Azusa Pacific University

2013–14 GRADUATE CATALOG

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AZUSA PACIFIC UNIVERSITY

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2013–14 GRADUATE CATALOG

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AZUSA PACIFIC
UNIVERSITY

Message from the President

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

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

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

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

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

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

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

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

Jon R. Wallace, DBA
President

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

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

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

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

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

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

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

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

Jon R. Wallace, DBA
Presidente

GRADUATE PROGRAMS
AT A GLANCE

(*Emphases are indented below the appropriate degree or program.*)

COLLEGE OF LIBERAL ARTS AND SCIENCES

Master's Degrees

Master of Science in Information Technology (Online)

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

Master of Arts in Transformational Urban Leadership (MATUL)

Certificates

Teaching English to Speakers of Other Languages

Teaching English as a Foreign Language

COLLEGE OF MUSIC AND THE ARTS

School of Music

Master's Degrees

Master of Music in Composition

Master of Music in Conducting

Master of Music in Performance

- *Instrumental*
- *Keyboard Collaborative Arts*
- *Piano and Organ*
- *Vocal*

Master of Music Education

School of Visual and Performing Arts

Master's Degrees

Master of Fine Arts in Visual Art

Master of Arts in Modern Art History, Theory, and Criticism (Online)

SCHOOL OF ADULT AND PROFESSIONAL STUDIES

Master's Degree

Master of Arts in Leadership and Organizational Studies (accelerated program)

Master of Arts in Leadership and Organizational Studies (Online)

SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

Master's Degrees

Master of Arts in Clinical Psychology: Marriage and Family Therapy

Master of Arts in Leadership

- *Leadership Development*
- *Organizational Leadership*
- *Leadership Studies*

Master of Science in College Counseling and Student Development

Master of Social Work

Doctoral Degrees

Doctor of Education in Higher Education Leadership

Doctor of Philosophy in Global Higher Education

Doctor of Philosophy in Higher Education

Doctor of Physical Therapy

Doctor of Psychology in Clinical Psychology: Family Psychology

Certificate

Strengths-Oriented Higher Education

SCHOOL OF BUSINESS AND MANAGEMENT

Master's Degrees

Master of Business Administration

- *Entrepreneurship*
- *Finance*
- *Human Resources and Organizational Development*
- *International Business*
- *Marketing*
- *Strategic Management*

Master of Business Administration (Online)

Master of Arts in Management

- *Organizational Development and Change*
- *Diversity for Strategic Advantage*
- *Human Resource Management*
- *Marketing*
- *Nonprofit Management*
- *Public Administration*
- *Strategic Management*

Master of Professional Accountancy

SCHOOL OF EDUCATION

Credentials

- *Induction Program (Tracks A, B, C)*
- *Mild/Moderate Disabilities (K–12) Specialist*
- *Moderate/Severe Disabilities (K–12) Specialist*
- *Preliminary Administrative Services (Tier I)*
- *Preliminary Administrative Services Internship (Tier I)*
- *Professional Administrative Services (Tier II)*
- *PPS: School Counseling*
- *PPS: School Psychology*

Master's Degrees

Master of Arts in Education

- *Educational Counseling*
  - *(with an embedded School Counseling Credential)*
- *Educational and Clinical Counseling*
- *Educational Psychology and Educational Specialist Degree in School Psychology*
  - *(with an embedded School Psychology Credential)*
- *Special Education (noncredential)*

Master of Arts in Educational Leadership

Master of Arts in Educational Leadership with an Emphasis in Educational Technology and Learning

Master of Arts in Educational Technology (Online)

Master of Education in Special Education and Educational Technology

Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education

Master of Science in Physical Education

Combined Programs

Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (Tier I)

Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential (Tier I)

Master of Arts in Educational Leadership with an Emphasis in Educational Technology and Learning and Preliminary Administrative Services Credential (Tier I)

Master of Arts in Educational Leadership with an Emphasis in Educational Technology and Learning and Preliminary Administrative Services Internship Credential (Tier I)

Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialists Credential

Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Credential

Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist

Master of Arts in Education: Special Education and Mild/Moderate or Moderate Severe Disabilities Specialist Clear Credential

Master of Arts in Education: Special Education and Moderate/Severe Disabilities Specialist Credential

Master of Arts in Education: Teaching and Multiple Subject Teaching Credential

Master of Arts in Education: Teaching and Single Subject Teaching Credential

Master of Arts in Education: Digital Teaching and Learning and Multiple Subject Teaching Credential

Master of Arts in Education: Digital Teaching and Learning and Single Subject Teaching Credential

Master of Arts in Physical Education and Single Subject Teaching Credential

Master of Arts in Education: Gifted and Talented Education and Multiple Subject Credential

Master of Arts in Education: Gifted and Talented Education and Single Subject Credential

Certificates

Board Certified Behavior Analyst (BCBA)

English Language Learner (ELL)/California Teachers of English Language Learners (CTEL) program leading to Cross-Cultural Language and Academic Development (CLAD)

Gifted and Talented Education (GATE)

Respecialization of Clinical Counseling

Authorization

Adapted Physical Education Added Authorization

Added Authorization in Special Education: Autism Spectrum Disorders

Added Authorization in Special Education: Emotional Disturbance

Added Authorization in Special Education: Resource Specialist

Doctoral Degree

Doctor of Education in Educational Leadership

Leadership
Teaching and Learning
School Psychology

SCHOOL OF NURSING

Master's Degrees

Master of Science in Nursing (Second Degree Program: Entry-Level Master's)

Master of Science in Nursing (Traditional)

Specialization in:

Adult Clinical Nurse Specialist
Adult Nurse Practitioner
Combined Adult Clinical Nurse Specialist and Adult Nurse Practitioner
Combined Parent-Child Clinical Nurse Specialist and Pediatric Nurse Practitioner
Family Nurse Practitioner
Parent-Child Clinical Nurse Specialist
Parish Nursing
Pediatric Nurse Practitioner
Psychiatric Mental Health Nurse Practitioner
School Nurse Services

Optional Secondary Specialties in:

Nursing Administration
Nursing Education

Combined Programs

Master of Science in Nursing and School Nurse Services Credential

Family Nurse Practitioner
Pediatric Nurse Practitioner

Master of Science in Nursing and Adult Clinical Nurse Specialist

Adult Nurse Practitioner

Master of Science in Nursing and Parent-Child Clinical Nurse Specialist

Pediatric Nurse Practitioner

Post-Bachelor's Credential

School Nurse Services (nondegree)

Post-Master's Certificates

Adult Clinical Nurse Specialist
Adult Nurse Practitioner
Family Nurse Practitioner
Nursing Administration
Nursing Education
Parent-Child Clinical Nurse Specialist
Parish Nursing
Pediatric Nurse Practitioner
Psychiatric Mental Health Practitioner

Doctoral Degrees

Doctor of Philosophy in Nursing (PhD)

Health of the Family and Community
International Health
Nursing Education

Doctor of Nursing Practice (DNP)

GRADUATE SCHOOL OF THEOLOGY

Master's Degrees

Master of Arts in Pastoral Studies

Church Leadership and Development
Urban Studies
Worship Leadership
Youth and Family Ministry

Master of Arts (Theological Studies)

Biblical Studies
Theology and Ethics

Master of Arts in Youth Ministry

Master of Divinity

Anglican Studies
Biblical Studies

Doctoral Degree

Doctor of Ministry

UNIVERSITY LIBRARIES

Master's Degree

Master of Arts in Education: School Librarianship (Online) (with an embedded Teacher Librarian Services Credential)

Credential

Teacher Librarian Services (Online)

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Regarding the Catalog

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

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

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

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

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

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

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

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

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The University's Christian Worldview

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

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

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

Statement of Faith

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

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

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

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

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

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

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

Daily Living Expectations

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

A caring, effective love both to God and humanity

A Christlike unity and acceptance among believers

A lifestyle dedicated to God's will in society

A growing, victorious state of mind because of the indwelling Christ

A daily affirmation of Christ as Lord

A willingness to serve the Lord, even when it involves sacrifice

A desire to be sensitive to the personal work of the Holy Spirit

A working faith in God's promises for all needs and daily life situations

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

Statement of Mission and Purpose

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

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

Essence Statement

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

Christian

We are Christians who:

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

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

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

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

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

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

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

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

Academic

We are scholars who:

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

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

exhibit intellectual curiosity, flexibility, and critical openmindedness.

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

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

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

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

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

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

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

Developmental

We are persons who:

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

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

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

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

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

Service

We are servants who:

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

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

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

The Cornerstones

Christ

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

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

Colossians 1:15–18

Scholarship

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

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

Proverbs 4:5–9

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

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

Romans 15:5–7

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

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

Romans 12:9–13

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

University Student Learning Goals
The following student goals reflect the university's mission and priorities. These broad learning goals form the foundation for specific program-based student learning outcomes.

Students who complete degrees at Azusa Pacific University shall:

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

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

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

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

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

Commitment to Student Learning Outcomes
Azusa Pacific University is committed to university-wide assessment processes. Each program and department devises student learning outcomes. These student learning outcomes are publicly available at www.apu.edu/oira/assessment/.

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

Statement of Academic Freedom

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

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

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

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

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

- Faculty are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, faculty are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times faculty should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Faculty are entitled to freedom in the classroom in discussing their subject. Faculty should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While faculty are members of the global community, as scholars and members of the Azusa Pacific University community, faculty should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.
- In the practice of the academic vocation, complaints against faculty may be generated. Faculty shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with those commitments articulated in the documents that are central to the university's identity as a Christian university shall be investigated, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay. Alleged violations of the academic freedom policy should be referred to the dean of the school/college in which the faculty member teaches. The dean may recommend a sanction appropriate for the case at hand including counseling, disciplinary action, or termination of employment.
- In the event that a faculty member believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing faculty grievance procedure as articulated in the Faculty Handbook.

Accreditation

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

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

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

History

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

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

Modest Beginnings

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

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

Leading the Way

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

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

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

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

Carrying on the Legacy

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

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

A Leader in Christian Higher Education

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

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

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

Location and Campus

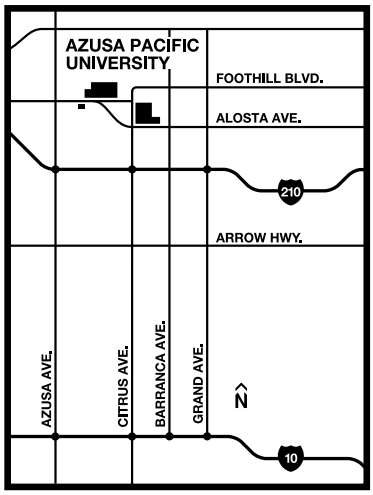
Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus.

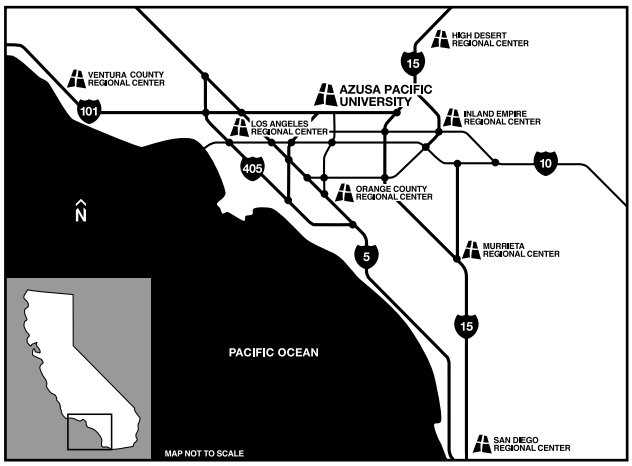
Situated on the 52-acre East Campus are the university administrative facilities, library, classrooms, student center, residence halls, and student apartments. The purchase of 53 additional acres on Foothill Boulevard has provided the university with room to grow. The West Campus now houses the schools of Adult and Professional Studies, Nursing,

Education, and Behavioral and Applied Sciences, and the Graduate School of Theology, as well as numerous classrooms and faculty offices, administrative facilities, the state-of-the-art Segerstrom Science Center, Hugh and Hazel Darling Graduate Library, a food court, a bookstore, the 3,500-seat Richard and Vivian Felix Event Center, and the Duke Academic Complex and James L. Stamps Theological Library.

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

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





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

Regional Centers

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

Antidiscrimination Policy

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

The executive director of human resources is the compliance officer, and inquiries concerning undergraduate student issues related to discrimination should be made to the executive director of human resources, (626) 815-4566.

Harassment Policy

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

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Graduate Center

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

Azusa Pacific University
568 E. Foothill Blvd., Azusa, CA 91702
(800) 825-5278
Fax: (626) 815-4545 or (626) 815-4571
Email: graduatecenter@apu.edu
Website: www.apu.edu/graduatecenter
Executive Director of Graduate Center Services: L. Jo Witte
Associate Director of Graduate Center Client Services: Amanda Domen

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

Regional Center Locations

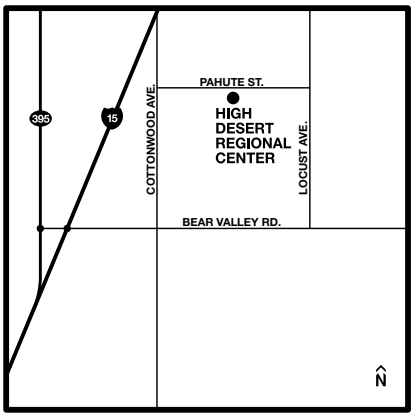
APU has seven regional centers throughout Southern California. The Office of the Regional Centers coordinates and streamlines operations of all seven centers and is located at:

568 E. Foothill Blvd., Azusa, CA 91702
(626) 815-4616 • Fax: (626) 815-4619

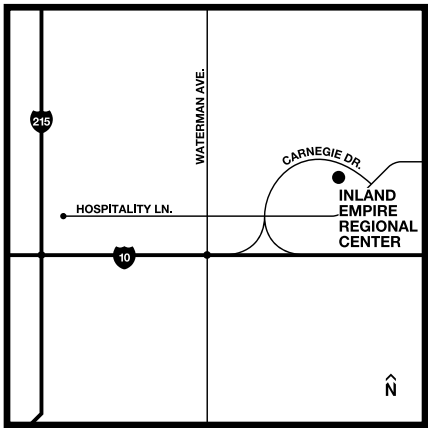
Mailing Address:
Office of the Regional Centers
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Check with locations for specific programs offered.

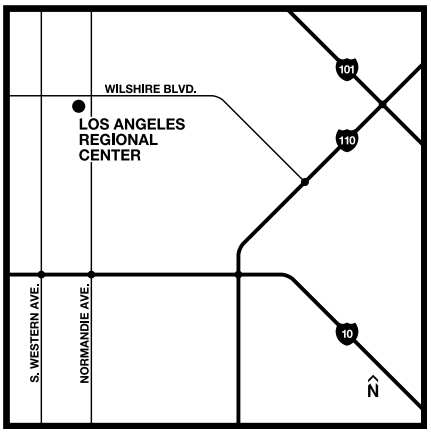
High Desert Regional Center
15283 Pahute Ave.
Victorville, CA 92395
(760) 952-1765
(877) 247-3462
Fax: (760) 952-1734
highdesert@apu.edu
www.apu.edu/highdesert
Interim Center Director: Barbara Flory, Ed.D.



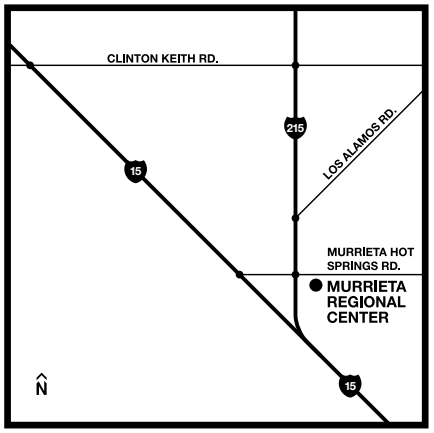
Inland Empire Regional Center
375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
Fax: (909) 888-8739
inlandempire@apu.edu
www.apu.edu/inland
Center Director: Cloetta Veney, Ph.D.



Los Angeles Regional Center
3580 Wilshire Blvd., Ste. 200
Los Angeles, CA 90010-2501
(213) 252-0962
(866) 491-9083
Fax: (213) 385-5891
losangeles@apu.edu
www.apu.edu/losangeles
Center Director: Donald Brown, Ed.D.

