client advocacy, client/staff education; program planning; implementation and evaluation of health care strategies; and consultation and research.

Required Courses 22 units

GNRS 502 Clinical Decision Making 2
GNRS 504 Bioethics   3
GNRS 510 Family Theory and Applications in Health Care 4
GNRS 513 Advanced Clinical Nursing Practice 3
GNRS 580 Theory and Practice in High Risk Home Health Nursing 5
GNRS 581 Clinical Specialization in High Risk Home Health Nursing 5

If the nursing master's degree was earned more than seven years ago, additional course work may be required for successful program completion.

PARISH NURSING

Students must be admitted into the university before registering for this program and have a master's degree in nursing from an accredited university.

The Parish Nursing Credential program is designed as a nondegree course credit option for nurses with a master's degree in nursing. Program participants seek to bring together nursing theological and ethical concerns in the development and implementation of church-based programs for health promotion, maintenance, and care of parishioners.

Required Courses 32 units

GNRS 502 Clinical Decision Making 2
GNRS 504 Bioethics   3
GNRS 506 Spiritual Care   4
GNRS 513 Advanced Clinical Nursing Practice 3
GTHE 504 Theology I   4
GTHE 514 Theology II   4
GTHE 524 Theology III   4
GMIN 568 Field Education   2
GMIN 578 Field Education   2
GMIN 618 Seminar in Ministry   4

If the nursing master's degree was earned more than seven years ago, additional course work may be required for successful program completion.

FAMILY NURSE PRACTITIONER

Students must be admitted into the university before registering for this program.

The Family Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing. This program promotes advanced health assessment skills through didactic education and clinical supervision which prepare the nurse for licensure by the State of California as an FNP.

Prerequisites

1. Master's degree in nursing
2. Completion of a basic health assessment course

Required Courses 30 units

GNRS 512 Advanced Health Assessment and Health Promotion 6

GNRS 513	Advanced Clinical Nursing Practice: Concepts of Development and Performance*	3
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	6
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Primary Heath Care	3

*This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.

Transfer or Challenge Credit for Certified Nurse Practitioners/ Clinical Nurse Specialists

Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist may challenge or request waiver of the course work required for the Family Nurse Practitioner Program, as appropriate to the student's current specialty. This applies to the following courses:

GNRS 512	Advanced Health Assessment	6
GNRS 513	Advanced Clinical Nursing Practice: Concepts of Development and Performance*	3
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	6
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Primary Heath Care	3

*Petitions for this option must be initiated on admission and approved through the Graduate Coordinating Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

COURSE DESCRIPTIONS

GNRS 501 Theoretical Frameworks for Advanced Nursing Practice (4)

Philosophical and theoretical viewpoints are related to concepts inherent in the nursing process. A variety of current theoretical models for nursing practice are explored and applied to selected clinical situations. The interrelationship of nursing theory, practice, and research are also explored. *Prerequisite: completion of all undergraduate requirements or consent of instructor*

GNRS 502 Advanced Clinical Decision Making (2)

The theory and practice of clinical decision making in nursing provides the major course focus. Factors which influence the clinical decision-making process are examined, and practical applications within the clinical area identified. The relationship between clinical decision making and policy formulation is analyzed. The role of nursing diagnoses in clinical decision making is critiqued.

GNRS 504 Bioethics (3)

This course focuses on the analysis of moral conflict (cases and issues), the process of moral decision making in nursing practice, and the place of ethics and ethics research in the past, present, and future of the nursing profession.

GNRS 506 Spiritual Care (4)

Selected concepts in the spiritual care of the patient from the traditional Judeo-Christian perspective provide a central focus to the course. The goal is to apply spiritual care concepts to the nursing care of patients with complex health or illness care needs. Students are introduced to and engage in the process of scholarly research. The course is conducted as a tutorial/seminar experience.

GNRS 508 Research: Design and Methodology (4)

Student knowledge of the quantitative research process is expanded through the identification of specific research designs and issues surrounding design selection and implementation. Theoretical and conceptual frameworks, design format and complementary methodologies, reliability and validity issues, instrumentation, and ethical considerations are discussed in relation to various research designs. Utilization and interpretation of computer programs for data analysis are emphasized. Qualitative research issues, design, and methodologies are also examined. *Prerequisites: computer literacy and undergraduate research, statistics, and GNRS 501*

GNRS 509 Qualitative Research Issues and Methodologies (2-4)

A variety of qualitative research approaches, including grounded theory, phenomenology, ethnography, ethnomethodology, and conversational analyses, are explored. Differences between qualitative and quantitative methodologies are examined. Students collect and analyze qualitative data using a variety of participant-observer techniques. *Prerequisites: GNRS 508 and consent of instructor*

GNRS 510 Family Theory and Applications in Health Care (4)

The major theoretical perspectives for understanding family development and interaction as a core unit of analysis are studied. Further, this course fosters the student's recognition of the family's responsibility for health. Emphasis is placed on utilizing theory and research to evaluate the effectiveness of family health care interventions. Factors such as nontraditional lifestyles, cultural diversity, dysfunctional family patterns, and caregiving tasks of families experiencing catastrophic or chronic alteration in health are examined. *Prerequisite: completion of all undergraduate requirements*

GNRS 512 Advanced Health Assessment (4-6)

This combined theory and clinical course focuses on the process of advanced health assessment and health promotion of individuals across the age range within the context of the family and community in primary care. It builds on basic comprehensive clinical diagnostic concepts and skills by emphasizing and adapting focused history taking, physical assessment, laboratory examination, and special studies suited to the needs of the individual and family members. It addresses health promotion strategies such as lifestyle and nutritional assessment, screening tests for the early detection of disease, immunizations and prophylaxis to prevent disease, and counseling to modify risk factors that lead to disease. Theories and conceptual frameworks, methodologies, and outcomes of health assessment and health promotion are examined. *Prerequisites: undergraduate health assessment, pathophysiology, GNRS 501, GNRS 502, GNRS 504, GNRS 506, GNRS 508, and GNRS 510*

GNRS 513 Advanced Clinical Nursing Practice (3)

The focus is on the concepts of role development and performance of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. *Prerequisites: GNRS 501, and GNRS 508*

GNRS 514 Research Proposal Writing (2)

This course focuses on the application of the concepts in GNRS 508 Research Design and Methodology. The goal of the course is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel. *Prerequisite: GNRS 508*

GNRS 520 Theory and Practice in Adult Nursing (5)

Critical concepts in the care of selected adult-client populations utilizing the nursing process are a primary focus. Advanced assessment and intervention strategies of selected clients who exhibit health problems and have entered the health care delivery system are emphasized. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: GNRS 501, GNRS 502, GNRS 504, GNRS 510, GNRS 508, and GNRS 512*

GNRS 521 Clinical Specialization in Nursing Care of Adults (5)

A study of the clinical specialist role in nursing is included. Continued refinement and extension of professional knowledge and skills in a selected clinical area are emphasized. Practicum and seminars are planned according to the students' clinical interests. *Prerequisite: GNRS 520*

GNRS 530 Theory and Practice in Parent-Child Nursing (5)

Theory and practice in care of fathers, mothers, and infants in all phases of the reproductive processes are the primary focus. High risk families and problems related to normal pregnancy are included. Nursing processes and conceptual models for practice are incorporated into both the didactic and clinical components of the course. *Prerequisites: GNRS 501, GNRS 502, GNRS 504, GNRS 510, and GNRS 512*

GNRS 531 Clinical Specialization in Parent-Child Nursing (5)

A study of the clinical specialist role with young family populations is included. Application of theory and continued refinement of professional knowledge and skills in maternal-child health are emphasized. Seminar and practicum are planned according to the students' clinical interests. *Prerequisite: GNRS 530*