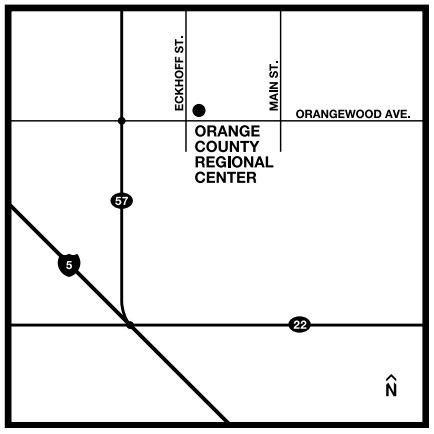


Murrieta Regional Center
40508 Murrieta Hot Springs Rd.
Murrieta, CA 92563-6403
(951) 304-3400
(877) 210-8841
Fax: (951) 304-3388
murrieta@apu.edu
www.apu.edu/murrieta
Interim Center Director: Nori Matsumoto, M.A.

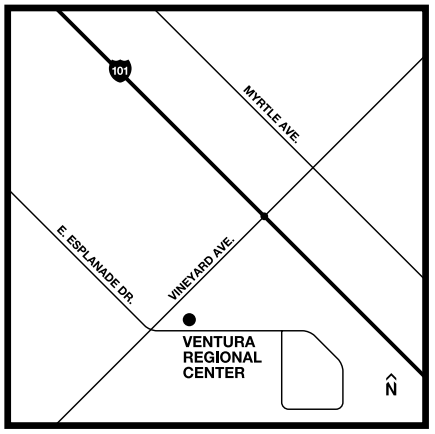


San Diego Regional Center
5353 Mission Center Rd., Ste. 300
San Diego, CA 92108-1306
(619) 718-9655
(877) 210-8839
Fax: (619) 718-9659
sandiego@apu.edu
www.apu.edu/sandiego
Center Director: John Burlison, Ed.D.

Orange County Regional Center
1915 Orangewood Ave., Ste. 100
Orange, CA 92668-2046
(714) 935-0260
(800) 272-0111
Fax: (714) 935-0356
orangecounty@apu.edu
www.apu.edu/orange
Center Director: Deanna Brady, Ed.D.



Ventura County Regional Center
445 E. Esplanade Dr., Ste. 200
Oxnard, CA 93036-2145
(805) 988-1267
(877) 210-8840
Fax: (805) 604-1581
ventura@apu.edu
www.apu.edu/ventura
Center Director: Jeffrey Argend, M.S.



University Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (East Campus), the Hugh and Hazel Darling Library (West Campus), the James L. Stamps Theological Library (West Campus), and seven regional center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Murrieta, High Desert, and Ventura County.

Regular hours for the three campus facilities can be found on the libraries' webpage located at **www.apu.edu/library/information/hours/**.

Special hours may be set for final exam weeks, vacation breaks, and holidays. The regional centers' libraries support the academic programs at each center. For more information about library services, please call (626) 815-5060.

Library Use

Electronic resource access is available through **home.apu.edu**. **Home.apu.edu** accounts can be set up through Information and Media Technology (IMT) at (626) 815-5050. An APU ID card is required for library material checkout and other services.

SoulQuest Ministry

SoulQuest is the spiritual care ministry of Azusa Pacific University's graduate and professional programs. It conveys the importance APU places upon the life of every person and an understanding that the journey toward growth and wholeness is a quest that integrates intellectual and spiritual dimensions in the transformation of the soul.

SoulQuest guides graduate and professional students toward a deeper knowledge of God through Jesus Christ with a commitment to:

1. Make available to every student a personal point of encounter with Jesus Christ and His call to those students.
2. Provide intentional times and resources which allow students to consider their spiritual journey in an integrated way with their vocational growth.
3. Convey with clarity the Christ-centered nature of the university's approach to education from a Christian perspective with particular concern for transformation of the soul.

Graduate students can participate in SoulQuest through:

- Regular fellowship events.
- Weekly email contact from a chaplain.
- The Prayer Partners Program.
- Personal connection with a chaplain.
- Encounter learning events.
- Online resources at www.apu.edu/soulquest/.

SoulQuest seeks to bring graduate and professional students to a deeper knowledge of God through Jesus Christ and therefore embraces the diversity of students and faiths in APU's constituency. While maintaining integrity with the university's heritage and calling, the chaplains are equally available to respond to the needs of all students in a grace-filled and affirming manner.

Graduate Student Support Services

Executive Director of Graduate Student Support Services:
Patrick Horn
Phone: (626) 815-4626
Fax: (626) 815-4594
Email: phorn@apu.edu

The Office of Graduate Student Support Services (GSSS) is responsible for developing and improving the services that graduate and professional students need to be successful. GSSS thus coordinates with APU's many service departments to provide the best possible support for graduate students, and also manages graduate student conduct procedures. Graduate Student Support Services is located upstairs in the Administrative West Building at 568 E. Foothill Blvd., Azusa, CA 91702.

Learning Enrichment Center

Mission Statement

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

Accommodations for Individuals with Disabilities

The LEC is the designated office for:

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

Disability verification and accommodations include students in undergraduate and graduate programs as well as adult professional programs.

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

Request for Disability Accommodations

1. Complete an Academic Accommodations Application available in the LEC or at www.apu.edu/lec/disabilities/.
2. Provide documentation of the disability. Must be current within three years.
3. Schedule a meeting with the associate director of the LEC.

Note that academic accommodations at APU do not include:

- Individualized diagnostic testing or evaluation
- Special programs for students with learning differences or disabilities
- Personal care assistance or equipment
- Separate or special tutorial programs
- Reduced standards of academic performance

- Waiver of academic courses or requirements
- Waiver of professional licensure requirements such as internship hours, clinical practicums, student teaching, etc.

View the university's Disability Grievance Policy for Students on the APU website.

Continuing Term/Semester Accommodations for Students with Disabilities

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

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

Parking Accommodations for Mobility Limitations

Students with Temporary Mobility Limitations

Students with a physician's or appropriate professional's verification may be granted a parking exemption that is valid for a limited period of time, usually less than one 15-week semester or term. The documentation must contain (1) diagnosis and extent of physical injury or functional limitation and (2) anticipated length of time for injury to heal. Eligibility for a parking exemption is determined by completion of an LEC Service Request form, a meeting with the LEC director or associate director, and review of the submitted documentation. If approved, a temporary parking exemption will be issued. The exemption allows a student to park in the campus lots designated for general parking. The student is required to hold a current student parking permit. This parking exemption (obtained from the Department of Campus Safety) must be displayed on the dashboard or in accordance with the current parking regulations. The exemption is valid only for the registered vehicle of the individual named on the form.

Students with Permanent or Chronic Conditions

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

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

Direct inquires to the Learning Enrichment Center, (626) 815-3849 or fax (626) 815-3959, or the Department of Campus Safety at (626) 815-3805.

Writing Center

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

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

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

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

University Bookstore

Located on West Campus, across from the Hugh and Hazel Darling Library, the University Bookstore offers a wide range of merchandise and services. The University Bookstore provides for the purchase and/or rental of new and used textbooks, as well as electronic versions (if available). Selling back of textbooks is offered several times throughout the year. In addition to all the materials needed for students' courses, a broad selection of Christian books, Bibles, and reference materials are carried. The University Bookstore is a one-stop source for everything needed to show school spirit and for gift giving. Students may also purchase graduation announcements, class rings, and nursing pins and badges, as well as purchase art and office supplies. For students' convenience, a fax sending and receiving service is offered as well. Special order books that are not carried by the University Bookstore are available. In addition, imprinting, balloon bouquets and complimentary gift wrapping are available.

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

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

University Counseling Center

The University Counseling Center (UCC) exists to empower students to realize their academic and personal potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services are available to any student currently enrolled in undergraduate or graduate courses on the Azusa campus, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. For more information, call (626) 815-2109.

Duplicating Services and Evoke, A Print Studio

Duplicating Services is an on-campus resource department for reproducing documents. Services include standard black and white copies, color copies, printing post cards, tickets, brochures, and posters. Electronic services include scanning files to a PDF, data merging, CD/DVD burning.

Finishing services include binding, stapling, booklets, folding, cutting, scoring, perforation, and stapling. In addition to the wide variety of material available, including butcher paper, lamination, and foiling, specialty items can also be special ordered.

Duplicating Services accepts cash, checks, Visa, MasterCard, Cougar Bucks, and AR accounts.

Hours: (may vary during the holidays and summer)

Monday–Thursday:	8 a.m.–5:30 p.m.
Friday:	8 a.m.–4:15 p.m.

Duplicating Services is located on West Campus behind Darling Library. For additional information, please visit www.apu.edu/auxiliaryservices/duplicating or call (626) 815-5418.

Evoke, A Print Studio, is a self-serve competitively priced graphics studio and print shop owned and operated by Azusa Pacific University. Experienced staff is available to assist students with basic instruction and suggestions to help design projects. The goal is to provide an alternative solution to those wishing to manage their own projects or gain hands-on experience with graphic design.

Services include: black and white, color copies, screen printing, high quality T-shirt transfers, posters printing, poster mounting, lamination, banners, canvas prints, photo printing, business cards, stickers, CD labels, buttons, binding, post-cards, business cards, résumé paper, corrugated boards, custom vinyl decals, and vinyl wraps.

Screen printing

Screen printing is a new service at Evoke that produces garments for special events. Evoke offers a wide range of colors and fabrics, competitive pricing, and require no minimum or maximum orders.

Evoke accepts cash, checks, Visa, MasterCard, and Cougar Bucks.

Hours: (may vary during the holidays and summer)

Monday–Thursday:	8 a.m.–8 p.m.
Friday:	8 a.m.–4 p.m.
Saturday:	10 a.m.–4 p.m.

Evoke is located at 936 Alosta Ave. in the University Promenade shopping center.

For additional information, please visit www.apu.edu/auxiliaryservices/evoke or call (626) 815-5078.

Campus Safety

The Department of Campus Safety serves on APU's private property. It employs 25 full-time and 3 part-time staff members, and is complemented by more than 90 student workers. The Department of Campus Safety is located on East Campus on the first floor of Adams Hall.

Campus Safety tactfully enforces APU rules and regulations in a positive, constructive, and impartial manner. The department's primary objective is to provide a safe and secure environment conducive to the educational process.

Services Provided

- 24/7 Safety Escorts
- After Hours Shuttle Service (10 p.m.–2 a.m.)
- Rape Aggression Defense (RAD) classes for women
- 360 Safety Videos (www.apu.edu/campussafety/prevention/)
- Personal Safety Whistle Program
- Anonymous Silent Informant Reporting
- Parking Services and Traffic Enforcement
- 24/7 Dispatch
- 24/7 Officer Patrols (vehicle, bicycle, foot)
- Welcome Booth
- Vehicle Jump Starts
- Dorm Room Lockouts
- Perimeter Patrol (6 p.m.–2 a.m.)

Resources Provided

The department collaborates closely with local law enforcement agencies. Safety is paramount. All community members are encouraged to be Campus Safety's eyes and ears at all times and remember, "*If you see something, say something.*" If assistance is needed, please adhere to the following guidelines:

For all life-threatening emergencies or crimes in progress, dial 911, then call Campus Safety (626) 815-3898.

For non-life-threatening situations, please contact Campus Safety at (626) 815-3898.

For additional information, please visit:

Department of Campus Safety:
www.apu.edu/campussafety

Annual Security Report:
www.apu.edu/campussafety/clery

Parking Services:
apu.thepermitstore.com

Disaster Preparedness Information

The first priority at Azusa Pacific University is always the safety and security of students, employees, and guests. To that end, APU is always refining disaster preparedness plans to be ready for natural disasters and other emergencies. Because of its location in Southern California, APU is particularly susceptible to earthquakes and wildfires. Specific plans have been made for these types of emergencies in conjunction with the Los Angeles County Fire Department and the Azusa Police Department. The university maintains an excellent working relationship with both of these agencies. For complete emergency response information, please visit www.apu.edu/response/.

Health Insurance

Student health insurance is an optional benefit for domestic graduate students and can be purchased through the Graduate Center during the open enrollment activity period at the current health fee. It must be renewed in both the fall and spring terms in order to have continuous coverage. Graduate students receive services through a PPO physician in their area. Graduate students must be enrolled at least part time according to their program of admittance during the session for which they want insurance.

Information regarding coverage, usage, and how to sign up can be obtained at www.apu.edu/graduatecenter/resources/healthinsurance or by calling the Graduate Center at (626) 815-4570.

University health insurance is considered secondary coverage with benefits payable only to the extent that such expense is not covered by any other insurance policy (i.e., spouse, parents, individual, or group plan). Students must present the insurance card at the place of service and pay the portion of the medical bill not covered by the policy.

International Student Health Insurance

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase the APU health insurance during their time of study.* The APU health insurance meets the state department's requirement for health insurance for international students. The insurance must be purchased at the time of registration twice a year with a total of 12 months of coverage. Because this is a mandatory requirement, all F-1/J-1 degree-seeking international students with this coverage are eligible to use the APU Student Health Center for little or no cost. For Health Center information and list of services offered, visit www.apu.edu/healthcenter/. Insurance coverage terminates when a student completes or terminates his/her study.

Upon graduation, if an F-1/J-1 student chooses to apply and then obtains OPT/Academic Training, the option to buy health insurance through APU is available. It is strongly recommended that students continue to purchase APU health insurance.

*This rule does not apply for those studying in a non-standard term graduate program (i.e., intensive graduate programs—D.Min., Ed.D.). These students are required to purchase appropriate coverage prior to arrival in the U.S. If the individual wishes to purchase the APU international health insurance, it is only available in six-month minimum increments.

International students not carrying an Azusa Pacific University immigration document (i.e., R-1 or H-1 status) are not required to purchase the APU health insurance but may do so if they meet the credit unit requirement.

Students in the American Language and Culture Institute (ALCI) will purchase health insurance when they register each semester.

Information and Media Technology (IMT)

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information in the area of technology for Azusa Pacific University. IMT supports administration, faculty, staff, and students. For more information, visit www.apu.edu/imt/, call (626) 815-5050, or (866) 278-3375 toll free, or email support@apu.edu.

- **Support Desk** – The support desk provides assistance with home.apu.edu accounts and APU WiFi connections.
- **APU's Intranet** – This free service provides the necessary tools for students to communicate with other students and faculty. This intranet provides an email account, instant messaging, server disk space for webpages, and access to critical campus resources such as grades, financial information, and online library resources.
- **Antivirus Protection** – Antivirus protection is provided through a corporate license with Symantec. Symantec Endpoint Protection will be installed upon the first use of the APU network and will be updated with each subsequent use. This free service precludes the use of any other antivirus software when using the APU campus network.
- **APU WiFi** – APU WiFi is APU's wireless network. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, and search library resources from various locations on campus, including outdoor green spaces without using cables.
- **Computer Facilities** – Computers can be found clustered in the libraries and the Student Union. These computer facilities are equipped with PC workstations and printers. Available software includes SPSS, the Microsoft Office Suite, medical programs, databases, a variety of discipline specific programs, and full Internet access. Lab technicians are available during operation hours.

Computers

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

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

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

PC

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

MAC

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

Internet Acceptable Use Policy

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

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

User Requirements

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

Acceptable Uses

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

Unacceptable Uses

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

Enforcement and Violations

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

Center for eLearning and Teaching

Online Courses: www.apu.edu/online

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

Most students who take online classes do so for convenience while balancing work schedules and course availability. This environment allows students unable to attend a campus program to participate in an exciting online version of traditional face-to-face classes. Learning is still driven by interaction with content material, professor mentoring, and student dialogue. Online courses are designed for self-motivated and disciplined students. As in traditional classes, participation requirements and strict due dates apply. This is not a self-paced program, but rather, a new way of becoming a lifelong learner where the responsibility for learning is shared by the student and professor.

APU offers online programs in art history, business, computer science, education, leadership, nursing, and TESOL. For a complete list, visit www.apu.edu/online/. Other individual online classes are offered that can be taken as part of traditional, face-to-face graduate programs. To learn more about specific programs offered in the above areas, please visit www.apu.edu/online/. For more information, please call (626) 815-5038.

Study Abroad Programs

The **Center for Global Learning & Engagement** coordinates efforts with APU deans and department chairs to develop both semester and short-term international study programs for interested graduate students. Students seeking to experience the cross-cultural aspect of education firsthand are encouraged to speak with their graduate program advisor to explore the possibilities of studying abroad in conjunction with their APU coursework.