GNRS 546 Theory and Practice in Health Care Systems in the Community (8)

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice, as well as discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged tomeet the individual student's needs. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 547 Nursing Leadership in Acute Care Settings (6)

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 552 Education Concepts and Clinical Instruction in Nursing (5)

The roles of the nurse educator in nursing education and service programs are investigated. This course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Teaching/ learning theories are implemented in clinical and lecture situations with a group of nursing students or nursing service personnel. Additional attention is directed to issues of men's and women's intellectual development and the needs of adult and ethnic minority learners. *Prerequisites: GNRS 501, GNRS 502, GNRS 504, GNRS 521, GNRS 531 or GNRS 581, and GNRS 554*

GNRS 554 Curriculum Foundations and Instructional Strategies (4)

Curriculum issues in education and teaching/learning theories are emphasized. Development and evaluation of nursing curricula for a variety of nursing programs are discussed. Specific teaching strategies derived from presented theories are identified for implementation in a variety of nursing settings: community or bedside client instruction, in-service presentations, and classroom instruction within schools of nursing. *Prerequisites: GNRS 501, GNRS 502, GNRS 504, and GNRS 510*

GNRS 560 Theory and Practice in Nursing Administration (5)

The advanced study of management theories and their relationship to nursing and health care facilities are addressed. Emphasis is on organizational and communication theories, nursing care delivery systems, and quality of care. *Prerequisites: GNRS 501, GNRS 502, GNRS 504, GNRS 510, and GNRS 568*

GNRS 568 Issues in Health Care Finance (4)

An introduction to control mechanisms for use in nursing administration is provided. Content in strategic planning, forecasting, goal setting, and financial planning in health care is emphasized. Development of skills in planning and measuring the cost-effectiveness of nursing care delivery, plus program planning and budgeting for nursing services, are included.

GNRS 580 Advanced Theory and Practice in High Risk Home Health Nursing (5)

A combined theory and clinical course that focuses on the clinical role of the specialist in high risk home health care. Special emphasis is placed on the use of the nursing process with a conceptual framework for nursing practice. Clusters of common home care nursing diagnoses are discussed to develop effective care plans for the high risk home care client/ family. Emphasis is placed on minimizing the effect of illness and disability to enhance optimal function and development, preventing institutionalization, and/or promoting a peaceful and dignified death. *Prerequisites: GNRS 501, GNRS 502, GNRS 504, GNRS 510, and GNRS 512*

GNRS 581 Clinical Specialization in High Risk Home Health Nursing (5)
This combined theory and clinical course focuses on the indirect caregiver role of the clinical nurse specialist in high risk home care. Based on identified competencies of the clinical specialist, the course focuses on the roles of educator, program manager, researcher, and consultant. Utilizing a conceptual framework, the student designs a program for a specific high risk home health client population including budgetary considerations, staffing patterns, and evaluation methods to achieve expected outcomes. Concepts of advocacy, communication, power, and leadership are emphasized. *Prerequisite: GNRS 580*

GNRS 590 Primary Health Care of the Young Family (6)
This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. *Prerequisite: GNRS 594*

GNRS 591 Primary Care of the Childbearing Family (6)
This course focuses on the assessment and management of the primary health care needs of the family with a childbearing woman. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Crosscultural aspects related to

women bearing children are addressed. *Prerequisite: GNRS 594*

GNRS 592 Primary Care of the Mature and Aging Family (6)
This combined theory and clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young adults, middle-aged, and elderly adults are addressed. *Prerequisite: GNRS 594*

GNRS 594 Pharmacology in Primary Health Care (3)
This course builds upon basic knowledge in pharmacology and provides content essential for family nurse practitioners to render appropriate pharmacological treatment in their advance practice roles in primary health care. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized in primary care across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimen are examined. The course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by a nurse practitioner in California. *Prerequisite: completion of all core courses*

GNRS 596 Nursing Informatics in Advanced Nursing Practice (3)
This course focuses on the management of information and application of computer and information science and technology to support and enhance advanced nursing practice, especially in the delivery of quality health care, decision making, and strategic planning.

Students are assisted in becoming proficient users of computers and information technology in their professional and academic roles.

GNRS 597 Comprehensive Examination: Seminar and Directed Study (1)
The comprehensive examination seminar guides the student through the process of demonstrating an integration of research and theoretical and clinical knowledge. Critical thinking is enhanced through careful consideration of presented information during discussion. The examinations are taken as part of this seminar.

GNRS 598 Seminar and Project Thesis (1-2)
Students initially enroll in this option toward the latter part of their program for two units of credit. Continuation of the thesis option is maintained with one unit of credit. *Prerequisites: 3.5 grade-point average, chair's consent for thesis option, and completion of all core courses*

GNRS 599 Readings in Nursing (1-4)
Students may elect to pursue special research or clinical interests for credit at any time during the program under the supervision of a faculty member.

HAGGARD GRADUATE SCHOOL OF THEOLOGY

HAGGARD GRADUATE SCHOOL OF THEOLOGY

Faculty

Dean and Professor: Gayle Beebe, Ph.D.

Associate Dean and Professor: Jesse Miranda, D.Min.

Chairs and Professors: John Hartley, Ph.D., Department of Biblical Studies; Lane A. Scott, Ph.D., Department of Theology and Ethics; Gayle Beebe, Ph.D., Department of Ministry

Director of D.Min. and Professor: Earl Grant, Ph.D.

Professors: Les Blank, Ph.D.; Don Thorsen, Ph.D.; Richard Foster, D.Th.P.;

Associate Professor: Lynn Allan Losie, Ph.D.

Assistant Professors: Gordon Coulter, M.A.; Ronald Freeman, Ed.D.; Sarah Sumner, Ph.D.; Enrique Zone, Ed.D.

Scholar in Residence: Ralph Martin, Ph.D.

Lecturers (part time): Charles Crosby, M.Div; J. Timothy Kauffman, Ph.D.; Larry Lloyd, M.A.; Jack Loo, M.A.; John McKenna, Ph.D.; Hyo Shick Pai, Ph.D.; Sung Min Park, Ph.D.; Laurie Polich, M.A.; Claude M. Stonier,Ph.D.; Steven Wilkinson, Ph.D. Cand.

INTRODUCTION

The Haggard Graduate School of Theology at Azusa Pacific University is an expansion of an institution that began in 1899 with the formation of the Training School for Christian Workers. Devoted Christian educators from the Quaker and Methodist churches provided education for ministry at the training school throughout the early part of the present century. Today, the Haggard Graduate School of Theology exists to carry on and expand this fundamental purpose of training men and women for effective ministry in the Church of Jesus Christ. The theological stance of the Haggard Graduate School of Theology is Wesleyan.

DEGREE PROGRAMS

Degree programs in the Haggard Graduate School of Theology prepare men and women for ministry in the church, whether as lay persons or as ordained professionals. Four degrees are offered including the Master of Arts in Religion, a 36-unit program for persons preparing to teach Bible or theology courses; the Master of Arts in Pastoral Studies, a 60-unit program which trains students for service in special ministries; the Master of Arts in Christian Education, a 60-unit program basically directed toward the person with a specific call to educational ministries (may be desirable for lay ministries not seeking ordination); the Master of Arts in Christian Non-Profit Leadership, a 60-unit program for the person with specific call or leading to one of the more specialized

fields of professional ministry; the Master of Divinity, a 97-unit program which equips students for pastoral and other forms of ministry (many denominations require the Master of Divinity for ordination); and the Doctor of Ministry, a 36-unit professional doctorate in spiritual formation.

SPIRITUAL LIFE

The faculty of the Haggard Graduate School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of the spiritual life is integral to every course. In addition, there are opportunities for the graduate school community to pray together and share experiences in Jesus Christ. Chapel services are conducted during each semester. Students and faculty are encouraged to attend the university chapels as well as special services and lectures.