International Center

Location: East Campus
Office Hours: Monday to Friday 8 a.m.–4:30 p.m.

The presence of international students and scholars with their varied cultures is an important aspect of the APU campus. Every student/scholar who comes to APU from a different culture brings with him/her a wealth of cross-cultural knowledge that makes the APU campus a richer and more diverse community. Therefore, APU offers a central office where the needs and interests of the students/scholars can be met.

International Enrollment Services (IES)

(626) 812-3055

International Enrollment Services (IES) is responsible for recruiting and admitting international students for Azusa Pacific University's undergraduate and graduate degree programs, as well as the Intensive English programs. The office accomplishes this through a global network of partnerships with schools, churches, businesses, and government agencies in more than 50 countries and throughout the U.S. IES staff members meet with students and their families to offer helpful consultation and assessment regarding the students' educational, spiritual, and life goals. Upon initial arrival into the U.S., IES provides airport pick-up and short-term housing. Office staff also help students obtain a bank account, a Social Security number for working on campus, and a California ID.

International Students and Scholars (ISS):
"Their Potential is Our Priority"

(626) 812-3055

The Office of International Students and Scholars (ISS) exists to provide relevant services to international students/scholars from around the world. Services include a mandatory International Student Orientation, immigration services, and cross-cultural support services. ISS sponsors an International Chapel once a week which is open to international and domestic students alike. Numerous activities are provided throughout the year to introduce students to Southern California.

In addition, ISS promotes international understanding through specialized training and international awareness festivities on campus. ISS co-sponsors annual events such as International Awareness Month, Global Vision Week, World Market, and Global Fest.

American Language and Culture Institute (ALCI)

(626) 812-3069

In addition to implementing the six-level, year-round academic ESL program, ALCI offers a variety of other services to meet the needs of international students, American students, faculty and staff at APU. Graduate students may join the American/International Mentoring (AIM) program to enhance their university experience and develop cross-cultural relationships. Interested students should contact aim@apu.edu or apply online at www.apu.edu/international/activities/aim/.

International Tutoring Center

ALCI also offers support services through the International Tutoring Center to assist international students with their academic needs. Specially trained and culturally sensitive graduate consultants provide client-centered, non-directive feedback in grammar, citation styles, thesis development, and various dynamics of academic writing. Students may register for free 30-minute appointments at apuitc.mywconline.com.

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

Financial Aid
At present, there are very limited scholarships available at the post-baccalaureate level. There are some teacher assistantships or graduate internships available in some of the departments. For further information, please see specific program area.

Health Insurance
Any international student studying at APU on an I-20 or DS 2019 (F or J visa status) issued by APU must purchase APU student health insurance. Student health insurance is paid twice a year and covers the student for 12 months. Student health insurance becomes invalid upon graduation or withdrawal from APU.

International Leader's Scholarship
The International Leader's Scholarship offers an educational opportunity for up to five non-U.S. citizens/residents in need of financial assistance. The scholarship includes a full-tuition award and health insurance coverage annually, and is for individuals who either wish to conduct research and audit courses or seek a degree. To apply for an International Leader's Scholarship, the individual must have a bachelor's degree, a minimum of five years' work experience in a professional capacity, the financial ability to cover one's own cost of living and books, and meet the minimum English proficiency requirements for the university. In addition, those desiring the degree-seeking scholarship must meet all of the admission qualifications for a specific degree program. Please contact the International Center for an application and additional information about this specific scholarship.

U.S. Immigration
Azusa Pacific University employs a full-time international student advisor to assist students with immigration issues from the initial issuing of the immigration documents to any immigration concerns or questions during their stay at the university. APU has been authorized to issue both the I-20 (F-1 visa status) and the DS 2019 (J-1 visa status), by the Department of Homeland Security and the Department of State.

APU is not responsible for the decisions made by U.S. Citizenship and Immigration Services (CIS).

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

To maintain legal status, the international student* must:

1. **Be full time:** For master's degree students in a 15-week term, 9 units are considered full time. For the 9-week term, 9 units over two 9-week terms are required. Doctoral degree students must carry a minimum of 6 units of weekly professor contact hours to maintain full-time status. Master's degree students may not take more than one online or independent study class for every 9 units of coursework. For any exceptions to this policy, please make an appointment with the ISS for counsel.
2. **Work only on campus:** U.S. regulations allow F-1 and J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students should make an appointment in the International Center for counsel. J-1 research scholars have different employment regulations. See immigration advisor for details.
3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. Students must report the location of their physical residence (not a post office box) to:
   - ISS in the International Center at APU.
   - The Office of the Graduate Registrar.
4. **Obey all laws of the United States:** For details of other specific immigration laws which could affect F-1 or J-1 status, please contact ISS.

The above requirements do not constitute a comprehensive list. Students are also responsible for immigration laws not stated here.

***An *international* student at APU is defined as any individual not holding a U.S. residency or citizenship. Any non-U.S. resident/citizen is required to apply to APU through the International Center.**

Full-time status for international doctoral students in either F-1 or J-1 status should be consistent with university policy for full-time students. Currently, a minimum of 6 units per semester is considered full time with the option of each school/program determining more for full-time status. U.S. Citizenship and Immigration Services and the U.S. Department of State require students to remain in full-time status during their entire academic program. There are instances where an individual is permitted to carry less than a full-time schedule. For information on these instances, contact the International Center.

No more than the equivalent of one class or 3 units per term may be taken online or through distance education if the individual is in the U.S. and enrolled as a full-time F-1 or J-1 student.

If an individual is enrolled in an intensive study program (classes meeting twice a year for a two- to three-week session such as in the D.Min. or Ed.D. programs), the student must leave the U.S. between terms or may remain and take one additional in-class course during the term separating the two intensives.

Academic Research and Grants

Academic research and grants offices and centers strengthen and celebrate APU's community of Christian scholars through research support and grant services. They consist of the following support areas for faculty and graduate students:

Office of Research and Grants

The Office of Research and Grants promotes the academic vision of Azusa Pacific University as a community of Christian scholars and researchers, by celebrating and fostering research internally, and by supporting faculty seeking external grants to fund research. Research is celebrated through faculty luncheon presentations, a regular newsletter reviewing faculty publications and activities, and annual faculty writers' retreats. The office assists faculty with identifying external finding sources by reviewing application drafts, and in processing grant proposals through APU's financial, legal, technology, personnel, space, and operations departments. The office submits grants to funding sources, and assists faculty in administering sponsored grant awards. Graduate students may apply for grants to help them present their research at professional conferences.

Center for Research in Ethics and Values

The Center for Research in Ethics and Values promotes research in ethics and values across the disciplines. Through faculty research fellowships, lectures, and seminars, the center supports scholarship in ethics and values, broadly defined. By encouraging the application of scholarship to the social issues and needs of the world, rooted in and critically informed by faith, the center seeks to foster a better understanding of significant ethical and moral issues.

Center for Academic Service-Learning and Research

This center builds community by developing positive, reciprocal relationships between APU and the local private and public sectors. The goal is to enhance scholarship of faculty, students, and community partners through service activities which integrate faith in Christ with service and learning. The center also empowers students to move from theory to practice, preparing them for a lifetime of learning, service, and civic engagement.

The Noel Academy for Strengths-Based Leadership and Education

The Noel Academy for Strengths-Based Leadership and Education equips leaders and educators to capitalize on their own and others' strengths as the foundation for engagement in a process that leads to thriving as leaders and educators. The academy accomplishes its mission by conducting research on strengths-based leadership and educational practices, designing assessment tools and strengths-based programming, providing training and consulting to leaders and faculty in other colleges and universities, and disseminating best practices and research results through its website, conferences, and publications.

Alpha Chi National College Honor Society, California Gamma Chapter

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

Sigma Iota Epsilon National Honorary and Professional Management Fraternity

The Master of Arts in Management (MAM) program holds a prestigious membership in the Sigma Iota Epsilon (SIE) National Honorary and Professional Management Fraternity. Induction into the National Society of Sigma Iota Epsilon highlights the academic standards of the Master of Arts in Management program and the qualifications of the faculty. Approval from the national chapter also affirms the contribution and value of scholastic achievement in APU's management programs.

APU's Master of Arts in Management fraternity, designated Sigma Iota Epsilon, Theta Kappa Chapter, extends individual membership to students who demonstrate high academic standing in the field of management. The vision of the Theta Kappa chapter is to connect SIE's mission with APU's Four Cornerstones, creating a synergy that will help develop both holistic and dynamic professionals in the business world. Programs aim at bridging the gap between theory and practice and helping prepare students to enter the management field and advance as leaders.

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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 relevant experience to the program of application and disposition are reviewed.

While the following minimum admission requirements are considered for university admission, specific program acceptance requirements and application deadlines should be consulted as well by reviewing the appropriate program website (see end of this section) and catalog section.

To be considered for university graduate admission, the applicant must have a bachelor's degree, master's degree, or doctoral degree from a regionally accredited college or university. Please refer to individual program requirements for specific admission policies and allowances. An earned baccalaureate or master's degree from an ATS- or ABHE-accredited institution will be considered for admission only to the Graduate School of Theology. The grade-point average (GPA) from the highest earned is used for admission consideration. Applicants with an earned master's degree with a 3.0 cumulative GPA or higher from a regionally accredited college or university may qualify for university graduate admission consideration in lieu of their baccalaureate GPA. Specific program admission requirements may be more stringent.

The grade-point average (GPA) from the highest earned degree is used for admission consideration. Applicants with an earned master's degree with a 3.0 cumulative GPA or higher from a regionally accredited college or university may qualify for university graduate admission consideration in lieu of their baccalaureate GPA. Proof of the baccalaureate degree is also required. Specific program admission requirements may be more stringent.

A cumulative minimum 3.0 (on a 4-point scale) GPA is required on the posted baccalaureate degree for regular admission status. Candidates with a GPA of 2.5–2.99 may be considered for conditional admission status based on GPA. This conditional admission status requires maintaining a minimum cumulative GPA of 3.0 with no grade lower than a *B-* in the first 12 units. Students who do not meet this requirement will be reviewed for dismissal. Specific program admission requirements may be more stringent.

Applications with baccalaureate grade-point averages below a 2.5 are subject to university denial.

Applicants denied admission based on GPA may be reconsidered by departmental exception for university admission by meeting one of the following options as determined by the program of application:

- **Option 1**: A teaching and/or service credential
- **Option 2**: CBEST scores and one of the following: CSET, MSAT, GRE, or PRAXIS/SSAT scores (All scores must meet California passing standards.)
- **Option 3**: A minimum combined score of 300 for the verbal and quantitative sections of the Graduate Record Examination (GRE) (The GRE must be taken within the previous 12 months prior to application.)
- **Option 4**: Post-baccalaureate evidence of ability for graduate study may be established through the completion of at least 12 semester units of upper-division undergraduate or 6 semester units of graduate coursework from a regionally accredited college or university. The relevance of this coursework to the program to which application is being made must be demonstrated, and a grade of *B* or better must be achieved in each course.

Anyone admitted based on one of these four options is admitted with Conditional GPA status and must maintain a minimum cumulative GPA of 3.0 and no grade lower than a *B-* in the first 12 units.

Forms and procedures are available from the Office of Graduate Admissions.

English Language Proficiency

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

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

Reservation of Rights

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

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

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

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

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

Non-U.S. citizens/nonpermanent residents must apply through the International Center (see International Graduate Admissions).

Application and Fee

To be considered for admission to any graduate coursework, the prospective student must complete the graduate application (printed copy or online) and submit a nonrefundable $45 application fee as well as provide official transcripts for college coursework completed. APU alumni need not request official transcripts for prior coursework taken at APU. Certain programs may require additional references and/or other supporting documents.

The application fee is waived for alumni and those who have earned 20 or more units from APU. Faculty, staff and their spouses, veterans, and members of the military also qualify for an application fee waiver.

Veterans' Education Benefits

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

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

Conditional-Incomplete Admission (CIA)

The Conditional-Incomplete Admission status (CIA) is most often utilized when, in order to meet an application deadline, an applicant submits his/her transcripts before the degree is officially posted. In this situation, the applicant must submit all other official application documents including transcripts for which the final semester of coursework is posted even if still in progress or awaiting grade/degree posting. Other incomplete documents may be considered by program. Please visit the college/school website for specific program application requirements.

Students admitted under CIA status must submit all official and final documents/transcripts, including posted degree, before the first day of classes, unless special arrangements have been approved through the Office of Graduate Admissions. Failure to provide final official documents in a timely manner will result in administrative withdrawal from classes.

The following must be submitted before consideration for CIA status:

- A completed application for admission
- The $45 nonrefundable application fee
- Transcript(s) of bachelor's degree coursework earned from a regionally accredited institution with the minimum GPA required for university admission

Check with specific programs regarding additional application documents required for the CIA admission status.

Some departments and schools may specify which courses a student may taken under CIA status, and may allow only prerequisites to be taken. Completion of preadmission courses does not guarantee admission regardless of course outcomes.

The CIA status may be exercised only once per APU degree earned. Students may not use the CIA status for each Change of Program submitted.

This status is **not** applicable for international students who come to the U.S. on an I-20 or DS 2019, F-1 or J-1 status.

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

Transcripts

Official transcripts are required for all degrees, certificates, and credentials earned prior to application to APU. Official transcripts for other college coursework not leading to a degree, certificate, or credential may be required by the department for program acceptance consideration. An official transcript is one which Azusa Pacific University receives unopened in an envelope sealed by the former institution and which bears the official seal of the college or university. APU reserves the right to require transcripts sent directly from the former institution. The baccalaureate degree transcript may be waived, with approval of the academic program, if an applicant has earned a regionally accredited master's or doctoral degree prior to applying to APU.

APU alumni need not request official transcripts for baccalaureate coursework from the undergraduate registrar. When applying for a graduate program, the Office of Graduate Admissions will obtain a copy for the graduate admission file.

International transcripts must be translated into English, certified by an authorized official, and include the posted degree. International transcripts must be evaluated by an approved agency, which creates an official Degree/Transcript Equivalency Report to verify that the international degree is comparable to a degree from a regionally accredited college or university in the United States. An official copy of this Degree/Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration. Contact the Office of Graduate Admissions in the Graduate Center for a list of approved agencies.

Once filed, transcripts are subject to the provisions of applicable federal and state laws and regulations and cannot be returned to the applicant or forwarded to other educational institutions.

For information about ordering an APU transcript, see Release of Transcripts under Academic Policies and Procedures in this catalog.

False Information Policy

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

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

Change of Program

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

A graduate admissions enrollment counselor will contact the student if further documentation and materials are required for this change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.

International Graduate Admissions

An international student at APU is defined as any individual not holding a U.S. permanent residency or citizenship. Any non-U.S. resident/citizen is required to apply to APU through the International Center.

Azusa Pacific University is authorized under federal law by the U.S. Citizenship and Immigration Services (CIS) and the U.S. Department of State to enroll nonimmigrant alien undergraduate and graduate students as well as intensive English students. APU issues and administers both the I-20 and DS2019 (F-1 and J-1 status documents respectively). APU is able to issue I-20s for the following regional centers for appropriate programs to each center: San Diego, Orange County, Los Angeles. Not all degree programs are available at the regional centers.

To be considered for graduate admissions as an international applicant, all the requirements are the same as listed in the Graduate Admission to the University section. There are a few unique requirements for international applicants. They are the following:

1. $65 nonrefundable application fee
2. Affidavit of Financial Support and bank statement* providing ability to pay for educational costs through personal, family, or sponsor resources
3. Certified English proficiency (See English Proficiency Requirements section in this catalog.)
4. Official transcripts sent directly from the previous schools attended to APU. Transcripts must be both in original language and English.
5. Copy of passport

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

All international applicants are expected to read and comply with the policies listed in this catalog.

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

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

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

The International Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
+1-626-812-3055
Fax: +1-626-815-3801
Email: international@apu.edu
Website: www.apu.edu/international

English Proficiency Requirements

All students graduating from non-English speaking institutions or from programs not taught in English and applying for graduate admission to Azusa Pacific University, with the exception of APU-approved programs in languages other than English, are required to submit proof of sufficient English proficiency. One proof of proficiency is the successful completion of the international Test of English as a Foreign Language (TOEFL) examination. Other options to prove proficiency follow the TOEFL information.