EXPERIENTIAL LEARNING

The Haggard Graduate School of Theology utilizes an experiential learning model. The Master of Divinity, Master of arts in Christian Education, Master of Arts in Christian Non-Profit Leadership, Master of Arts in Pastoral Studies, and the Doctor of Ministry programs are designed with the intentional integration of biblical, theological, and ministerial studies with ministry practice. Field education, the central component in the M.A.C.E., M.A.C.N.P.L., M.A.P.S. and M.Div. degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least 12 hours per week for the duration of their master's degree program to some form of supervised ministry.

BIBLICAL LANGUAGES

Master of Divinity students are required to obtain competence in at least one biblical language for use as an exegetical tool in the study of the Bible. This requirement may be met by the course GBBL 500 Elements of Greek Exegesis or by transcript evidence of one year of biblical Greek or Hebrew at the undergraduate level. It is strongly recommended, however, that students who anticipate further graduate study in theology complete a full-year course in biblical Greek and/or Hebrew, availing themselves of course offerings in the undergraduate Department of Religion and Philosophy. To obtain full benefit from courses in biblical studies, students should enroll in the biblical language course, as well as in GBBL 511 Seminar in Biblical Interpretation, as early as possible in their academic program.

LOS ANGELES URBAN MINISTRIES/STUDIES CENTER

Because Azusa Pacific University has a special concern for the great cities of the world, with their diverse ethnic populations and multitudes of poor people, it makes available to its students various opportunities for field education in the vast Los Angeles metropolis. Professors with special experience in urban ministry lead seminars and direct the field education courses. In addition, a special concentration in urban ministerial studies is offered at the Los Angeles Urban Ministries/ Studies Center. Located in Los Angeles at 2003 East Imperial Highway, Los Angeles, the center affords students in the Master of Arts in Pastoral Studies and Master of Divinity programs the opportunity to earn up to 20 units toward their degree.

ASIAN CENTER

The Asian Center, located in the Koreatown district of Los Angeles at the Wilshire Campus of Azusa Pacific University (3200 Wilshire Boulevard, Suite 315), offers bilingual courses in English and Korean for the various degree programs in the Haggard Graduate School of Theology. The programs of the Asian Center are supervised by Earl E. Grant, Ph.D., director of Asian ministry studies

FRIENDS CENTER

The Friends Center is supported by Friends Church Southwest Yearly Meeting and the Haggard Graduate School of Theology. The center provides ministerial training for Friends leaders within the general Haggard Graduate School of Theology curriculum offerings. Gayle Beebe, Ph.D., serves as director and is a full-time resident faculty member of the university.

COUNCIL FOR CHRISTIAN WOMEN

The Council for Christian Women, is a body of of professional women and men whose purpose is to advance Christian women as ministers and ambassadors of Christ. The council provides support and guidance to women in the community and at Azusa Pacific University who are considering, entering, or currently serving in ministry. In addition, the council sponsors a variety of events to help establish our vision of seeing women and men serve the Lord together with freedom to use our spiritual gifts. The council is led by Sarah Sumner, Ph.D., professor of Theology and Ministry.

DUAL DEGREE REQUIREMENTS

Students may be either simultaneously or sequentially enrolled in the Master of Arts in Religion and the Master of Arts in Pastoral Studies or Master of Divinity programs at the Haggard Graduate School of Theology and earn two degrees by completing a minimum of 78 units for the Master of Arts in Religion/Master of Arts in Pastoral Studies and 115 units for the Master of Arts in Religion/Master of Divinity combinations. All degree requirements for both programs must be met. A minimum of three years of full-time study is required for the Master of Arts in Religion/Master of Arts in Pastoral Studies combination; a minimum of four years of full-time study is required for the Master of Arts in Religion/Master of Divinity combination.

Advanced Standing

- M.Div. students may petition for up to 15 units of advanced standing from undergraduate work in religion.
- M.A.P.S. students may petition for up to 10 units of advanced standing from undergraduate work in religion.
- M.A.R. students may not petition for advanced standing.
- A student admitted after September 1, 1995, must pass examinations for advanced standing. The cost for the exam is $30 per unit. If the student passes the exam(s), the student will not be required to pay full tuition for those units.
- A student may repeat advanced standing examinations one time without further charge.
- Courses in which a grade of *C* or lower was earned may not be used for advanced standing.
- Students admitted under the exceptional category may not petition for advanced standing units.

- Prior to formal admission, the request for advanced standing petition form should be completed.

Transfer

- A student may petition for up to 48 units for the M.Div., less any advanced standing units (e.g., 33 units transfer and 15 units advanced standing or any other combination totaling 48 units for the M.Div.), 30 units for the M.A.C.E., M.A.C.N.P.L., M.A.P.S., less any advanced standing units, and 6 units for the M.A.R. from other accredited graduate degree programs. Units transferred are limited to 1/3 of an earned master's degree. A minimum of 49 units for the M.Div., 30 units for the M.A.C.E., M.A.C.N.P.L., M.A.P.S., and 30 units for the M.A.R. must be completed at the Haggard Graduate School of Theology.
- Transfer units from unaccredited schools must be evaluated on a course-by-course basis.
- Units transferred must have been earned within eight years from the date of admission for the M.Div. and five years for the M.A.C.E., M.A.C.N.P.L., M.A.P.S. and M.A.R. degrees.
- Courses in which a grade of *B* or better was earned may be used in a limited number as transfer credit toward the M.A.C.E., M.A.C.N.P.L., M.A.P.S. and the M.Div. degrees.
- Prior to formal admission, the Request for Transfer Credit petition form should be completed.

Cross Enrollment

The Haggard Graduate School of Theology has cross-enrollment agreements with Fuller Theological Seminary and Claremont School of Theology. Students may contact the Haggard Graduate School of Theology office for additional information.

Advancement to Candidacy

In order to progress beyond the initial courses of the degree program and be admitted to full graduate standing, the student must be granted candidacy. Candidacy is granted by faculty approval upon the completion of the stated candidacy requirements for the respective degrees and after the faculty (through a careful review) is satisfied with the student's progress in his/her field education studies, spiritual formation, and personal growth. Specific requirements for attaining candidacy are listed under the respective degree program descriptions.

MASTER OF DIVINITY

INTRODUCTION

The Master of Divinity Program prepares men and women for professional ministry in the church. The core curriculum provides students with solid training in biblical, theological, and ministerial studies. A unique feature of the program is its intentional integration of academic and experiential components. Students must engage in some form of supervised ministry during their degree programs. The Haggard Graduate School of Theology's faculty brings to the program a unique combination of the highest academic credentials and extensive ministerial experience.

PROGRAM GOALS

The program helps the student develop a pastoral theology for the ministry in a local church or parachurch organization. The emphasis involves biblical and theological reflection on a broad spectrum of ministry tasks and needs. Specifically, the goals of the Master of Divinity Program are to prepare graduates who:

- Understand basic principles for interpretation of Scripture and use an inductive method of Bible study.
- Understand and discuss the central themes of the Bible and expound on the Scriptures.
- Utilize resources from church history and systematic theology to shape contemporary ministry.
- Understand the contributions of the Wesleyan movement and apply these to their particular tradition.
- Explicate a theory of ministry relevant to their intended ministerial vocation.
- Communicate effectively through preaching, teaching, and writing.
- Perform ministry with an appropriate professional style.
- Teach, train others to teach, and direct the teaching program of the local church.
- Experience personal and spiritual growth.
- Plan and lead worship effectively.
- Counsel people and make referrals to appropriate mental health professionals.
- Provide leadership in the administration of the local church.
- Provide leadership in addressing the church's social and cultural mandate.
- Have global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

ADMISSION REQUIREMENTS

1. A bachelor's degree from an accredited college or university is required. However, a limited number of students who do not have bachelor's degrees, but have extensive ministerial experience, may be considered for admission. For a description of the standards

governing these exceptions, please write to the dean of the Haggard Graduate School of Theology.