The following minimum scores on the Internet-based TOEFL (iBT) are required for admission to **master's-level and credential** programs:

Reading: 22	Speaking: 22
Writing: 24	Listening: 22

The following minimum scores on the iBT are required for admission to **doctoral** programs:

Reading: 25	Speaking: 25
Writing: 25	Listening: 25

The iBT must be taken no more than two years before the start of an APU program. Specific graduate departments may choose to require a higher score. Please see specific program areas for further information.

If the applicant scores below the minimum in one or more of the skill areas, the individual can retake the TOEFL test, take the APU American Language and Culture Institute (ALCI) placement test, or consider studying and passing Level 6 in ALCI prior to full-time entry into the graduate program.

An International English Language Testing System (IELTS) score can also be used as a verification of English proficiency. For regular admission, a minimum score of 7 is required.

Applicants studying full time and earning 48 units (not including ESL units) in an English-speaking university immediately prior to applying to APU, may be eligible to waive the English proficiency exam requirements. Verification of English as the language of instruction will be required.

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

If, while in classes, it is determined that the student's ability to communicate and participate in English is below the necessary standard, an instructor may refer him/her to the department chair, who may require him/her to seek assistance from the ALCI, which may lead to enrollment in a noncredit program at the student's expense.

Conditional Admission Based on English Level

Some applicants have high academic ability, but have not yet achieved English proficiency. For these applicants, provisional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) at APU prior to studying in their program. Conditional admission is not available for every graduate program. Contact an admissions representative at international@apu.edu for details.

American Language and Culture Institute (ALCI)

Applicants who are not able to take the TOEFL/IELTS tests may apply to APU's American Language and Culture Institute (ALCI). After arrival at the ALCI, English testing will be provided to determine the level of English proficiency. Students who pass all the English testing can proceed directly into the university at the next available starting date without studying in the ALCI (provided they have already been accepted to the graduate program at the university). When a student has been placed in or advanced to Level 6 of the ALCI, the student may take one or two graduate classes concurrent with their intensive English studies and TESL 500. Students taking a leave of absence after placement in ALCI must retest if absent more than six months.

Graduate Program Application Requirements

Please visit the college/school website listed below for additional program application procedures and forms for the specific program to which you are applying.

College of Liberal Arts and Sciences
www.apu.edu/clas

School of Adult and Professional Studies
www.apu.edu/aps

School of Behavioral and Applied Sciences
www.apu.edu/bas

School of Business and Management
www.apu.edu/sbm

School of Education
www.apu.edu/education

School of Music
www.apu.edu/music

School of Nursing
www.apu.edu/nursing

Graduate School of Theology
www.apu.edu/theology

University Libraries
www.apu.edu/library

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GRADUATE STUDENT FINANCIAL SERVICES

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

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

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

Tuition and Fees 2013–14

(effective fall 2013)

School of Behavioral and Applied Sciences	
College Counseling and Student Development, M.S. (per unit)	$617
Ed.D. and Ph.D. HE Leadership **Pre-2007 Cohort** (per unit)	$685
Ed.D. and Ph.D. HE Leadership **2007 Cohort** (per unit)	$750
Ed.D. and Ph.D. HE Leadership **2008 Cohort** (per unit)	$800
Ed.D. and Ph.D. HE Leadership **2009 Cohort** (per unit)	$810
Ed.D. and Ph.D. HE Leadership **2010 Cohort** (per unit)	$815
Ed.D. and Ph.D. HE Leadership **2011 Cohort** (per unit)	$825
Ed.D. and Ph.D. HE Leadership **2012 Cohort** (per unit)	$875
Ed.D. and Ph.D. HE Leadership **2013 Cohort** (per unit)	$897
Global Leadership, M.A. (U.S. Resident) (per unit)	$622
Global Leadership, M.A. (Continuing U.S. Resident – 50% of US rate)	$311
Global Leadership, M.A. (Non U.S. Resident or U.S. Resident living more than 180 days out of the U.S—25% of U.S. rate)	$156
Leadership, M.A. (per unit)	$612
Psychology M.A., M.F.T. (per unit)	$647
Master of Social Work (per unit)	$617
Psychology Doctorate (per unit)	$912
Physical Therapy Doctorate (per unit)	$637
School of Business and Management	
MAM, YEMAM (per unit)	$697
MBA, YEMBA, Millennial MBA, MBA Online (per unit)	$727
Master of Professional Accountancy (per unit)	$727
School of Education	
Education Programs, M.A. and Credential Only (per unit)	$592
Education Doctoral Studies (per unit)	$827
College of Liberal Arts and Sciences	
ALCI Pre-graduate: Level I –V (per semester) (No health fee included)	$5,150
ALCI Pre-graduate: Level VI (per semester) (No health fee included)	$2,900
ALCI Part-time (per unit)	$350
Information Technology, M.S. (per unit)	$477
MATUL (per unit)	$377
TESOL, M.A. (per unit)	$507
TESOL Field-based, M.A. (per unit)	$342
College of Music and the Arts	
Master of Music (per unit)	$567
Master of Fine Arts (per unit)	$617
Modern Art History, M.A. (per unit)	$527
School of Nursing	
Nursing Master's Degree Programs (per unit)	$577
Nursing Doctorate (PhD and DNP) (per unit)	$952
Graduate School of Theology	
Theology Master's Degree Programs (per unit)	$477
Doctorate in Ministry (per unit)	$492
University Libraries	
M.A. in Education: School Librarianship with Teacher Librarian Services Credential (Online)	$592
Teacher Librarian Services Credential only (Online)	$592
Continuing Dissertation	
Half-price tuition per unit for only the following courses: HED 795 (half-tuition per unit of student's per unit cohort price), PPSY 795, EDUC 795, and GNRS 798	
Mandatory Fees	
Graduate Parking Fee (All Graduate Students) (per semester)	$110
Health Insurance Fee	
Graduate Health Insurance Fee (per term) *(Mandatory for all on-campus and international students on APU I-20 and DS 2019) (Max $1,500 per year)*	$750
Special Fees	
Doctorate of Ministry Continuation Fee (per course GDMN 792)	$984
Doctorate of Ministry Renovare Fee (per courses: GDMN 752, 754, 756,758)	$1,950
Ed.D. HE Leadership and Ph.D. HD Leadership Statistics Exam Fee (HED 744 only)	$200
Ed.D. HE Leadership and Ph.D. HD Leadership Orientation Fee (HED 701 only)	$300
Independent Study (per unit)	$125
Late Enrollment Request Fee (processing fee per request)	$125
MFA Lab Fee (per lab course)	$55
MPA Becker Review Fee (ACCT 590 only)	$2,175
MMBA Field Study Fee (per trip)	$3,200
Music: Private Applied Voice or Instrument (per unit)	$335
Music Choir Outfit: Bel Canto	$350
Music Choir Outfit: University Choir, Male Chorale	$475
Music Choir Outfit: Gospel Choir	$375
Music Choir Outfit: Chamber Singers	$400
Nursing Clinical (per course – includes malpractice insurance)	$200
Other Music Performance Groups: (Marching Band, Wind ensemble and Hand Bells)	$40
Overnight Transcripts (Continental U.S. only) (includes rush) (plus transcript fee)	$45
Overnight Transcripts (International) (includes rush) (plus transcript fee)	$55
Psy-Educational assessment/Lab Fee	$50
Physical Therapy Lab Fee (per lab course)	$100
Return Check Fee (per check)	$30
Rush Transcripts (includes transcript fee)	$25
Teacher Proficiency Assessment (student teaching) (per student)	$592
Transcript Fee (per copy)	$5
YEMBA Field Study Fee (BUSI 566 in Spring term only)	$4,000
YEMAM Field Study Fee (BUSI 597 in Spring term only)	$3,000
Matriculation Fees	
Application fee for U.S. students	$45
Application fee for international students	$65
Graduation Fees	
Graduate students	$80
Placement files: Set-up and 10 mailings	$60

Additional Tuition and Fees

Audit for all programs (per unit)	half-tuition
All other grad programs and/or graduate students taking UG courses (per unit) *Per unit price Varies. Please speak with your graduate student account counselor for further information.*	
Faculty development courses	$592

Prices subject to change without notice.

Payment Terms and Conditions

All tuition and fees are due first day of class. All owed balances are considered past due 30 days after posted start date. All past due balances must be paid in full prior to the opening of the next session's registration period. If any student has a past due balance, he/she may be prevented from participating in any graduate enrollment activity until the account is current and no longer past due.

Any late enrollment activity (add or drop) requested via the petition process will be charged a $125 processing fee for the manual processing to register, add, drop, or withdraw after the published deadline.

Students previously in APU collections for a prior balance who wish to return must have a zero balance for their returning semester.

Federal Direct Student Loan

Students wishing to apply for a student loan should file the FAFSA form as early as possible at www.fafsa.gov, wait for the graduate financial aid offer from the Office of Graduate Student Financial Services, and promptly complete any additional steps requested in the process. *Registrations will be accepted based on a zero student account balance.*

All charges for the term (multiple sessions such as Fall I and Fall II make up the fall term) must be paid in full before a refund of excess loan funds will be disbursed to the student.

Petition Process

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

Refund Policy

Institutional Policy for Withdrawals

Students may drop a class with full refund of tuition and fees until the last day to register or add/drop classes for the appropriate session, as published in the Graduate Academic Calendar. Following the deadline to drop a class, a student may withdraw under certain circumstances, as stated in the Graduate Catalog under "Academic Policies and Procedures: Withdrawal."

In the event a student withdraws from a class, refund of tuition and course fees will be made as follows:

Through the last day to register or add/drop	100 percent refund
After deadline, up to 24 percent of session	90 percent refund
25–39 percent of session	50 percent refund
40–59 percent of session	25 percent refund
60 percent of session or greater	0 percent refund

Summer and Special Terms

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

Federal Return to Title IV Policy

APU's graduate institutional withdrawal policy is independent of, and in no way contingent upon the federal government's Return to Title IV (R2T4) policy that must always be considered when a student withdraws from a term.

The Office of the Graduate Registrar in the Graduate Center is responsible for officially withdrawing the student from APU graduate studies. A student begins the process by obtaining an Enrollment Activity Form, completing the entire form, and securing all the necessary signatures requested.

Students will have the opportunity to talk with a Student Account Counselor regarding how withdrawing will affect their current aid eligibility. A "Graduate Financial Aid Withdrawal Guide" that provides specific examples of how withdrawing affects one's financial aid is available.

It is important to note that the federal government awards financial aid assuming that a student will complete the courses for which one is receiving the aid. If a student withdraws from all concurrent courses in a traditional 15-week semester, or doesn't complete all the sessions of a modular (sequential) course schedule, in some cases the student only earns a portion of the financial aid already awarded or disbursed. APU Graduate Student Financial Services is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid awarded or disbursed and return it to the Title IV programs.

Graduate Institutional Aid Return Policy

Dropping a class through the last day to register or add/drop classes results in a 100 percent return of any institutional aid associated with the dropped class. When a student withdraws, institutional financial aid is prorated to the same percentage rate of tuition paid and applies equally to each aid type through the 60 percent attendance point of the term. In some cases, department scholarships are adjusted at the sole discretion of the department awarding the scholarship. If a student believes that extenuating circumstances warrant an exception from published policy, he/she must submit a written appeal to the Office of Graduate Student Financial Services.

The university reserves the right to make any changes in the institutional refund policies, fees, and expenses without notice. Azusa Pacific University does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the Office of Graduate Student Financial Services.

Financial Agreement

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

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

Financial Aid Application

Online Application for Financial Assistance

1. Apply once for a PIN at www.pin.ed.gov. Your PIN serves as your electronic signature and provides access to your personal records.
2. Each academic year, complete a FAFSA at www.fafsa.ed.gov. APU's school code is 001117.
3. Complete a Graduate Information Worksheet.
4. Log in to your Student Center (home.apu.edu) to view your To Do List. Submit all requested documents by July 1 to receive priority processing.
5. Accept or decline your financial aid online upon receiving your Financial Aid Offer letter.
6. Plan to enroll at least half time, a requirement for federal aid eligibility.

FINANCIAL AID POLICIES

Satisfactory Academic Progress (SAP)

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

Graduate students are evaluated at the end of each term (fall, spring, and summer). The following minimum academic standards must be met:

Qualitative Measure

Graduate students must maintain a minimum cumulative grade-point average (GPA) of at least 3.0 in order to be eligible for federal, state, and institutional funds. Exceptions are academic programs in the Graduate School of Theology (Master of Divinity, Master of Pastoral Studies, Master of Youth Ministry) that have a 2.7 minimum cumulative GPA requirement.

Quantitative Measure

Graduate students must complete 67 percent (just over two-thirds) of all units in which they originally enroll from the time of first attendance. Thus, a first-term graduate student who originally enrolls in nine units, withdraws from three units, and successfully completes the remaining six units, would be meeting the quantitative measure requirement since the student passed at least 67 percent of the units in which he or she originally enrolled (6/9 = 67 percent).

The policy applies to cumulative units only. A graduate student who successfully completes 21 units without withdrawing from any classes and then enrolls in 6 units but drops all of them would still be making satisfactory progress because the student would have completed 21 out of 27 total units (21/27 total units = 78 percent) which is greater than 67 percent.

Time Limit for Graduate and Doctoral Programs for Receiving Federal Financial Aid

- 5 years for School of Business and Management degrees, and the School Counseling and School Psychology programs within the School of Education.
- 10 years for the Master of Divinity degree
- 8 years for all other master's and doctoral degrees

The measurement begins from the date of initial enrollment in the degree program.

Time Limit for Credential-only Programs for Receiving Federal Financial Aid

All credential-only programs will be measured 150 percent of the total units in their program. This policy refers to all units in the student's admitted credential only program. For repeated courses, the credits from all attempts will be counted toward the maximum time frame.

Grades

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

Transfer Credits and Remedial Coursework

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

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

New, Changed, or Added Programs

If a graduate student changes or adds programs, it will not reset the current qualitative (GPA) or quantitative (pace) measures of SAP. Cumulative GPA and completion rate will be used for all graduate programs in which the student enrolls at APU. If the student changes or adds a program, the maximum time frame will be reset from the date of initial enrollment in the new degree program.

Repeated Courses

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion rate and maximum time frame. Students who passed a class (*A*, *B*, *C*, *D*) and chooses to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class (*F*) that they repeat until they pass.

Financial Aid SAP Statuses

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

Appeals

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

An SAP Appeal form is available online and in the Graduate Center and must be submitted within 30 days of notification of financial aid ineligibility. The student must develop an academic plan if he or she cannot meet SAP within one term of probation. The academic plan that is submitted with the appeal should be created by the student and the academic advising staff or academic department representative. The appeal will be reviewed by a Satisfactory Academic Progress Appeals Committee.

Regaining Eligibility

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

Financial Aid Deadline

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

Financial Aid Packaging

Although Azusa Pacific University offers a limited number of academic program-based scholarships for graduate students, most graduate financial aid is offered through the federal loan programs. Students are encouraged to work at least part time and seek outside aid resources, including employer reimbursement as a means to reduce the amount of loan debt necessary to finance their graduate education. Based on the student's FAFSA information and remaining eligibility, student will be awarded up to the cost of attendance for their enrolled program. Cost of Attendance includes tuition, books and supplies, room, board, transportation, personal, and loan fees.

Equitable Treatment

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

Keeping in Touch

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

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

Reporting Resources

Students are required to report ALL resources known or anticipated to be available to them during the period for which they are seeking financial aid. These resources include, but are not limited to: veterans' benefits, scholarships, grants, fellowships, stipends, and employer reimbursement. Failure to report resources can result in a miscalculation of financial aid eligibility and the eventual revoking of a portion of or all awarded funds. Additional resources that become available after the student's initial report of outside aid must also be reported. Knowingly withholding or concealing information about outside aid resources may constitute fraud, as a student could receive aid to which he or she is not entitled.

Overawards

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

Financial Aid Required Study Load

For financial aid purposes, a student must be enrolled at least half time per term to be eligible for federal financial aid. APU defines a "term" as all sessions within a traditional semester. For example, Fall Session, Fall Session 1, and Fall Session 2 together comprise the fall term.

- Credential or Certificate only: 12 units is full time; 6 units is half time.
- Master's Degree: 9 units is full time; 5 units is half time. For Summer: 6 units is full time; 3 units is half time.
- M.S. in Nursing: 6 units is full time; 3 units is half time.
- M.A. in Clinical Psychology: 7 units is full time; 4 units is half time.
- Doctor of Ministry: 8 units is full time; 4 units is half time.
- Doctoral Degree: 6 units is full time; 3 units is half time.