2. Students must have a 3.0 grade-point average. Applicants with a grade-point average between 2.5-2.99 may be admitted with provisional standing.

ADMISSION PROCEDURES

Applicants to the master's program shall submit the following items:

1. Completed university application and adherance to all departmental application procedures
2. Three references
3. Transcripts from all colleges/ universities attended
4. A nonrefundable $45 application fee

These items should be sent to:
Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000.

After the information has been reviewed by the Admissions Committee, the candidate is notified of the committee's decision. An academic counseling appointment with the Haggard Graduate School of Theology faculty is required prior to registration for classes.

PROGRAM OF STUDIES

The Master of Divinity program requires 97 units of course work comprised of 24 units of biblical studies, 24 units of theology and ethics, 24 units of ministry studies, 13 units in the professional block, and 12 units of electives. Students who have not completed a course in a biblical language must register for GBBL 500 Elements of Greek Exegesis. Emphases in parish nursing is available through a joint program with the School of Nursing.

Requirements for the Master of Divinity Program

BIBLICAL LANGUAGE REQUIREMENT*   4 UNITS

GBBL 500	Elements of Greek Exegesis for English Bible Readers+	4

BIBLICAL STUDIES CORE   24 UNITS

GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	Gospels' Witness to Christ	4
GBBL 521	The People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	Church of the First Century	4

THEOLOGY AND ETHICS   24 UNITS

GTHE 504	Theology I: God and Creation	4
GTHE 513	History of the Modern Church	4
GTHE 514	Theology II: Jesus Christ and Salvation	4
GTHE 524	Theology III: Holy Spirit and the Church	4
GTHE 615	Church and Society	4

Additional choice of one:

GTHE 503	History of Early and Medieval Church	4
or		
GTHE 505	Christian Ethics	4

MINISTRY STUDIES CORE   24 UNITS

GMIN 507	Preaching and Worship	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 518	Pastoral Church Leadership	4
GMIN 528	Transitions in Ministry	4

Additional choice of two:

GMIN 508	Church Leadership and Administration	4
GMIN 538	Evangelism and Discipleship	4
GMIN 598	Principles of Church Growth	4

FIELD EDUCATION   9 UNITS

GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 568	Field Education in Ministry III	2
GMIN 569	Field Education in Ministry III	1

PHILOSOPHY OF MINISTRY REQUIREMENT   4 UNITS

GMIN 618	Philosophy of Ministry**	4
Electives+		12

TOTAL   97 UNITS

* Students who have completed one year of undergraduate Hebrew or Greek may waive this requirement.

** An oral exam is taken in GMIN 618 Philosophy of Ministry.

+ If a student takes GBBL 500 Elements of Greek Exegesis for English Bible Readers, only eight elective units are required.

Additional Degree Requirements Candidacy

In order to advance toward the Master of Divinity degree, the student must attain candidacy by completing 60 units of course work with a grade-point average of 2.7 or better, including GBBL 500 Elements of Greek Exegesis for English Bible Readers or a year of Greek or Hebrew, GBBL 511 Seminar in Biblical Interpretation, and three units of field education. In addition, students must comply with the following requirements:

1. A satisfactory evaluation by the professor of field education and field ministry supervisors

2. A satisfactory evaluation by the faculty of the student's spiritual and personal growth and skills for ministry development

3. Approval for candidacy by the Haggard Graduate School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Divinity Program must devote at least 12 hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the philosophy of ministry requirements.

Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

MASTER OF ARTS IN PASTORAL STUDIES

INTRODUCTION

The Master of Arts in Pastoral Studies Program is for persons seeking preparation in the specialized field of urban and intercultural ministries. This program may be desirable for professional lay ministers not seeking ordination.

Admission requirements and procedures are the same as for the Master of Divinity Program.

PROGRAM GOALS

The Masters of Arts in Pastoral Studies Program helps the student, who has had a specific call, develop a practical theology within urban and intercultural ministries. Specifically, the goals of the Master of Arts in Pastoral Studies Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of the student's chosen field of specialized ministry.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of specialized ministry.
- Critique and evaluate basic concepts, theories, and methodologies of the chosen fields from a disciplined theological perspective.
- Develop professional proficiency and leadership ability.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

Program Requirements

The Master of Arts in Pastoral Studies requires 60 units of course work: 24 units of core courses, 20 units of course work in urban and intercultural ministry, 14 units in the professional block, and 2 units of electives.

CORE COURSES   24 UNITS

GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 513	History of the Modern Church	4

Two of the following:

GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	The People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	Church of the First Century	4

CONCENTRATION   20 UNITS

Select five courses in urban and intercultural ministries:

PROFESSIONAL BLOCK   14 UNITS

GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry*	4
Elective		2

TOTAL   60 UNITS

*An oral exam is taken in GMIN 618 Philosophy of Ministry.

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

In order to advance toward the Master of Arts in Pastoral Studies degree, the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7 or better. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity Program (see p. 211).

All students in the Master of Arts in Pastoral Studies program must devote at least 12 hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the philosophy of ministry requirement.

Time Limit

The Master of Arts in Pastoral Studies must be completed within six years from the date of admission. Credit earned between 6-10 years prior to completion of degree requirements is counted for half credit. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

THE MASTER OF ARTS IN CHRISTIAN EDUCATION

The Master of Arts in Christian Education program is for persons seeking preparation in the specialized field of educational ministries. This program may be desirable for professional lay ministers not seeking ordination.

PROGRAM GOALS

The Masters of Arts in Christian Education Program is basically directed toward the person with a specific call to educational ministries. Specifically, the goals of the Master of arts in Christian Education Program are to prepare graduates who:

- understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- use inductive skills to develop a biblical theology.
- develop the ability to reflect theologically and historically about the purpose, nature, and methods of Christian education.
- are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of Christian education.
- critique and evaluate basic concepts, theories, and methodologies of Christian education from a disciplined theological perspective.
- develop professional proficiency and leadership ability within Christian education.
- show evidence of growth in spiritual life.
- have a global awareness of the church and its ministry and the role of Christian education within that ministry.
- integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

Program Requirements

The Master of Arts in Christian Education Program requires 60 units of coursework: 24 units of core courses, 22 units of coursework in Christian education, 14 units in the professional block, and 2 units of electives, based on concentration.

CORE COURSES — 24 UNITS

GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 513	History of the Modern Church	4

Two of the following:

GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4

CONCENTRATION — 22 UNITS

GMIN 506	Foundation of Educational Ministries	4
GMIN 516	Dynamics of Christian Formation	4
GMIB 526	Curriculum and Instruction	4
Electives		2

Two of the following:

GMIN 546	Seminar in Educational Ministries: Innovation and Entrepreneurship	4
GMIN 596	Educational Ministry Administration	4
GMIN 606	Current Issues in Educational Ministries	4

PROFESSIONAL BLOCK — 14 UNITS

GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of ministry*	4

TOTAL — 60 UNITS

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

In order to advance toward the Master of arts in Christian Education degree the student must attain candidacy by completing 20 units of coursework, including three units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity program.

All students in the Master of Arts in Christian Education program must devote at least 12 hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of arts ion Christian Education must be completed within six years from the date of admission. Credit earned at HGST between 6-10 years prior to completion of degree requirements is counted for half credit. Coursework completed at HGST more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

THE MASTER OF ARTS IN CHRISTIAN NONPROFIT LEADERSHIP

The Master of Arts in Christian Nonprofit Leadership program is for the person with a specific call or leading to one of the more specialized fields of professional ministry. Included in this group are:

- students presently enrolled in a M.A.P.S. with an emphasis in Church Development
- graduates from the Christian Ministry bachelors program
- graduate from the business bachelors program
- mid-level managers and executives at not-for-profit and church organizations.

PROGRAM GOALS

Specifically the goals of the Master of Arts in Christian Nonprofit Leadership are to prepare graduates who:

- understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- use inductive skills to develop a biblical theology.
- develop the ability to reflect theologically and historically about the purpose, nature, and methods of nonprofit leadership.
- are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to nonprofit leadership.
- critique and evaluate basic concepts, theories, and methodologies of nonprofit leadership from a disciplined theological perspective.

- develop professional proficiency and leadership ability within nonprofit.
- show evidence of growth in spiritual life.
- have a global awareness of the church and its ministry and the role of non profit leadership within that ministry.
- integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

ADMISSION REQUIREMENTS

Admission requirements and procedures are the same as for the Master of Divinity program.

Program Requirements

The Master of Arts in Christian Nonprofit Leadership requires 60 units of course work: 24 units of core courses, 2 units of coursework in a concentrated area of ministry, 14 units in the professional block, and 1 unit of electives.

CORE COURSES		24 UNITS
GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 513	History of the Modern Church	4

Two of the following:

GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4

CONCENTRATION		22 UNITS
BUSI 513	Financial Management	3
BUSI 514	Management of Technology	3

BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Ethics in a Changing Environment	3
BUSI 553a	Integrated Decision-Making for Non-Business Majors	3
Independent study with BUSI 553a		1

(The Independent Study is not necessary if taking GMIN 528)

BUSI 578	Planning and Strategy	3
GMIN 508	Church Leadership and Administration	4

PROFESSIONAL BLOCK		14 UNITS
BUSI 528	The Christian Business Leader	3
GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry*	4

TOTAL	60 UNITS

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

In order to advance toward the Master of Arts in Christian Nonprofit Leadership degree the student must attain candidacy by completing 20 units of course work, including three units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity program.

All students in the Master of Arts in Christian Nonprofit Leadership Program

must devote at least 12 hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Arts in Christian Nonprofit Leadership must be completed within six years from the date of admission. Credit earned at HGST between 6-10 years prior to completion of degree requirements is counted for half credit. Course work completed at HGST more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

MASTER OF ARTS IN RELIGION

INTRODUCTION

The Master of Arts in Religion Program is designed for students with an undergraduate major or minor in religion who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. The Master of Arts in Religion may also serve as the foundation for doctoral studies in Bible or theology and ethics.

PROGRAM GOALS

The Master of Arts in Religion Program provides a general foundation in the biblical and theological disciplines as well as an opportunity for specialized training in either biblical studies or theology and ethics.

Specifically, the goals of the Master of Arts in Religion Program are to prepare graduates who:

- Understand the principles and methods of biblical interpretation, with particular focus on the inductive method of Bible study.
- Understand the principles and methods of the formation of Christian doctrine and/or ethics.

Graduates with a concentration in biblical studies:

- Use the critical methods of biblical interpretation.
- Understand the relationship of historical and cultural context to the interpretation of the Bible.
- Understand the methodology and central themes of biblical theology.

Graduates with a concentration in theology and ethics:

- Use theological methodology in addressing theological and ethical issues.
- Understand the historical development of Christian doctrine and ethics.
- Understand the central doctrines of Christian theology and the foundations of Christian ethics.

ADMISSION REQUIREMENTS

1. Students seeking admission must hold a bachelor's degree with a 3.0 grade-point average from an accredited college college or university. Provisional admission may be granted to applicants with a grade-point average between 2.5-2.99.
2. Students must have completed at least 18 semester units of upper-division undergraduate course work in religion.
3. At least six semester units of biblical Greek or Hebrew for students concentrating in biblical studies are required. Proficiency in the biblical language must be demonstrated by examination.

Program Requirements

The Master of Arts in Religion requires 36 units of course work, comprised of 12 units of core courses, 20 units of concentration in either biblical studies or theology and ethics, and 4 units of electives or a thesis. Each student is assigned a faculty advisor who will give guidance in the selection of courses, preparation for the written core examination, and composition of the research paper or thesis.

CORE COURSES   12 UNITS

Select three from the following:

GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 512	The Gospels' Witness to Christ	4
GTHE 534	Interdisciplinary Seminar in Theology	4

CONCENTRATION   20 UNITS

The student chooses a concentration in either theology and ethics or biblical studies and selects 20 units of courses from the area of concentration.

ELECTIVE/THESIS
OPTION   4 UNITS

The student selects one elective or writes a thesis.

TOTAL   36 UNITS

Additional Degree Requirements

CANDIDACY

Before students are allowed to enroll in courses beyond a total of 24 units, they must be advanced to candidacy in the Master of Arts in Religion Program.

Additional admission procedures are outlined under the Master of Divinity Program (see p. 210).

Candidacy is granted by the faculty of the Haggard Graduate School of Theology after a review of the student's progress in the program and the successful completion of the core courses and the written core examination (taken after the three core courses are completed).

RESEARCH PAPER OR THESIS

To receive the Master of Arts in Religion degree, students must demonstrate the ability to write and conduct scholarly research in their area of concentration. Under the supervision of the faculty advisor, the student prepares a major research paper or a thesis which is defended in an oral session before the faculty advisor and two other faculty members selected by the faculty of the Haggard Graduate School of Theology. The major research paper or thesis may be an expansion of work presented to meet course requirements in the concentration. The oral defense may be scheduled after the student has achieved candidacy and is within six units of the completion of course work, and must be accomplished before the degree is awarded.

TIME LIMIT

The Master of Arts in Religion must be completed within five years from the date of admission. Credit earned between 5-10 years prior to completion of degree requirements is counted for half credit. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

DOCTOR OF MINISTRY

INTRODUCTION

The Doctor of Ministry is the highest professional degree offered by schools of theology. It builds on and develops the professional competence in ministry achieved in the completion of the Master of Divinity degree. The doctorate offered by the Haggard Graduate School of Theology focuses on spiritual formation. In the program attention is also given to the development of ministry skills which will make the pastor more effective as a spiritual leader.

PROGRAM GOALS

The goals of the Doctor of Ministry program are as follows:

1. To develop a theology of spirituality by drawing on and integrating insights from scripture, theology, and related disciplines in the humanities and behavioral sciences

2. To understand the spiritual dynamics in the transformation of the human personality

3. To understand how persons form habits that facilitate spiritual growth

4. To understand how renewal movements enhance or inhibit the formation of Christian character

5. To understand how the pastor's style of leadership contributes to spiritual formation in the congregation, with reflection on the concerns of men and women in ministry.

6. To understand the relationship between personal piety and the promotion of social justice

7. To understand the dynamics of spiritual life in the context of urban life and ministry

8. To apply the theory of spiritual formation to personal spiritual growth and to the tasks of ministry through experience-oriented learning strategies

ADMISSION REQUIREMENTS

Admission to the D.Min. Program is on the basis of competence in theology and ministry, giving evidence of the motivation and ability to pursue further study at the doctoral level. This is demonstrated not only by the applicant's previous academic work but also by the endorsement of the church or parachurch organization to which the applicant is accountable. Admission therefore is granted by the D.Min. Committee with reference to the following requirements:

- Possess an ATS-accredited M.Div. degree or its educational equivalent, achieved with a grade-point average of at least 3.0 and verified by the submission of an official transcript (The educational equivalent of the M.Div. degree is understood to be a minimum of 97 semester units of graduate work in theology, distributed among biblical, theological, and ministerial studies. Transcripts of any other graduate study beyond the baccalaureate level must also be submitted.)
- Provide evidence of the *active practice of ministry* for at least three years subsequent to the M.Div. degree as well as current involvement in ministry. (This evidence must include the written endorsement of the church or parachurchorganization to which the applicant is accountable.)
- Submit a 1,500-word written statement of the applicant's ministerial goals, including reference to personal history, ministerial experience, and recent theological reading.
- Obtain three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills.
- Schedule a personal interview, if deemed appropriate, with the director of the D.Min. Program and/or the D.Min. Committee.