TYPES OF FINANCIAL AID

Federal Aid

To apply for federal aid, a student must be either a U.S. Citizen, permanent resident, or an eligible noncitizen.

William D. Ford Federal Direct Loan

The Federal Direct Loan is a low-interest loan to help pay for the cost of a student's education. The loan has a fixed interest rate of 6.8 percent for graduate students. The U.S. Department of Education is the lender. To be eligible for the Federal Direct Loan, a student must be admitted to a degree- or credential-seeking program. The student is required to sign a Master Promissory Note (MPN), complete loan entrance counseling prior to receiving the loan, and loan exit counseling prior to repayment of the loan. Students can sign the MPN and complete loan counseling on-line at www.studentloans.gov. Repayment begins six months after the student graduates, completes a program, or drops below half-time attendance.

The Federal Direct Loan comes in two types based upon a student's aid eligibility as determined by the FAFSA and the Department of Education:

General Eligibility:

- U.S. citizen or eligible noncitizen
- Minimum half-time enrollment

Federal Direct Subsidized Loan:

Subsidized loans were eliminated for master's and doctoral programs as of July 1, 2012. Students will remain eligible for the same aggregate loan limits, but will received unsubsidized loans after this date. Exceptions:

- Credential-only or certain certificate-only programs may still qualify for subsidized loans.

The loan is need based.

Annual Limits

- Teacher credential-only programs if student has a baccalaureate degree – $5,500

Lifetime Aggregate Limit: $65,500

Federal Direct Unsubsidized Loan:

This is a non-need based loan with interest starting to accrue upon disbursement. Student has option to postpone payment of interest which is then capitalized (added to principal balance).

Continued Eligibility:

The student must make satisfactory academic progress to continue receiving loans and financial aid. Please refer to the Satisfactory Academic Progress policy for further information.

Amount:
Advanced and Teaching Credential Only (Non-master's) Students:
Up to $12,500 combination of subsidized and unsubsidized $5,500 maximum subsidized depending on financial need

Master's and Doctoral Students:
Up to $20,500 unsubsidized

Lifetime Aggregate Limits: $138,500 minus any portion of $65,500 sub eligibility. Health professionals may be eligible for additional funds.

Renewable:

Yearly—Must complete the FAFSA and a Graduate Information Worksheet every year.

Deadline:

At the end of the student's enrollment period for the academic year

Interest and Fees:

Interest fixed at 6.8 percent

Repayment:

Six months after the student graduates or drops below half time unless he or she has previously used a grace period. Standard repayment is 10 years. Other repayment plans are available.

Federal Direct Graduate PLUS Loan:

General Eligibility:

- Apply for the maximum amount of Direct Stafford loan
- Must be a U.S. citizen or eligible non-citizen and have a valid Social Security number
- Must meet basic eligibility requirements of no adverse credit. Students who cannot meet the requirements, may be eligible with a creditworthy endorser/cosigner.

Continued Eligibility:
Students must make academic progress to continue receiving loans and financial aid. Please refer to the Satisfactory Academic Progress policy for further information.

Amount:
Students may borrow up to the cost of attendance, minus any other aid, scholarship or loans.

Renewable:
Yearly – Must complete the FAFSA and Graduate Information Worksheet every year.

Deadline:
June 30 – at the end of the academic year

Interest and Fees:
Fixed at 7.9 percent

Repayment:
Begins within 60 days of the last disbursement. Option to postpone payment is available while the student is in school at least half time.

Detailed information is available at www.studentaid.ed.gov.

Veterans' Education Benefits

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

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

Loan Exit Requirements

The Federal Government requires all federal loan borrowers to complete Online Loan Exit Counseling for Federal Stafford, Graduate PLUS or Perkins Loans. One must complete a loan exit when withdrawing from school, dropping below half time, or graduating. Transcripts will be held until the Online Loan Exit Counseling is completed.

State Aid

Cal Grant A and B

Students who received Cal Grant A and Cal Grant B as undergraduates have 15 months to enroll in a teacher education program to renew this funding.

For eligibility and application, student must:

- Submit a FAFSA.
- Submit a G-44 form to the California Student Aid Commission.
- Have received at least one payment in the Cal Grant A or B program as an undergraduate.
- Have received a bachelor's degree, or completed all required coursework for their bachelor's degree.
- Be accepted and enrolled in a professional teacher preparation program at a California Commission on Teacher Credentialing approved institution within 15 months of the end of the term for which the recipient last received a Cal Grant payment.
- Have not received or submitted an application for an initial Teaching Credential, such as a Preliminary or Clear Credential.
- Maintain financial need for a Cal Grant renewal.

Cal Grant B Access

Cal Grant B Access award may allow up to $1,551 for the academic year. The Access Grant is designated for costs including living expenses, transportation, supplies, and books.

Azusa Pacific University will transfer the eligible Access Grant award to the student account and apply it toward the outstanding balance.

Students have the right to request, **in writing**, a refund of the Access Grant in lieu of transferring it to pay the outstanding balance on a student account. If the award transferred prior to the written request, the request will be honored for future disbursements.

Office of Research

The Office of Research offers $20,000 in stipends for graduate students who present their research at local, national, and international conferences. For application and details, contact the vice provost for graduate programs at (626) 812-3034.

Private Scholarship

Private scholarship listings are available on the APU Graduate Center Student Financial Services website. These financial aid opportunities are made possible by the following generous organizations and named endowments:

- Community Foundation, Serving Riverside and San Bernardino Counties
- Earl Grant Scholarship Endowment
- Haggard International Scholarship Endowment
- Walter and Mary Hartley Scholarship Endowment
- Hausmann Scholarship Endowment
- Marvin O. Johnson Scholarship Endowment
- Choon Min Kang/Oriental Mission Church Scholarship Endowment
- Kern Family Foundation
- Daniel Kim Scholarship Endowment
- Joshua Kim Scholarship Endowment
- Youn Sung Lee Scholarship Endowment
- Samuel Pambakian Scholarship Endowment
- Lou Ann Scott Scholarship Endowment
- Won Kyu Shin Scholarship Endowment
- Simmerok Family Scholarship Endowment
- Charles and Shirley Stapleton Scholarship Endowment
- James L. Stamps Foundation
- Dr. Alice V. Watkins Scholarship Endowment
- Dan and Judy Watkins Scholarship Endowment
- Watson-Wong Scholarship Endowment
- Lillian B. Wehmeyer Scholarship Endowment

Institutional and Outside Aid Resources

The university currently offers many institutional and outside aid resources to assist students in financing their graduate program. Please refer to the Graduate Student Financial Services website for a full list of all available options based on student's specific school and/or program.

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

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

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

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Reservation of Rights

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

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

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

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

Standards of Conduct

As a Christian educational institution, Azusa Pacific University expects graduate students to uphold standards of conduct that will create an environment that promotes academic, professional, and spiritual growth. Such standards of conduct include compliance with university officials in the performance of their duties; refraining from harassment, threats, or violence against another member of the university; refraining from inappropriate, indecent, or obscene behavior or language; and refraining from the use of or intoxication from alcohol or illegal drugs while engaged in classroom or university-sponsored activities. In addition, some graduate programs require demonstration of and adherence to specific professional dispositions.

In documented cases of violation of the standards of conduct, sanctions may be imposed on students by faculty members, with respect to a particular course, or deans, with respect to a program. Students wishing to appeal a sanction may follow the Graduate Student Grievance Procedure.

Course Numbering System

Courses are identified by a department abbreviation followed by a three- or four-digit course number. The department abbreviations are as follows:

College of Liberal Arts and Sciences

MSIT	Information Technology
TESL	TESOL
TUL	Transformational Urban Leadership

College of Music and the Arts

ART	Fine Arts and Art History
GMUS	Music

School of Adult and Professional Studies

MLOS	Leadership and Organizational Studies

School of Behavioral and Applied Sciences

CCSD	Counseling and Student Development
GLDR	Global Leadership
HED	Higher Education
LDRS	Leadership
PPSY	Clinical Psychology
PT	Physical Therapy
SOCW	Social Work

School of Business and Management

ACCT	Accounting
BUSI	Business Administration
HROD	Human Resources and Organizational Development
MGMT	Management
WEB	Web and Information Technology

School of Education

ECE	Early Child Education
EDCO	Educational Counseling
EDL	Educational Leadership
EDPY	Educational Psychology
EDTC	Educational Technology – Online
EDUC	Education
PE	Physical Education
SPED	Special Education
TEG	Gifted and Talented Education
TEP	Teacher Education

School of Nursing

GNRS	Nursing

Graduate School of Theology

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

Office of the Provost

GRAD	Faculty Development

University Libraries

LIB	Library and Information Services

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

Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Enrollment is mandatory. Enrollment deadlines are published in the Graduate Academic Calendar. Students are expected to enroll online or submit an Enrollment Activity Form by the returning students' registration due date.

Late Enrollment

Students who are unable to enroll before returning students' registration due date may enroll up until the last day to enroll, as published in the Graduate Academic Calendar. Late enrollment may be requested by submitting an Enrollment Activity Form. Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A $125 nonrefundable late enrollment fee is charged.

Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Add or Drop Classes or Independent Studies online at home.apu.edu by submitting an Enrollment Activity Form. Such changes may be made only during the dates listed in the Academic Calendar. International students must obtain approval from the International Center to add or drop a class. Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the withdrawal section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or illness, serious personal or family problems, or military transfer. Valid documentation is required. In addition, extenuating circumstances must be shown to have prevented action before the deadline data. An Enrollment Activity Form with valid documentation may be submitted to the Office of the Graduate Registrar for evaluation. The date of the extenuating circumstances substantiated by documentation determines the authorized drop action date. Without valid documentation, any request to drop received after the deadline dated published in the Graduate Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Graduate Student Financial Services to determine how an approved late drop or withdrawal may affect his or her financial aid. Also see "Adding and Dropping Classes" and "Withdrawal" policies.

Independent Study

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

Graduate students may receive credit for a maximum of 6 units of independent study to be applied to their degree program. No more than 4 units may be applied toward one project. A maximum of 4 units may be taken during one academic term. The independent study is recorded as XXX599 or XXX799 on the student's permanent academic record.

An Independent Study/Course Tutorial Application form and Proposal must be submitted to the Office of the Graduate Registrar in the Graduate Center by the Last Day to Add or Drop Classes or last day to submit independent study proposals. An independent study fee of $125 per unit will be assessed in addition to the regular tuition charge.

Course Tutorial

Course tutorial study deals with the replacement of a catalog course in terms of units, content, syllabus, outline, and testing.

In general, the course tutorial cannot substitute for a course that is offered on a regular basis. However, there may be occasions in which it may be utilized to fulfill a course requirement when a class is cancelled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course tutorial units do not count toward the maximum 6 independent study units allowed in a degree program.

An Independent Study/Course Tutorial Application form and proposal must be submitted to the Office of the Graduate Registrar in the Graduate Center by the last day to add or drop classes or last day to submit independent study proposals. An independent study fee of $125 per unit will be assessed in addition to the regular tuition charge.

Repeated Courses

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

Auditing

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

Withdrawal

Withdrawal from Courses

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of a 15-week session and during the first 6 weeks of a 9-week session, starting with the first day of classes*. The last day to withdraw for every term is indicated in the Graduate Academic Calendar. The student must secure an Enrollment Activity Form from the Office of the Graduate Registrar in the Graduate Center (also available at www.apu.edu/graduatecenter/download/.) 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 enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made. (See "Academic Calendar" and "Refund Policy".)

*International students must obtain approval from the International Center to withdraw from courses.

Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Office of the Graduate Registrar in the Graduate Center. International students must obtain approval from the International Center to withdraw from the university. The student must complete the Class Withdrawal form. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university must be submitted as well.

If the student intends to return after some time, a Leave of Absence form should be submitted to extend the time limit for completing the degree. (See "Leaves of Absence" below and "Refund Policy" under "Financial Information.") Non-enrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Graduate Academic Calendar for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance, neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again.

Leaves of Absence
Enrolled graduate students may apply for university approval for a one-time leave of absence from their graduate program for a minimum of two consecutive semesters and a maximum of two years.

Forms are available in the Office of the Graduate Registrar in the Graduate Center and must be submitted prior to the student's absence from the university. Failure to complete the required forms will result in the student having to comply with updated requirements or changes if applicable. Expired leaves of absences are not renewable.

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

General Enrollment Information

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

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

Study Load
To be classified as a full-time graduate student at the master's or credential level, one must be enrolled in at least 9 units per 15-week term (or combination of 15-week and 9-week terms within the same semester); at the doctorate level, 6 units. Full-time study in a summer term is defined as 6 units or more (for graduate and/or doctoral); half-time study load in summer is 3–5 units. Comparable requirements for half-time status for 15-week semesters are 5–8 units, and 3 units at the doctoral level. With certain restrictions, students at the dissertation level are considered full time if enrolled in any one of the following courses: EDUC 794, EDUC 795, GDMN 790, GDMN 792, GNRS 780, GNRS 781, GNRS 782, GNRS 783, GNRS 784, GNRS 798, HED 790, HED 794, HED 795, PPSY 731, PPSY 745, PPSY 746, PPSY 747, PPSY 748, PPSY 750, PPSY 751, PPSY 755, PPSY 756, or PPSY 795. Students in the Ed.D. in Educational Leadership program who work full time may not enroll in more than 7 units. Students in the clinical psychology program qualify for full-time status by taking at least 7 units per 15-week semester and 4–6 units for half-time status. It is recommended that doctoral students not exceed the unit load as indicated by each program.

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

Students who depend on loan deferments while they are enrolled in school should enroll for all sessions within the term at the same time, so the deferment will become effective with timeliness and accuracy.

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

Final Examinations
Assessment of learning will take place in each course per the course syllabus. If a final examination is required, no final examination shall be given to individual students before the regularly scheduled time. An exception cannot be made to this rule without the written approval of the instructor, department chair, and school dean.

Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows: *A*, exceptional; *B,* good; *C,* below average for graduate work; *D,* unsatisfactory, no credit awarded; *F,* failure; *I*, incomplete; and *W*, withdrawal. A grade of *C*+ or below is not acceptable in a 700-level course for doctoral degree credit; the course may be repeated to replace the grade in computing the GPA. Individual doctoral programs may have different requirements. Please refer to individual sections within the catalog for specific program information. Some departments and/or schools require a higher minimum grade standard in order for coursework to meet program requirements. 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 *FN*	0 points
Grade *W**	0 points
Grade *I**	Incomplete
Grade *IN**	Incomplete
Grade *K1**	Incomplete
Grade *K2**	Incomplete
Grade *K3**	Incomplete

*Does not affect grade-point average.

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 permission of the dean and/or chair of the respective school and/or department. To obtain an incomplete, the student must fill out the Incomplete Form available from the Office of the Graduate Registrar in the Graduate Center and obtain all necessary signatures before the last day of the class. An extension may be granted for up to 12 weeks from the last day of the term. An incomplete not made up within the 12-week period will be automatically changed to the grade agreed upon in the Instructor and Student Agreement section of the Incomplete Form. Petitions for additional extension beyond the 12 weeks are subject to review by the faculty member and dean of the school.

The grade *IN* (Incomplete–No Paperwork) is a temporary grade which may be recorded by an instructor while the Incomplete Form is in process. An incomplete submitted without the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change. (See also Grade Change Process)

Academic Probation and Dismissal

Satisfactory progress toward the graduate certificate, credential, or master's degree program is required. A 3.0 grade-point average (GPA) is considered as satisfactory progress.

In the event that the grade-point average drops below the minimum 3.0 GPA, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

A doctoral student must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade below *B-* in 700-level courses. A cumulative GPA lower than 3.0 or the receipt of a grade lower than *B-* in 700-level courses will result in the student being placed on probation. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program.

A student may be disqualified from further graduate work at APU if a 3.0 grade-point average is not maintained. Probation and dismissal actions are posted on a student's transcript.

Transfer Credit

Appropriate transfer work may be accepted toward a master's degree. Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Transfer units may not exceed 20 percent* of the units required for a master's degree. To be transferable, a course must meet the following requirements:

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

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

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

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

Waivers

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

Academic Advising

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

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

English Proficiency in the Classroom

A student's ability to speak English with clear pronunciation is an important part of a graduate education. It is assumed that the student's spoken English will be at a high enough level to communicate and participate completely in classes. If, while in classes, it is determined that the student's ability

to communicate orally and in writing in English is below the necessary standard, an instructor may refer him/her to the department chair who may require him/her to enroll in a noncredit program at the student's expense. This program is specifically designed to enable the student to raise his/her English communication ability.