- Applicants for whom English is a second language must demonstrate proficiency to work at the doctoral level by a score of 550 on the Test of English as a Foreign Language (TOEFL) and test of written English or an equivalent score on another standardized English examination. Students who have completed at least 48 units in an accredited English speaking program may be admitted without the TOEFL.
- Possession of or access to a computer is highly recommended for all students (The university offers a computer purchase program that enables members of the university community to purchase computers and software at economical rates.)

All materials should be submitted to the Graduate Center, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-5470, fax (626) 815-5445.

TRANSFER CREDIT

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. Program. A maximum of six semester units of doctoral-level work will be allowed as transfer credit.

LIBRARY AND INFORMATION RESOURCES

The Marshburn Memorial Library of Azusa Pacific University currently has more than 654,000 holdings. These include more than 114,000 cataloged monographs (of which 35,000 volumes are in the area of theology), 1,200 serial titles, 4,400 media volumes, and 534,000 microforms. The university has recently purchased the Aldersgate College (Moose Jaw, Saskatchewan) library of 16,000 volumes (nearly 8,000 volumes of which are in theology and religion), and gifts

currently being processed include the personal library of Ralph P. Martin, with a collection emphasis in biblical studies, and the personal library of D. Campbell Wyckoff, with a collection emphasis in religious education.

The library has placed a high priority on obtaining the latest electronic resources. A new CD-ROM network has been installed and currently contains 60 CD-ROM products, including the ATLA (American Theological Library Association) database, Ethics Index, and Old Testament Abstracts. The library also provides the database service FirstSearch, an OCLC (Online Computer Library Catalogue) service which includes approximately 55 databases in several academic disciplines. This service provides access to 17,000 libraries worldwide through its WorldCat and ArticleFirst databases. Other electronic resources soon to be installed include Bible software and indexes to Greek and Hebrew literature. All of these products are, or will be, available in the library, and in the near future will be accessible through the campus computer network and through dial-in access. Access to the Internet is also made available to all students through the university's node.

The theological librarian of the Marshburn Memorial Library serves the Haggard Graduate School of Theology by overseeing the development of all library resources in theology in response to needs represented by both faculty and students. Resources in theology for the Haggard Graduate School of Theology are available in the Marshburn Memorial Library, in the James L. Stamps Reference Room in the Ronald Building, and at the San Diego, Wilshire Center, and Urban Center campuses. Training in the use of the library facilities, resources in religious information and a broad range of other topical studies, and the Internet are offered through the library.

The library resources of the Haggard Graduate School of Theology have been expanded through an agreement with a sister institution and through participation in library consortia. The Haggard Graduate School of Theology has a contract with the Claremont School of Theology for use of its library resources (140,000 volumes) by all graduate theology students and faculty. The university library also participates in several consortia which enable greater access to resources for our students. The Southern California Area Theological Library Association (SCATLA) consortium enables graduate theology students to use resources at any other member campus (18 locations between Santa Barbara and San Diego). The Inland Empire Academic Library Consortium (IEALC) represents universities and colleges located from the San Gabriel Valley to San Bernardino and includes 23 state and private institutional libraries. The Southern California Electronic Library Consortium (SCELC) is an added resource available to university faculty and includes access to 17 private university libraries not previously covered in consortium agreements above, including the University of Southern California, Occidental College, and Pepperdine University.

FULL-TIME STATUS

Full-time status in the D.Min. program is 8 units per term. Students who enroll in at least 4 units are considered to be 1/2 time.

Time Limit for Degree Completion

A maximum of 16 units of course work may be completed during one calendar year, requiring a minimum of two years for completion of the course work. The written D.Min. project may be completed in the third year. The maximum time allowed for completing the program is eight years from the time of enrollment. Extensions

beyond this deadline may be granted at the discretion of the D.Min. Committee in response to requests received before the conclusion of the eighth year, citing appropriate extenuating circumstances and specifying the expected date of completion.

Leave of Absence

Students in good standing who must interrupt their studies for compelling reasons may petition the D.Min. Committee for a leave of absence of not more than two years.

Written D.Min. Project

Specific competence in a specialized area of ministry, related to the candidate's personal experience and interest and involving research and writing at both the theoretical and practical level, will be demonstrated by a written D.Min. project.

Advancement to Candidacy

Following the successful completion of two core courses and the first two orientation courses and the presentation of the topic for the written D.Min. project, the student is advanced to candidacy status after review by the D.Min. Committee. The minimum standard will be a grade-point average of 3.0 in course work and an approved topic for the written D.Min. project.

As a preliminary step to the review by the D.Min. Committee, the student's experience in ministry and progress in the program will be evaluated. A report and recommendation from the D.Min. faculty members based on this interview will be presented to the D.Min. Committee for consideration in its review of the student's qualifications for candidacy.

STRUCTURE OF THE PROGRAM

Formation of the Spiritual Life   12 units

GDMN 710	Spiritual Formation	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4

Ministry for Spiritual Formation   16 units

Choose one:

GDMN 740	Spiritual Leadership	4
GDMN 750	Civic Spirituality	4

Choose four:

GDMN 760	Christian Spirituality and Modern Technology	3
GDMN 762	Prayer and the Spiritual Disciplines	3
GDMN 764	History and Theology of Worship	3
GDMN 766	Empowering the Laity	3
GDMN 768	Urban Immersion	3
GDMN 770	Church Growth and Church Planting	3

Specific Focus in Spiritual Formation   8 units

GDMN 700	Orientation I	1
GDMN 701	Orientation II	1
GDMN 702	Orientation III	1
GDMN 703	Orientation IV	1
GDMN 790	D.Min. Project	4

Instructional Format

Each course is structured to include three components, which incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. *Preliminary reading.* Reading is assigned that must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a three-unit course and 2,400-2,500 pages for a four-unit course. The reading will provide the theoretical basis for the analysis of practical situations in ministry.

2. *Classroom experience.* Classroom experience is in concentrated sessions during a two-week period that involves

interaction with the faculty instructor and with the student's peers in a seminar format (a three-unit course will comprise 30 hours of classroom contact and an 8-hour field assignment; and a four-unit course, 40 hours of classroom contact and an 8-hour field assignment). The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical expertise to keep the seminar in focus and ensure that in-depth analysis, application, and integration occur. The concentration of classroom time in an intensive period of residence on campus facilitates the development of a community of colleagues for enrichment and support. Field assignments on the weekend at the midpoint of the class sessions allow for experiential learning outside of the formal classroom periods. Discussion among colleagues can continue after the formal class sessions have been completed through the establishment of email groups through the internet.

3. *Course project.* An extensive post-classroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministry situation. The results of this reflection will be submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Courses are scheduled two times during the year—January and July.

COURSE DESCRIPTIONS

GBBL 511 Seminar in Biblical Interpretation (4)

This course looks at the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 512 The Gospels' Witness to Christ (4)

The course examines the life and teachings of Jesus portrayed in the Gospels and explores the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

GBBL 521 People of God (4)

This course addresses the theology of Creation, including history and covenant. Genesis, Exodus, and Deuteronomy are used as primary source material.

GBBL 531 Kingdom of God (4)

The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets.

GBBL 532 Paul the Apostle and Theologian (4)

By examining his letters, the Apostle Paul's pastoral work in the establishment and care of churches and his formative contribution to the theology of the church are studied.

GBBL 541 Exegetical Study of the Greek or Hebrew Text (4)

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

GBBL 542 Biblical Foundations for Spirituality (4)

This course investigates the biblical foundations of the spiritual life. Students study selected biblical texts to develop a theology of worship, prayer, spiritual disciplines, and the Holy Spirit's work

in the believer. The application and integration of this material to the student's life is stressed.

GBBL 551 Geographical and Historical Setting of the Bible (4)
This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

GBBL 570 Directed Research (1-4)

GBBL 571 Readings in the Hebrew Text of the Pentateuch (1-4)
Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

GBBL 572 Readings in the Greek Text of the Gospels (1-4)
Selected passages from the Greek text of the Gospels are examined, and special attention given to the tools of source, form, redaction, and narrative criticism.

GBBL 581 Readings in the Hebrew Text of the Prophets (1-4)
Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

GBBL 582 Readings in the Greek Text of the Epistles (1-4)
Selected passages from the Greek text of the Epistles are examined and special attention given to rhetorical criticism.

GBBL 590 Thesis (4)

GBBL 599 Readings in Biblical Studies (1-4)

GBBL 611 Old Testament Seminar (4)
Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.

GBBL 612 New Testament Seminar (4)
Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.

GBBL 622 The Church of the First Century (4)
Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.

GDMN 700 Orientation I (1)
Each orientation course integrates theology and spirituality and gives attention to the practical application of the course work to the needs and ministerial context of the individual student. The first course focuses on the tools for study and research in spiritual formation.

GDMN 701 Orientation II (1)
This course provides an orientation to the Doctor of Ministry Program. Special attention is given to the necessary tools for study and research in spiritual formation.

GDMN 702 Orientation III (1)
The process of developing a design proposal for the written D.Min. project is covered.

GDMN 703 Orientation IV (1)
The process of research and writing in preparation of the written D.Min. project is considered.

GDMN 710 Spiritual Formation (4)
The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

GDMN 720 Theology for Spiritual Formation (4)
Students explore of the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the imitatio Christi, is the focus of the integration process; practical application is made to congregational life.

GDMN 730 Church Renewal (4)
Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian Church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

GDMN 740 Spiritual Leadership (4)
Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

GDMN 750 Civic Spirituality (4)
Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African American, Asian American, Asian, Hispanic American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

GDMN 760 Christian Spirituality and Modern Technology (3)
Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

GDMN 762 Prayer and the Spiritual Disciplines (3)
This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positiva, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764 History and Theology of Worship (3)
This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of

this study to the ministerial context of the individual student.

GDMN 766 Empowering the Laity (3)
This course focuses on the universal ministry of all Christians, the priesthood of all believers. Attention is given to everyday life as the place for effective spiritual formation, the exercise of discernment in the common life of the Christian community, and the role of the enabling pastor in mobilizing Christians for ministry.

GDMN 768 Urban Immersion (3)
Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

GDMN 770 Church Growth and Church Planting (3)
This course stresses the dynamics of church growth in the context of planting churches both mono- and cross-culturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

GDMN 790 Min. Project (4)
Students work with their D. Min. project committee in developing a doctoral level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

GMIN 506 Foundations of Educational Ministries (4)
Students explore the history of Christian education and its influence as a Church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

GMIN 507 Preaching and Worship (4)
The preparation of the preacher, sermon construction, and delivery are studied. Students are supervised in the development of effective communication skills, with attention given to the different elements of Christian worship, leadership in worship, and planning the worship service.

GMIN 508 Church Leadership and Administration (4)
The nature and function of church administration are studied in light of a process through which the church moves to fulfill its central purpose. The role of leadership in giving direction is examined.

GMIN 509 Urban Anthropology and Christian Ministry (4)
Theories of urban anthropology are evaluated with special emphasis on cross-cultural perspectives, ethnic differences, the distinction between urban and folk societies, and the encounter of the Church with the urban environment.

GMIN 516 Dynamics of Christian Formation (4)
This course offers a study of foundational principles and models of Christian formation and discipleship, with special emphasis on edification and evangelism, and human growth and development. Consideration is given to the varying needs of each student.

GMIN 518 Pastoral Servant Leadership (4)
This introductory course explores the varied and many roles and aspects of pastoral ministry. Emphasis is given to the strategies necessary in handling the responsibilities of family, church, and community.

GMIN 519 Christian Ministry and Urban Social Problems (4)
The task of ministry is viewed from the perspective of urban sociology. Attention is devoted to the pressing social problems of the city and the cults that exist in the modern urban center.

GMIN 526 Curriculum and Instruction (4)
Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

GMIN 527 Expository Preaching (4)
The principles and techniques of expositional preaching are covered. Students are supervised in the practice of preaching from a biblical text.

GMIN 528 Transitions in Ministry (4)
The Church and its ministry are studied. The course emphasizes contemporary changes in the Church, directions in which the Church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the Church's ministry strategy.

GMIN 529 The City in Theological Perspective (4)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GMIN 538 Evangelism and Discipleship (4)
Students undertake an analysis of the principles and methods of establishing interpersonal relationships, fellowship, and resources necessary to communicate and live out the Gospel message.

GMIN 546 Seminar in Educational Ministry (4)
An important area in the field of educational ministry and spiritual formation is selected and studied each semester. Areas of study may include family ministry, age-group studies, leadership, spirituality, and ministry.

GMIN 548 Pastoral Counseling (4)
This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

GMIN 558 Women and Men in Ministry (4)
Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and to cross gender communication skills.

GMIN 559 Urban Cross-Cultural Ministry (4)
Students learn about particular ethnic groups, with a focus on ministry to each group, the Church in changing neighborhoods, and the development of multicongregational churches.

GMIN 568 Field Education in Ministry I (2)

GMIN 569 Field Education in Ministry I (1)
GMIN 570 Directed Research (1-4)

GMIN 590 Thesis (4)

GMIN 598 Principles of Church Growth (4)
The basic principles of church growth, with special application to evangelism, mission, education, and administrative leadership, are covered.

GMIN 599 Readings in Ministry (1-4)

GMIN 606 Current Issues in Educational Ministries (4)
Each term, a selected topic in educational ministry is chosen, building upon and

integrating ideas from theology, the social sciences, education, and leadership.

GMIN 618 Philosophy of Ministry (4)
Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

GMIN 628 Seminar in Ministry (1-4)
The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

GTHE 503 History of the Early and Medieval Church (4)
The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the Church.

GTHE 504 Theology I: God and Creation (4)
This course covers God and Creation while introducing the discipline and methodology of Christian theology. The doctrines of revelation, Scripture, God, and Creation are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 505 Christian Ethics (4)
The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

GTHE 513 History of the Modern Church (4)
Major theological movements within the Christian Church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern Church.

GTHE 514 Theology II: Jesus Christ and Salvation (4)
This course covers Jesus Christ and the history of redemption. The doctrines of humanity, sin, incarnation, atonement, and salvation are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 523 Seminar in Church History (4)
Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

GTHE 524 Theology III: Holy Spirit and the Church (4)
This course covers the immanent work of God in the world. The doctrines of the Holy Spirit, Christian experience, the Church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 529 The City in Theological Perspective (4)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 534 Interdisciplinary Seminar in Theology (4)
A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory is studied in a given semester.

GTHE 544 The Theology of John Wesley (4)
Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

GTHE 554 Friends Theology, Worship, and Leadership (4)
Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

GTHE 570 Directed Research (1-4)

GTHE 590 Thesis (4)

GTHE 599 Readings in Church History, Theology, and Ethics (1-4)

GTHE 615 Church and Society (4)
This course deals with the nature and mission of the Church and the problems which the Church must face in its relationship with society.