Change of Program

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

Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting, along with the current graduation fee. Submission of the form is mandatory whether or not the student intends to participate in a commencement ceremony. The graduation dates are listed in the Academic Calendar.

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

Normal Progress Toward a Degree and Time Limit for Degree

In most APU programs, a student has a maximum of eight years to complete a master's or doctoral degree, beginning from the date of initial enrollment in the degree program. However, students have a maximum of five years to complete a graduate degree in the School of Business and Management, and in the School of Education's School Counseling and School Psychology programs. Students seeking the Master of Divinity have a maximum of 10 years to complete the degree, beginning from the first date of enrollment for coursework in the degree program, as determined by ATS accreditation. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

Determining Degree Requirements

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

"In attendance" is defined as being enrolled in at least 6 graduate units for one 15-week term (or combination of 15-week and 9-week terms within the same semester) per academic year. Absence due to an approved educational leave, shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave." (See also "Leaves of Absence.") When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.

Degree Posting

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

Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student may not add coursework to the posted degree in order to improve grade-point average or to add concentrations or emphases.

Grade-point Average Requirement

All students must earn a minimum cumulative grade-point average (GPA) of 3.0 in all university work attempted. Some exceptions to this policy apply to students in the 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 GPA in certain courses.

Residence Requirement

Residence comprises all courses for academic credit offered by this university regardless of program modality or delivery model. The minimum residence requirement for all graduate programs is 80 percent of course requirements. Variances exist for specific programs; please refer to program requirements for department policies.

Course Replacement and Substitution

Changes to degree requirements for a particular student must be approved through the academic petition process by the department chair and dean or program director and dean, and may not exceed 20 percent of the total units required for the degree. Such changes must be substantiated with academic reasons which become part of the student's academic records file.

Additional Degree Requirements

In addition to the completion of course requirements, individual departments establish specific degree requirements. These may include core, qualifying, and/or comprehensive examinations, growth plans, portfolios, oral presentations and examinations, written projects, theses, supervised practicums, exit interviews, or other specified department 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 director of graduate publications in the University Libraries. The Master's Style and Format Handbook is located under Forms and Publications on home.apu.edu.
6. The final thesis must have the approval of the faculty advisor, department chair, dean of the appropriate school or college, and, with respect to final preparation for preservation in the library, the director of graduate publications.

Additional Master's Degree or Concurrent Graduate Programs

A graduate student who already holds a master's degree from Azusa Pacific University may complete another master's degree by meeting all university and department admissions requirements and fulfilling all graduation requirements for that degree.

An applicant intending to pursue two graduate programs concurrently shall meet with program representatives of both graduate programs to plan the joint course of study. Concurrent graduate program students shall meet all university and department admissions requirements and fulfill the graduation requirements of both graduate programs.

The additional master's or concurrent graduate program may not 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 for the second program and be admitted to that program.

Commencement

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

Security Interest in Student Records

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

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or FERPA, generally provides that: students shall have the right of access to their educational records; and with limited exceptions, educational institutions shall not release educational records to third parties without consent of the student unless specifically permitted by law.

Except in certain narrowly defined circumstances, "**students**" as used in this notice includes former students.

"**Education records**" as used in this notice are records that are directly related to "students" and maintained by the university. "Education records" do not include peer-graded papers before they are maintained by the university (e.g., collected and recorded by a teacher).

Release of Transcripts

Transcripts of Azusa Pacific University coursework are available approximately six (6) weeks after the completion of courses. Requests must be made in writing and should include the following information: student's name, location of classes taken, the last semester attended, where the transcript is to be sent, number of copies required, date of graduation (if applicable), Social Security number, Student ID, and student's signature. The fee is $5 per copy. An Azusa Pacific University Transcript Request form is available on the website for student convenience at www.apu.edu/graduatecenter/download/. Requests take approximately 7–10 working days to process. Rush transcripts are available (within two working days) for an additional $20 charge. Contact the Graduate Center at (626) 815-4570 for specific information. Transcripts, diplomas, and/or verifications of degrees will not be released until all the student's financial obligations to the university are met.

Right of Access

With a few exceptions provided by law, students at Azusa Pacific University may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request.

Students further have the right, under established procedures, to insert a statement in the file if the student believes that the record is inaccurate, misleading or otherwise in violation of his or her privacy rights.

Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be helpful or candid without a signed waiver.

Directory Information

Azusa Pacific University has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: student's name and maiden name, address, email address, telephone number, fax number, date and place of birth, major field of study and courses taken, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone listings. The university will not, however, disclose or confirm directory information to the public without written consent of the student if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

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

Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students, other than directory information, from their education records to anyone other than university officials without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made.

The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information regarding dependent students must demonstrate federal income dependency by submitting their most recent federal income tax return.

In addition, the university may disclose to the parents of a student the student's violation of any federal, state, or local law or any rule adopted by APU governing the possession or use of alcohol or a controlled substance if the student is under age 21.

Further, the university may disclose information from the education records of a student to his or her parents in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

If the university determines that there is an articulable and significant threat to the health or safety of the student or other individuals, the university may disclose information from the student's education records to appropriate parties (including parents of the student) whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. The university must keep a record of the threat and the parties to whom the information was disclosed.

Further, the university may disclose information received under a community notification program about a student who is required to register as a sex offender.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the university receives a request for access**. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

   Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. The university may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA**. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of the student's privacy rights under FERPA. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the university decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to provide written consent before the university discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent**. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

   A "**school official**" is (1) a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); (2) a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); (3) a person serving on the Board of Trustees; (4) a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

   A school official has a "**legitimate educational interest**" if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a student's education; (3) performing a task related to the discipline of a student; (4) providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena.

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

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

   This notice is not intended to fully explain students' rights under FERPA. The Graduate Center 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 the written policy upon request to the Graduate Center: Registrar, Azusa Pacific University, PO Box 7000, Azusa, California 91702-7000.

Academic Integrity

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program.

Academic dishonesty includes:

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

Faculty members may impose sanctions on students in a particular course in documented cases of academic dishonesty, ranging from a zero on an assignment or exercise to a grade of *F* in the course, depending on the seriousness of the violation. The sanction may be specified in the course syllabus, or if the syllabus is not specific, the faculty member may use his or her discretion in assigning a sanction based upon the definition of academic dishonesty stated above. The faculty member will document the infraction and the sanction and report them in writing to the department chair within two weeks of the time the sanction is applied. Deans may further discipline or expel students from their programs in documented cases of egregious or persistent violations. Students wishing to appeal a sanction may follow the Graduate Student Grievance Procedure.

Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition forms are available from the Graduate Center and the Regional Centers and must be returned to the Office of the Graduate Registrar in the Graduate Center. All petitions and exceptions granted are considered on a case-by-case basis. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

Grade Change Process

A graduate student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. Work completed or corrected after the close of the grading period without an approved Incomplete Form does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the graduate registrar an Academic General Petition challenging the grade. Academic General Petition forms are available from the Graduate Center and the regional centers and must be returned to the Office of the Graduate Registrar in the Graduate Center.

A change of grade may be given with recommendation of the professor and permission of the department chair and/or dean. The grade challenge must be received within one year of the last day of the term of enrollment in the course. Questions regarding the grade change process should be directed to the students' academic records counselor in the Office of the Graduate Registrar.

To appeal a denial of a petition for a grade change, see the Graduate Student Grievance and Appeals Procedures section below.

Graduate Student Grievance and Appeal Procedures

Azusa Pacific University provides a means by which graduate students may file a grievance or an appeal for academic and student life issues. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the Grade Change Process). For specific policies related to harassment or Internet uses, see appropriate catalog sections.

An appeal is a student-initiated response to a faculty, department, or institutionally determined decision. A justifiable cause for grievance shall be defined as any act which, in the opinion of the student, is a response to behavior that is claimed by the student to adversely affect the student and is perceived as capricious, prejudicial, or an arbitrary action on the part of any university employee, or an arbitrary or unfair imposition of sanctions.

If a school's student handbook has a separate grievance procedure, the procedures described in this catalog will take precedent unless otherwise authorized by the Office of the Provost.

I. Initial Grievance and Appeal Procedures

The grievance process described in Section II below should be used after the following means have been exhausted.

- In the area of academics, protocol requires that student concerns, or appeals be taken up first with the faculty member within 15 business days after the incident occurred. Outside of academic matters, the student should first address his/her concerns with the head of the university department in which the employee that is the subject of the grievance works within 15 business days after the incident.
- Failure to resolve an academic grievance or appeal after meeting with the faculty member requires a meeting with the appropriate department chair, and finally, the dean of the school or college. The dean may request that the student's complaint be in a written form. Failure to resolve a non-academic grievance or appeal after meeting with the head of the relevant university department requires a meeting with the appropriate university vice president.

II. Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting document(s), should be submitted to the vice provost for graduate programs. The supporting documents should include a written response from the dean. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

A. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his/her written statement. The time limit may be extended by the vice provost for graduate programs at his/her sole discretion upon presentation of good cause.

B. The grievance process is initiated by submission of a written statement to the vice provost responsible for graduate programs. The statement must include:

1. Names of the parties involved.
2. A clear statement of the nature of the grievance.
3. A narrative of the incident including
    i. What occurred
    ii. When it occurred
    iii. Where it occurred
    iv. Who was present
4. Evidence on which the grievance is based including supporting documents.
5. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
6. What has been done to resolve the grievance.
7. The desired outcome(s).
8. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student's education record.

C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.

D. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.

E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. If a grievance is filed, either party may seek a support person who must be a faculty member or student in that school or college. (The support person is present to offer assistance and encouragement to either party during the committee hearing. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings). No one other than members of the Grievance Committee may be present during deliberations, but a staff member may be present when necessary.

F. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.

G. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.

H. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.

III. The Grievance Committee

A. Appointment of Committee Membership:

- The provost will designate the vice provost for graduate programs or other designee to appoint the Grievance Committee.
- The vice provost for graduate programs (or in the absence of such individual, such other individual designated by the provost) shall appoint the members of the Grievance Committee.

B. Membership:

- The vice provost for graduate programs or other individual designated by the provost will serve as chair (non-voting except in case of tie due to absent members)
- An academic dean (not from school or college involved)
- Two faculty members (or two staff members if the grievance is about staff)
- Two graduate students
- For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.

C. Voting:

- All members (except the vice provost for graduate programs or designee, who is non-voting) have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.

D. Meeting Time:

- The meeting will be scheduled within 10 working days following the filing of a written statement. The chair is authorized to extend any time periods provided in the policy if he/she determines that good cause exists (e.g., delay in meeting due to unavailability of an essential party or committee member).

IV. Committee Process

A. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.

B. The grievance process is initiated by submission of a grievance statement in writing to the vice provost for graduate programs or designee. The statement must contain the names of the parties involved, narrative about the incident, and the remedies requested. The vice provost responsible for graduate programs will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.

C. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be an university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.

D. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.

E. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.

F. No printed materials or notes may be taken from the meeting (other than the official minutes).

G. The parties and committee members may not discuss the case outside the meeting.

H. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

V. Failure to File Grievance

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

Disability Grievance Policy for Students

I. Policy Against Disability-Related Discrimination

In compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 ("ADA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), including implementing regulations, Azusa Pacific University ("APU" or the "University") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The University prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is oral, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of University programs and activities, and employment. APU will take all reasonable steps to prevent occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

II. Administration of This Grievance Procedure; Compliance Officers

Graduate and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law.

If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Questions of which grievance procedure to apply will be decided by the appropriate Section 504 Compliance Officer.

For grievances initiated by students, the the executive director of human resources is the University's Section 504 Compliance Officer charged with administering this grievance procedure as well as ensuring compliance with applicable laws. The executive director of human resources can be reached by telephone at (626) 812-4526.

The Learning Enrichment Center ("LEC") is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. The LEC is located at 901 E. Alosta Avenue, Azusa, California 91702 and can be reached by telephone at (626) 815-3849 or (626) 815-3873 (TDD), by facsimile at (626) 815-3859, or by email (nashur@apu.edu).

III. Informal Resolution

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

A. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by the LEC (procedures for requesting an accommodation from the LEC are available in the Graduate Catalog and the Undergraduate Catalog), the student must promptly make an appointment to meet with the Director of the LEC. The LEC Director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the LEC Director's decision is adverse to the student, the LEC Director will inform the student of the student's right to file a formal complaint.

B. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-LEC denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate Student Grievance and Appeal Procedure (for graduate students), and in the Undergraduate Grievance Policy (for undergraduate students). In addition, the student is encouraged to raise the issue with the LEC. Although the LEC is not responsible for providing accommodations for out-of-classroom activities that are not related to achieving a degree or credits for a degree, the director or associate director for the LEC is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by University employees to APU's Office of Human Resources, by calling (626) 815-4526.

IV. Formal Grievance Process

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

A. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.

B. A complaint must be in writing and include the following:

1. The student's name, address, email address, phone number, and claimed disability;

2. The names of any other persons involved, including, if known, those who committed the alleged discrimination;

3. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;

4. A description of what efforts have been made to resolve the issue informally;

5. A statement of the desired outcome; and

6. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.

C. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part II above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the student's vice provost (e.g., if an undergraduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost for Undergraduate Programs; if a graduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost for Graduate Programs).

D. Upon receipt of the complaint, the Section 504 Compliance Officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.

E. After reviewing the complaint, the Section 504 Compliance Officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 Compliance Officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 Compliance Officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 Compliance Officer in writing within five calendar days of such disclosure.

F. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint, from any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.

G. The student and the party against whom the complaint is directed each have the right to have a representative. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

H. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 Compliance Officer, the student, and to the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.

I. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.

J. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student, the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any University officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.

K. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.

L. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists making the suspension of implementation appropriate.

V. Remedies

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

VI. Appeal

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

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

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

A. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?

B. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?

C. Given the proper facts, criteria, and procedures, was the decision a reasonable one?

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

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

VII. Deadlines

Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned.

Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

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College of Liberal Arts and Sciences

Faculty

Interim Dean and Professor: Donald G. Isaak, Ph.D.

Associate Dean and Professor: Jennifer E. Walsh, Ph.D.

American Language and Culture Institute

Director: Susan Clark, M.A.

Assistant Professor: Michael Chamberlain, M.A.

Lecturers (adjunct): Randall Barnes, Denzil Barnett, Lauren Maher, Tamara Masuda, Stephanie Sanford

Department of Computer Science

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

Associate Professor: Simon Lin, Ph.D.

Instructor: Rod Ulrich, M.S.

Adjunct Professors: James Aksel, M.S.; Richard Eckhart, Ph.D.; Dan Horner, M.S.

Department of Global Studies, Sociology, and TESOL

Chair and Professor: Richard Robison, Ph.D.

Professors: Richard Slimbach, Ph.D.; Mary Wong, Ph.D.

Associate Professor: Viv Grigg, Ph.D.

Assistant Professor: Tasha Bleistein, Ph.D.

Lecturers (part time): Melissa Barnes, Ph.D.; Denzil Barnett, M.A.; Gena Bennett, Ph.D.; Greg Bock, Ph.D.; Michael Chamberlain, M.A.; Raineer Chu, D.Min; Dana Aliel Cunningham, Ph.D.; Elizabeth Fang, M.A.; Denise Gehring, M.A.; Chiraphone Khamphouvong, M.A.; Abigail Kleier, M.A.; Rie Manabe-Kim, Ph.D.; Diana Rojas, M.A.; Stephanie Sanford, M.A.; Jennifer Thomas, M.A.; Fletcher Tink, M.A.; Paul Turner, M.S.; Maryada Vallet, M.A.; Frances J. Wu, Ph.D.

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

INTRODUCTION

Welcome to the College of Liberal Arts and Sciences, commonly referred to as CLAS. CLAS houses humanities, social sciences, and natural sciences, and coheres with the university's purpose: education that prepares students for lifelong learning, advanced study, and for occupations within a context of Christian leadership and service.

The college includes 9 academic departments; 7 special programs, centers, and institutes; and more than 115 full-time faculty. CLAS offers 21 majors, including an accelerated degree program in computer science, and graduate programs in art, TESOL, urban leadership (MATUL), and information technology. The college also offers many of the courses in the university's General Education program. CLAS additionally houses the yearbook, student newspaper, forensics program, and campus radio station.

Center for Research in Science

The Center for Research in Science (CRIS) serves a community of students, scholars, and laypersons by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationship between science and culture. The role of science in classical liberal arts education and the dialogue between faith and reason are further addressed.