GTHE 625 Seminar in Christian Ethics (4)
A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

COUNCIL FOR CHRISTIAN WOMEN

The Council for Christian Women provides support, guidance, and resources for women preparing for ministry at Azusa Pacific University.

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Co-pastor of All Nations Church
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PECK, CLIFFORD, Professor Emeritus of Mathematics; B.A., Wheaton College; M.S., Cornell University

PETERMAN, EDWARD, Professor Emeritus of Library and Learning Resources; Th.B., Th.M., Azusa Pacific University; M.Div., Nazarene Theological Seminary; M.A.L.S., Western Michigan University

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RICHEY, EVERETT, Professor Emeritus of Theology; Th.B., Anderson College; M.Div., Anderson School of Theology; Th.D., Iliff School of Theology

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ROSS, THOMAS, Professor Emeritus of Education; B.A., M.A., California State University, Los Angeles; Ed.D., University of Southern California

SHACKLETON, FREDERICK, Professor Emeritus of Religion and Philosophy; B.A., Macalester College; M.A., Butler University

STRAND, RICHARD, Professor Emeritus of Education; B.A., Whittier College; M.A., Ed.D., University of Southern California

WRIGHT, ROBERT, Professor Emeritus of Biology; B.S., Seattle Pacific University; MD, Indiana University School of Medicine

YODER, EUNICE, Professor Emeritus of Library; B.A., McPherson College; M.S.L.S., Peabody College

ACADEMIC CALENDAR 1997-98

14-WEEK SESSION

FALL SCHEDULE

Friday, August 21
Mail-In Registration Due

**Saturday-Tuesday,
August 22-September 15**
Late Registration Due ($75 late fee)

Wednesday, September 2
Classes Begin (except as shown below)

Tuesday, September 15
Intent to Graduate (Dec./Jan.)
Last Day to Add or Drop Classes
or Independent Studies
Last Day for Registration

Friday, October 23
Dinner Rally

Saturday, October 24
Homecoming

Wednesday, November 11
Last Day to Withdraw from Classes

**Thursday-Sunday,
November 26-29**
Thanksgiving Vacation

Monday, November 30
Classes Resume

**Monday-Thursday,
December 7-10**
Final Examinations

Friday, December 11
Commencement

9-WEEK SESSION FALL I SCHEDULE

GRADUATE EDUCATION AND TESOL

Friday, August 21
Mail-In Registration Due

**Saturday-Thursday,
August 22-September 24**
Late Registration ($75 late fee)

Monday, September 14
Fall I Classes Begin

Thursday, September 24
Last Day to Register or
Change Registration

Monday, October 19
Last Day to Withdraw from Classes

Friday, October 23
Dinner Rally

Saturday, October 24
Homecoming

Saturday, November 7
Fall I Classes End

APPLIED COMPUTER SCIENCE AND TECHNOLOGY

Friday, August 21
Mail-In Registration Due

**Saturday-Thursday,
August 22-September 24**
Late Registration ($75 late fee)

Monday, September 7
Fall I Classes Begin

Thursday, September 24
Last Day to Register or
Change Registration

Monday, October 19
Last Day to Withdraw from Class

Friday, October 23
Dinner Rally

Saturday, October 24
Homecoming

Saturday, November 14
Fall I Classes End

9-WEEK SESSION FALL II SCHEDULE

GRADUATE EDUCATION, TESOL, APPLIED COMPUTER SCIENCE, AND TECHNOLOGY

Friday, October 30
Mail-In Registration Due

**Saturday-Wednesday,
October 31 - November 25**
Late Registration ($75 late fee)

Monday, November 16
Fall II Classes Begin

Wednesday, November 25
Last Day to Register or
Change Registration

**Thursday-Sunday,
November 26-29**
Thanksgiving Vacation

Monday, November 30
Classes Resume

Friday, December 18
Commencement

**Monday-Sunday,
December 21-January 3, 1999**
Christmas Vacation

Monday, January 4, 1999
Last Day to Withdraw from Classes
Classes Resume

Monday, January 18
Martin Luther King, Jr. Holiday

Saturday, January 30
Fall II Classes End

14-WEEK SESSION

SPRING SCHEDULE

Friday, January 2
Mail-In Registration Due

**Saturday-Tuesday,
January 3-20**
Late Registration ($75 late fee)

Monday, January 12
Classes Begin

Monday, January 19
Martin Luther King, Jr. Holiday

Friday, January 23
Last Day to Add or Drop Classes

Monday, February 2
Intents to Graduate Due

Friday, February 13
Presidents' Day Holiday

Wednesday, February 25
Common Day of Learning

Friday, March 20
Last Day to Withdraw from Classes
and Independent Studies

**Saturday-Sunday,
April 4-12**
Easter Vacation

Monday, April 13
Classes Resume

**Monday-Thursday,
April 27-30**
Final Examinations

Saturday, May 2
Commencement

9-WEEK SESSION SPRING I SCHEDULE

GRADUATE EDUCATION, TESOL, APPLIED COMPUTER SCIENCE, AND TECHNOLOGY

Friday, January 22
Mail-In Registration Due

Saturday-Thursday, January 23-February 11
Late Registration ($75 late fee)

Monday, February 1
Spring I Classes Begin

Thursday, February 11
Last Day to Register or Change Registration

Friday, February 12
Presidents' Day Holiday

Monday, March 15
Last Day to Withdraw from Classes

Saturday, April 3
Spring I Classes End

9-WEEK SESSION SPRING II SCHEDULE

Friday, March 15
Mail-In Registration Due

Friday-Thursday, April 2-22
Late Registration ($75 late fee)

Monday, April 12
Spring II Classes Begin

Thursday, April 22
Last Day to Register or Change Registration

Monday, May 24
Memorial Day Holiday

Tuesday, May 25
Classes Resume
Last Day to Withdraw From Classes

Saturday, June 12
Spring II Classes End

SUMMER SCHEDULE

The summer schedule will be available in April 1999.

The academic calendar is subject to change without notice.
The class schedule is the final authority regarding calendar dates and activities.

INTERNATIONAL PROGRAMS AND MARKETING SISTER SCHOOL AFFILIATIONS

Alliance Academy
Casilla 6186
Quito, Ecudaor, S.A.

Chiao Tai High School
Taichung, Ta-Li City
TAIWAN

Christian Academy in Japan
1-2-14 Shinkawa Cho
Higashi Kurume Shi
Tokyo, JAPAN 203

Christ's College
51 TZU Chiang Rd.
Tanshui 25120
Taipei, Taiwan, R.O.C.

Faculte Libre
D'Economie et Droit
115 rue Notre Dame des Champs 75006
Paris, FRANCE

Holy Light Theological Seminary
PO Box 270 Kaohsiung
Taiwan, R.O.C.

Ili Teacher's College
No. 298 Jiefang Rd.
Yining City P. C. 835000
Xinjiang, CHINA

Methodist Pilley Institute
Jalan Lily, PO Box 760
96007 Sibu, Sarawak
INDONESIA

Nan-Tai College
1 Nan-Tai Street, Chia-Tin Village
Yung-Kang Shiang
Tainan Hsien, Taiwan, R.O.C.

Orio Women's Educational Institute
12-10 Horikawa
Yohata Mishi
Kitahyushu
807 JAPAN

Rima College
No. 54, Jalan Ampang
50450 Kuala Lumpur, Malaysia

St. Too Girl's College
15 Tong Yam Street
Tai Hang Tung
Kowloon, Hong Kong

Tokyo Biblical Seminary
1-30-1 Megurity, Higashi Murayama
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