American Language and Culture Institute

Faculty

Director: Susan Clark, M.A.

Assistant Professor: Michael Chamberlain, M.A.

Lecturers (adjunct): Randall Barnes, Denzil Barnett, Lauren Maher, Tamara Masuda, Stephanie Sanford

INTRODUCTION

American Language and Culture Institute

The American Language and Culture Institute (ALCI) offers extensive English as a Second Language (ESL) courses and cultural programs to international students, enabling them to acquire the necessary skills to function and compete within the American university environment. Students who have not obtained the required English proficiency scores may complete ALCI's program to enter their undergraduate or graduate program at APU. To serve the whole person, ALCI also offers peer mentoring and leadership development through the American/International Mentoring program and limited hours weekly in writing consultations through the International Tutoring Center.

ALCI's certificate program contains six levels of study taught in two 15-week semesters and a 12-week summer semester with approximately 18 hours of class time weekly per level as listed above. Students who have been conditionally admitted to the undergraduate program must complete Level 4, whereas students conditionally admitted to a graduate program must complete Level 6 of ALCI. To complete Levels 1–4, students must pass all core courses (4 units or more) with an 80 percent (*B-*) or higher. To complete Levels 5 and 6, students must pass all core courses (4 units or more) with an 85 percent (*B*) or higher.

American Language and Culture Institute Courses

Basic Level Courses (1 and 2 combined)

ALCI 021	Academic Composition and Reading Skills (Basic)	8
ALCI 022	Basic Life Skills	3
ALCI 023	Basic Pronunciation	2
ALCI 025	Basic Oral Communication	4

Intermediate Level Courses (3 and 4)

ALCI 031	Academic Composition and Reading Skills (3)	8
ALCI 032	Academic Skills for Intermediate learners (3)	1
ALCI 035	Intermediate Oral Communication	4
ALCI 041	Academic Composition and Reading Skills (4)	4
ALCI 043	Intermediate Pronunciation – (required for new students)	4
ALCI 044	Intercultural Communication	2
ALCI 045	Grammar/Seminar Speaking (4)	4
ALCI 046	Presentation Skills	3
ALCI 048	Capstone Project	4

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

Advanced level courses (5 and 6)

ALCI 052	Observation Report (5 or 6)	3
ALCI 053	Advanced Pronunciation (4, 5, or 6)	2
ALCI 055	Grammar/Seminar Speaking (5)	4
ALCI 056	Advanced Presentation Skills (5 or 6)	3
ALCI 058	Research Project (5 or 6)	5
ALCI 061	Advanced Reading and Vocabulary Strategies (elective)	3
ALCI 064	Personal Leadership Development (5 or 6) (spring and fall only)	2
ALCI 065	Christianity and Contemporary Worldviews (5 or 6) (summer only)	2
ALCI 067	Critical Thinking and Analysis (elective)	3
ALCI 068	Advanced Research Project (elective)	3

In addition to the courses required for each level, ALCI students are required to attend weekly ALCI Chapel meetings, participate in the AIM mentoring program for the beginning semester of their studies and meet with their Student Advisor and Student Life Coach as assigned during the semester.

COURSE DESCRIPTIONS

ALCI 021 Academic Composition and Reading Skills (Basic) (8)
This integrated reading, writing, and grammar course prepares basic ESL students to read and write at the university level. Students develop strategies for reading, increase vocabulary, attain grammar structures, and build sentence and paragraph composition skills.

ALCI 022 Basic Life Skills (3)
This speaking and listening course develops the social communication skills necessary for ESL students to function independently on the APU campus and surrounding community. Students engage in weekly theme-based discussions and tasks focused on developing fluency and pragmatic cultural acclimation skills applicable inside and outside the classroom.

ALCI 023 Basic Pronunciation (2)
This introductory class to phoneme-grapheme mapping prepares basic ESL students to read, spell, and pronounce the English language accurately. Students develop strategies in identifying vowel and consonant sounds and producing them in authentic contexts.

ALCI 025 Basic Oral Communication (4)
This interactive course equips basic ESL students with the listening and speaking skills necessary to function successfully at the undergraduate level. Students focus on strategies in listening comprehension, group seminar participation, and academic presentations.

ALCI 031 Academic Composition and Reading Skills 3 (8)
This integrated skills class prepares intermediate ESL students to read and write more effectively at the university level in America. Students read articles and books to enhance their comprehension and vocabulary. Writing and grammar lessons focus on paragraph, essay, summary, and response writing to build their proficiency.

ALCI 032 Academic Skills for Intermediate Learners (1)
This course equips intermediate ESL students with the academic skills and strategies necessary to succeed in a university setting. Students practice American classroom protocol, identify their personal learning styles, learn effective study techniques, and navigate on-campus resources to successfully accomplish their academic goals.

ALCI 035 Intermediate Oral Communication (4)
This interactive course equips intermediate ESL students with the listening and speaking skills necessary to function successfully at the undergraduate level. Students focus on strategies in listening comprehension, group seminar participation, and academic presentations.

ALCI 041 Academic Composition and Reading Skills 4 (2)
This integrated ESL reading and writing course prepares international students for coursework at the undergraduate level. Students read, summarize, and evaluate academic articles in their field to enhance their reading comprehension, academic vocabulary, and critical thinking, while developing skills in essay writing, including narrative, problem-solution, compare-contrast, and cause-effect essays.

ALCI 043 Intermediate Pronunciation (4)
This intermediate ESL course prepares students to speak accurately when producing the language, focusing on intonation, sounds, and rhythm of American English. Students listen and practice formation of correct vowel and consonant sounds, and fluency, including stress, sentence intonation, focus words, and linking skills.

ALCI 044 Intercultural Communication (2)
This course equips ESL students with the knowledge, skills, and attitudes to communicate across lines of human difference and to understand the role of culture in communication. Students identify obstacles to effective communication and develop strategies to intercultural competence. One semester required at Level 4, 5, or 6.

ALCI 045 Grammar/Seminar Speaking 4 (4)
This advanced ESL class trains students to apply advanced grammar structures in undergraduate writing/speaking. In addition to writing undergraduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style university courses.

ALCI 046 Presentation Skills (3)
This course equips ESL students with the public speaking skills, knowledge, and confidence necessary to function in the university classroom. Using various techniques and visual aids from the latest technology, students present a research topic from a concurrent course.

ALCI 048 Capstone Project (4)
In order to complete the requirements of ALCI Level 4, students must demonstrate the ability to excel in American universities through strong academic research, writing, and critical thinking as assessed in the final Capstone Project. This course includes an argumentative paper, a presentation, and an oral defense before a committee.

ALCI 052 Observation Report (3)
Using an experiential learning approach, this course requires ESL students to observe a university class within their field of study on a weekly basis to develop knowledge, skills and awareness of American university classroom dynamics. Students then corporately debrief the experience at ALCI to gain strategies for future classroom success.

ALCI 053 Advanced Pronunciation (2)
This advanced course focuses on accurate production of intonation, sounds, and rhythm of American English at the graduate level. Course content addresses individual pronunciation errors that hinder comprehensibility. This course is taken in Level 5 or as required by the director of ALCI. *Prerequisite: ALCI 043*

ALCI 055 Grammar/Seminar Speaking 5 (4)
This advanced ESL class trains students to apply advanced grammar structures in graduate writing /speaking. In addition to writing graduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style graduate courses.

ALCI 056 Advanced Presentation and Seminar Skills (3)
This course equips international ESL students with advanced presentation skills needed to succeed in the university. Critical thinking, organization, and rhetorical cues are addressed. *Prerequisite: This course is offered to Level 5–6 students. Students must meet Level 4 exit criteria prior to this course.*

ALCI 058 Research Project (5)
This course trains advanced ESL students to conduct graduate-level research in American libraries and online databases, administer interviews and surveys with native English speakers, and produce various forms of academic writing, including paraphrasing, summarizing, evaluating, and APA-style research papers.

ALCI 061 Advanced Reading and Vocabulary Acquisition Strategies (3)
This course equips advanced ESL students with the requisite reading and vocabulary acquisition strategies, techniques, and practices necessary to comprehend graduate-level texts while concurrently developing a foundational, field-based lexicon. *Prerequisites: This course is offered to advanced-level students. Students must meet Level 4 exit criteria prior to this course.*

ALCI 064 Personal Leadership Development (2)
This course equips advanced ESL learners with personal leadership skills and habits necessary for a successful transition into American graduate school life. Each student evaluates his/her physical, intellectual, emotional, vocational, and spiritual development in personal leadership. This course is taken in Level 5 or 6.

ALCI 065 Christianity and Contemporary Worldviews (2)
This course explores the Christian worldview alongside the most influential worldviews of Western culture, namely naturalism and post-modernism. Students discover how art, politics, and education flow from one's world-view. This course hones skills in critical thinking, persuasive rhetoric, and introspective reflection, culminating with the articulation/justification of the student's own worldview.

ALCI 067 Critical Thinking and Analysis (3)
This course equips advanced ESL students with the requisite strategies, techniques and practices to develop critical and analytical skills necessary to rigorously engage ideas and arguments in spoken and written forms at the graduate level. *Prerequisites: This course is offered to Level 5–6 students. Students must meet Level 4 exit criteria prior to this course.*

ALCI 068 Advanced Research Project (3)
This course equips Level 6 students in advanced skills of research, writing, and presentation in the field of their master's program, and serves as a supplementary course for those who need additional ALCI units. This optional independent tutorial course replaces certain waived Level 6 courses as approved by ALCI administration.

Department of Computer Science

Faculty

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

Associate Professor: Simon Lin, Ph.D.

Instructor: Rod Ulrich, M.S.

Adjunct Professors: James Aksel, M.S.; Richard Eckhart, Ph.D.; Dan Horner, M.S.

DEPARTMENT MISSION

The Department of Computer Science at Azusa Pacific University offers undergraduate degree programs in computer science and computer information systems, as well as a Master of Science in Information Technology (online); provides general education computer literacy courses for the student community and support courses for mathematics, physics and pre-engineering majors; prepares students for graduate study and success in their chosen careers; and seeks to assist students in applying their knowledge and skills in service to society based on an understanding of Christian truths and values.

PROGRAM OFFERED

- Master of Science in Information Technology (online)

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY (ONLINE)

Program Overview

The Master of Science in Information Technology meets needs for specialists in information technology at the professional level. It provides successful graduates with a variety of technological skills needed by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include operating systems, database systems, microcomputer hardware, multi-tier technology, data communication, local area networks, evaluation and selection of hardware and software, graphical user interfacing, Java programming, Web programming, and security engineering.

Prerequisites

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

1. **Prerequisites** may be satisfied through appropriate coursework. The following prerequisites are minimal and can be satisfied in Azusa Pacific University's classes or other transferable classes:

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

   Excellent working knowledge of various uses of a computer, at least two computer programming languages, a word processing package, a database package (e.g., Access), in-depth skill and knowledge of a spreadsheet application, and other operating systems (Can be met by taking CS 205 Microcomputer Software Tools.)

   Additional prerequisites as assigned by the department chair based on applicant's need as determined by department review of applicants records.

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

2. Lack of Prerequisites:
Students who do not possess the above prerequisites must wait for the next cohort. A portfolio that demonstrates expertise in the assigned prerequisite area may be submitted as proof of competency. These prerequisites must be satisfied prior to admittance into the program unless given approval by department chair.

3. International applicants should review requirements listed in the English Proficiency Requirements section of this catalog.

Transfer Credit and Course Substitutions
Up to 6 semester units of acceptable graduate transfer credit may be allowed if approved by the department. 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.

REQUIREMENTS

A minimum of 36 semester units is required to complete this program. The MSIT program is designed for the full-time student. A full-time student is defined as one who takes two courses every 9-week term. Four 9-week terms (27 units) can be taken in a traditional academic school year. With all courses taken in session, the entire MSIT program can be completed in 19 months. Only full-time students are accepted into the MSIT program. All units of credit offered at Azusa Pacific University are semester units.

Computer Requirements

To maintain a consistent and current level of instruction, each student is required to utilize a computer equipped with current operating systems, the latest version of Internet browser, and Microsoft Office. (See Graduate Admissions, Online Class Instruction for further details).

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

ONLINE MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

Course Attendance and Schedule

The collaborative learning process that characterizes the Online M.S. in Information Technology program requires that students are prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the program. Absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their travel plans. Because the program coursework is offered in accelerate nine-week sessions, students generally cannot miss more than two classes without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Requirements

MSIT 515	Operating Systems	3
MSIT 520	Microcomputer Hardware Technologies	3
MSIT 525	Database Systems	3
MSIT 530	Networking and Data Communications	3
MSIT 535	Software Engineering	3
MSIT 540	Client/Server Applications Development	3
MSIT 545	Local Area Networks	3
MSIT 550	Security Engineering	3
MSIT 555	Graphical User Interfaces	3
MSIT 560	JAVA Programming	3
MSIT 565	Advanced Database Systems	3
MSIT 570	Web Programming	3
Total		**36 units**

Grades of *C* or better are required. Receiving a letter grade of *C-* and below is considered a failing grade, and the course must be repeated.

COURSE DESCRIPTIONS

MSIT 515 Operating Systems (3)
This course provides an introduction to the functions of computer operating systems. These include memory management, hardware control, synchronization, multi-tasking, batch-file programming, and other relevant topics. Students become proficient in using current versions of several popular operating systems such as UNIX, Windows, and others. The course includes a comparative analysis of the operating systems studied.

MSIT 520 Microcomputer Hardware Technologies (3)
The evaluation, selection, installation, maintenance, configuration, upgrading, interconnection, assembly, care, environment, and troubleshooting of microcomputers and auxiliary equipment are covered. This 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.

MSIT 525 Database Systems (3)
Students study database systems, including basic concepts, the database environment, and relational and nonrelational database systems. Students learn to plan, build, modify, maintain, and manage databases using a powerful and popular database system such as MySQL. Advanced user interfaces and reports are generated from practical applications. This is a hands-on, project-driven course. *Prerequisite: MSIT 515*

MSIT 530 Networking and Data Communications (3)
This course combines the fundamental concepts of data communications and networking with practical techniques and applications. Topics include state-of-the-art practical technology, wide area networks, standards, protocols, topologies, WLAN, electronics/voicemail systems, electronic bulletin boards, network performance proposals, and case studies.

MSIT 535 Software Engineering (3)
This course provides a formal study of software engineering, including goals, concepts, techniques, documents, principles, life-cycle models, and tools. The course emphasizes planning and analysis with other software topics surveyed. Students focus on unit testing, systems testing, verification, and validation. *Prerequisite: MSIT 525*

MSIT 540 Client/Server Applications Development (3)
Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. This course is based upon selected software engineering techniques to ensure the successful implementation of applications in a client/server environment. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment. *Prerequisite: MSIT 525*

MSIT 545 Local Area Networks (3)
This course provides students with the technical skills and industry know-how required to install, configure, and troubleshoot local area networks. Students focus on the fundamentals of protocols, topologies, hardware, and network design. They also explore TCP/IP, ethernet, wireless transmission, security concepts, and virtual networks with practical case studies, real-world problem solving, and hands-on projects. *Prerequisite: MSIT 530*

MSIT 550 Security Engineering (3)
This course covers both the principles and practice of building secure distributed systems, beginning with studying the underlying technologies that include cryptology, software reliability, secure message transmission, tamper-resistance, secure printing, auditing, and others. The study of best practices for building a distributed secure system follows, thus providing a solid introduction to security engineering. *Prerequisite: MSIT 545*

MSIT 555 Graphical User Interfaces (3)
This course provides an introduction to the concepts associated with the graphic design of user interfaces and event-driven programming. Techniques for designing windows, dialogue boxes, menus, command buttons, scroll bars, list boxes, edit fields, and other graphic user interface (GUI) elements are presented. Application development tools such as compilers, linkers, and library makers are included. Advanced concepts such as custom controls, mixed-language programming, overlay structures, database programming using ISAM files, presentation graphics, online help, math packages, and others are also covered. The course uses appropriate popular software for programming practice. *Prerequisite: MSIT 515*

MSIT 560 JAVA Programming (3)
This course teaches students how to develop Java applications. Topics covered include the Java programming language syntax, OO programming using Java, exception handling, file input/output, threads, collection classes, and networking. Students develop and test Java applications (typically) using Eclipse. This course is a pre-requisite to all application server courses and specialty Java technology courses such as Struts, Spring, and Hibernate. *Prerequisite: MSIT 515*

MSIT 565 Advanced Database Systems (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: MSIT 525*

MSIT 570 Web Programming (3)
This course is the study of website development, emphasizing Web-based programming using open source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript, DHTML, MySQL, and others. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small Web projects, and implements part of one major term project. *Prerequisite: MSIT 540*

Department of Global Studies, Sociology, and TESOL

Faculty

Chair and Professor: Richard Robison, Ph.D.

Professors: Richard Slimbach, Ph.D.; Mary Wong, Ph.D.

Associate Professor: Viv Grigg, Ph.D.

Assistant Professor: Tasha Bleistein, Ph.D.

Lecturers (part time): Melissa Barnes, Ph.D.; Denzil Barnett, M.A.; Gena Bennett, Ph.D.; Greg Bock, Ph.D.; Michael Chamberlain, M.A.; Raineer Chu, D.Min; Dana Aliel Cunningham, Ph.D.; Elizabeth Fang, M.A.; Denise Gehring, M.A.; Chiraphone Khamphouvong, M.A.; Abigail Kleier, M.A.; Rie Manabe-Kim, Ph.D.; Diana Rojas, M.A.; Stephanie Sanford, M.A.; Jennifer Thomas, M.A.; Fletcher Tink, M.A.; Paul Turner, M.S.; Maryada Vallet, M.A.; Frances J. Wu, Ph.D.

PROGRAMS OFFERED

- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (on campus, field based, and online)
- Certificate in TESOL (on campus, field based, and online)
- Certificate in TEFL (online)
- Master of Arts in Transformational Urban Leadership (MATUL)

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).

For more detailed information about the Department of Global Studies, Sociology, and TESOL, please visit www.apu.edu/clas/globalstudies/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure (except for online TESOL programs). Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

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

MASTER OF ARTS IN TESOL, CERTIFICATE IN TESOL, AND CERTIFICATE IN TEFL

Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) offers prospective and experienced teachers of English as a second or foreign language a 36-unit master's degree program comprising courses in language acquisition theory, English grammar and pronunciation, intercultural communication and sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, program design, and classroom research.

The 6-unit Certificate in Teaching English as a Foreign Language (TEFL) is designed for students who seek minimal qualifications to teach English abroad. The 18-unit Certificate in TESOL program is designed for post-baccalaureate students who desire more specialized skills in TESOL but do not wish to pursue the entire graduate degree.

Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, both international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end, the program offers a 21-unit undergraduate TESOL minor, an 18-unit graduate Certificate in TESOL, a 6-unit graduate Certificate in TEFL, and a 36-unit master's degree in TESOL taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.

Corequisites

1. Language Proficiency

a. For the M.A., prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also establish proficiency via an exam.

b. All students graduating from non-English speaking institutions must satisfy the "English Proficiency Requirements" in the "Graduate Admission to the University" section of this catalog. In addition, the following scores on the Internet-based TOEFL are required for admission to the online or field-based TESOL programs.

Reading: 25	Speaking: 25
Writing: 25	Listening: 25

2. Professional Development

Students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching prior to completion of the M.A.

M.A. IN TESOL/CERTIFICATE IN TESOL ON-CAMPUS PROGRAMS

Program Director: Richard Robison, Ph.D.
(626) 815-6000, Ext. 3416, rrobison@apu.edu
Program Coordinator: (626) 815-3844

Requirements for the On-campus Master of Arts in TESOL

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

Required Courses		**30 units**
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 545	Second-language Pedagogy I*	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching*	3
TESL 560	Language Program Design	3
TESL 570	Second-language Assessment	3
Select one of the following:		
TESL 530	Intercultural Communication and Language Teaching	3
TESL 535	Sociolinguistics and Language Teaching	3
Select one of the following:		
TESL 580	TESOL Portfolio	3
TESL 589	Research Methods in TESOL	3

*Required course for the TEFL Certificate

Elective Courses		**6 units**
Students select two courses from a variety of electives. Options include:		
TESL 509	Special Topics in TESOL	1–3
TESL 537	Critical Perspectives on Christianity and ELT	3
TESL 548	Teaching EFL with Children	3
TESL 590	Thesis Preparation	3
TESL 599	Readings in TESOL	1–3
Total		**36 units**

Thesis or Portfolio

To complete the program, students choose either to create a professional portfolio or to write a thesis. Students who decide on the portfolio must enroll in TESL 580 and develop a portfolio that demonstrates competence in each of the TESOL program learning outcomes. Students who elect to write a thesis must enroll in TESL 589 or a comparable course in research methods. Most students who elect to write a thesis will also enroll in TESL 590 as their second elective. After completing the thesis, students must provide an oral defense.

Time Requirements

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

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

Requirements for the On-campus Certificate in TESOL

The Certificate in TESOL is earned by candidates who satisfy all prerequisites and corequisites and complete 18 units as follows:

Required Courses		
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 545	Second-language Pedagogy I	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching	3
Select one of the following:		
TESL 530	Intercultural Communication and Language Teaching	3
TESL 535	Sociolinguistics and Language Teaching	3
Total		**18 units**

Christ's College Cooperative M.A. in TESOL Program

The APU/Christ's College Cooperative Master of Arts in TESOL program offers college graduates in Taiwan the opportunity to earn a 36-unit Master of Arts in TESOL. The cooperative program requires two years, one at Christ's College and one at APU, and leads one to academic accomplishments equal to those attained by graduates of the regular on-campus program. Students must be accepted by both Christ's College and Azusa Pacific University before enrolling in any program coursework at APU. During the first year of the cooperative program, students take four TESOL courses (12 units) identical in number, title, and content to four courses offered on the APU campus; during the second year, students take an additional 8 courses (24 units) on the APU campus. Beyond coursework, students must also complete the same additional program requirements as in the regular on-campus program.

M.A. IN TESOL/CERTIFICATE IN TESOL FIELD-BASED PROGRAMS

Program Director: Mary Shepard Wong, Ph.D.
(626) 815-6000, Ext. 3483, mwong@apu.edu
Program Coordinator: (626) 815-3844

The field-based TESOL program offers in-service teachers the opportunity to earn either an 18-unit certificate or a 36-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) while teaching abroad. A tuition discount applies to students in this program.

The master's degree can be completed in two-and-a-half years with three summer terms on the APU campus and two winter terms abroad in Chiang Mai, Thailand. The certificate requires two summer terms at APU and one winter term abroad. Courses are offered in an intensive one-week format with additional assignments completed over five months. In lieu of writing a thesis or compiling a portfolio, teachers demonstrate their competence through an Action Research course.

In addition to the corequisites listed, candidates must have secured a teaching contract abroad, either on their own or through a sending agency such as English Language Institute/China (ELIC) or Educational Services International (ESI).

Required Courses for the Field-based Master of Arts in TESOL

Term 1	***Summer APU***	
TESL 503	Language and Culture Learning	3
TESL 545	Second-language Pedagogy I***	3
Term 2	***Winter Abroad***	
TESL 505	Second-language Acquisition	3
TESL 530	Intercultural Communication and Language Teaching	3
– or –		
TESL 535	Sociolinguistics and Language Teaching	3
TESL 557	Reflective Teaching*/***	3
Term 3	***Summer APU***	
TESL 515	Teaching English Grammar	3
TESL 537	Critical Perspectives on Christianity and ELT*/**	3
TESL 550	Second-language Pedagogy II	3
Term 4	***Winter Abroad***	
TESL 570	Second-language Assessment	3
TESL 595A	Action Research Project	2
Term 5	***Summer APU***	
TESL 525	Teaching English Pronunciation	3
TESL 560	Language Program Design	3
TESL 595B	Action Research Project	1
Total		**36 units**

*TESL 537 and 557 are online courses. In lieu of face-to-face instruction, students engage in weekly interaction with their peers and instructor online for four months.
**TESL 537 is an elective and may be replaced with a course that is transferred in from an M.A. in TESOL program at an accredited university.
***TESL 545 and 557 are required for the TEFL Certificate.

Required Courses for the Field-based Certificate in TESOL

Term 1	***Summer APU***	
TESL 545	Second-language Pedagogy I	3
Term 2	***Winter Abroad***	
TESL 505	Second-language Acquisition	3
TESL 530	Intercultural Communication and Language Teaching	3
– or –		
TESL 535	Sociolinguistics and Language Teaching	3
TESL 557	Reflective Teaching*	3
Term 3	***Summer APU***	
TESL 515	Teaching English Grammar	3
TESL 550	Second-language Pedagogy II	3
Total		**18 units**

*TESL 557 is an online course. In lieu of face-to-face instruction, students engage in weekly interaction with their peers and instructor online for four months.

M.A. IN TESOL/CERTIFICATE IN TEFL ONLINE PROGRAMS

Program Director: Tasha Bleistein, Ph.D.
(626) 815-6000, Ext. 2414, tbleistein@apu.edu
Program Coordinator: (626) 815-3844

In the online program, students can complete coursework for the 36-unit M.A. in TESOL degree in one and a half years via online delivery from anywhere in the world. Students complete courses sequentially in a cohort model, which provides participants a community of learners with a diversity of experiences.

Time Requirements

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

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

Other Requirements

Students must have a computer, reliable online access, and an email account. Prior to graduation, students must complete an online portfolio that displays selected student work completed during the program and provides evidence that the student has met and reflected upon each of the TESOL program outcomes. Students complete their portfolios in the final course and then submit them for review. Two faculty members evaluate each portfolio at the end of the program and either suggest specific revisions or approve the portfolio.

Required Courses for the Online Master of Arts in TESOL

TESL 501	Language Learning through Technology	3
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 530	Intercultural Communication and Language Teaching	3
– or –		
TESL 535	Sociolinguistics and Language Teaching***	3
TESL 537	Critical Perspectives of Christianity and ELT**	3
TESL 545	Second-language Pedagogy I*	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching*	3
TESL 560	Language Program Design	3
TESL 570	Second-language Assessment	3
TESL 580	TESOL Portfolio	3
Total		**36 units**

*Required courses for the six-unit TEFL certificate
**TESL 537 is an elective and may be replaced with an approved course transferred from an accredited M.A. program.
***Not available online

COURSE DESCRIPTIONS

TESL 500 English for Internationals (3)

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

TESL 501 Language Learning through Technology (3)

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. *Offered only in online program.*

TESL 503 Language and Culture Learning (3)

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. *Offered only in field-based program.*

TESL 505 Second-language Acquisition (3)

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

TESL 509 Special Topics in TESOL (1–3)

A subject of current interest in TESOL is examined in depth. Students analyze controversial issues and develop a reflective position. Course requirements may include attendance at the annual TESOL convention. Students may repeat the course up to a maximum of 6 units. Each course must address a different topic.

TESL 515 Teaching English Grammar (3)

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 525 Teaching English Pronunciation (3)

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

TESL 530 Intercultural Communication and Language Teaching (3)

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

TESL 535 Sociolinguistics and Language Teaching (3)

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

TESL 537 Critical Perspectives on Christianity and English Language Teaching (3)

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives.

TESL 545 Second-language Pedagogy I (3)

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 548 Teaching EFL with Children (3)

This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.

TESL 550 Second-language Pedagogy II (3)

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

TESL 557 Reflective Teaching (3)
Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results.

TESL 560 Language Program Design (3)
Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. *Prerequisite: Second-year status in program*

TESL 570 Second-language Assessment (3)
Participants in this class examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multi-skill achievement test, and explore alternative means of classroom assessment. *Prerequisite: Second-year status in program*

TESL 580 TESOL Portfolio (3)
This course supports students in completing their professional portfolio, which contains evidence of the competencies upon which the program is built. *Prerequisite: Completion of all required courses in the M.A. TESOL program*

TESL 589 Research Methods in TESOL (3)
This course prepares teachers to conduct their own research in the area of second-language learning/teaching, and helps them become intelligent users of such research. Class members survey research methods applicable to second-language research, review studies exemplifying each approach, and walk through the process of developing a research proposal: selecting a topic, developing a working bibliography and literature review, and constructing a research design.

TESL 590 Thesis Preparation (3)
Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in reviewing the literature and in carrying out a previously approved research design. Enrollment is by petition only and must be approved by the department chair. *Prerequisite: TESL 589*

TESL 595A Action Research Project (2)
This advanced course designed for in-service teachers, focuses on the planning, implementation, and evaluation of a self-designed action research project. Teachers select an area of teaching to investigate, design a research plan, collect data, observe behavior, reflect on the results, and write a research report. Teachers present their projects to peers and their professor in TESL 595B Action Research Project. *Offered only in field-based program.*

TESL 595B Action Research Project (1)
This course is a sequel to TESL 595A, enabling in-service teachers to present, discuss, and defend the results of their action research project with their peers and professor. (This course is offered in the field-based program only.) *Prerequisite: TESL 595A*

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

MASTER OF ARTS IN TRANSFORMATIONAL URBAN LEADERSHIP (MATUL)

International Director: Viv Grigg, Ph.D.
(626) 812-3046 Tuesday and Thursday; (626) 857-2199 Monday, Wednesday, and Friday, vgrigg@apu.edu

Academic Director: Richard Slimbach, Ph.D.
(626) 815-6000, Ext. 3717, rslimbach@apu.edu

The M.A. in Transformational Urban Leadership (MATUL) is an overseas-based degree program co-sponsored by entrepreneurial training institutions on four continents (Asia, Africa, Latin America, and North America). The program is distinctive in its focus on studying ways to bring about lasting change exclusively in the world's burgeoning slums and shantytowns. Through a unique combination of online conceptual learning and mentored fieldwork, the program trains entrepreneurial leaders in the multiplication of indigenous church movements and social transformation (e.g., schools, health clinics, churches, advocacy initiatives) that bring hope, spiritual liberation, family transformation, new educational opportunities, meaningful jobs, and land rights to urban poor communities.

The program features a 45-credit curriculum that includes one semester in central Los Angeles and approximately two years of overseas residence. Students are mentored by senior leaders of urban poor movements in church growth, develop an urban spirituality, and complete supervised internships in a variety of development areas (including health care, small business development, slum education, land rights advocacy, and outreach to marginalized populations).

Mission Statement for the MATUL Program

The M.A. in Transformational Urban Leadership aims to increase the capacity of emergent leaders working among the urban poor, with wisdom, knowledge, character, and leadership skills required to lead urban poor religious and social movements and community transformation.

Distinct Features

Overseas-based – Following an initial orientation and training period in central Los Angeles, students relocate to program sites, find housing with local families of urban poor churches in or adjacent to slum communities, and begin intensive language learning for six to eight months.

Action-Reflection Learning – Residence with the urban poor enables students to combine living, action, and formal learning (study, research, writing, and active problem solving) in an integrated approach to leadership development. Following language study, students begin internships in areas of community transformation through local community organizations.

Blended Delivery – Courses combine compassionate action, social analysis, character development, and theological reflection. Online theoretical resources and discussions are complemented by culture-specific resources and intensive, face-to-face interaction with national instructors and field mentors.

Field Support – The challenge of living and learning in distressed environments is balanced with a high level of practical support. Students live with supportive families from local faith communities, master the language, relate regularly to other students, and receive expert guidance from field mentors and academic directors of partnering organizations.

Admission Requirements

Additional information on the MATUL program, including application materials, is available online at www.apu.edu/matul/.

International students have a separate application procedure. Contact the International Center at (626) 812-3055, international@apu.edu, or www.apu.edu/international/.

Once the appropriate office has received all admission materials, the Graduate Admissions and MATUL staff review the applicant's file. The applicant is then notified of the committee's decision.

Applicants for the MATUL program must submit the following:

- Evidence of substantial urban ministry and leadership experience
- Evidence of academic capacity and personal maturity for graduate field study in resource-poor communities as communicated through GPA, personal references (one academic reference and one pastoral reference), and the applicant's spiritual autobiography and urban ministry essay
- Evidence of sufficient oral proficiency in the field language (e.g., Tamil, Tagalog) to interact with community members through fieldwork and professional service activities (Students fulfill this final admissions requirement at their field site after three to four months of intensive language study and practice and passing an ACTFL proficiency exam in the local language at the high beginning level.)
- Evidence of sufficient English written and oral ability to make progress in the degree program. Please review requirements listed in the "English Proficiency Requirements" section of this catalog.
- APU graduate application form with application fee attached
- In addition to cognitive standards, applicants are required to meet physical-sensory standards adequate for extended cross-cultural situations of high stress.

Required Courses for the MATUL Program

Core Courses		***33 units***
TUL 500	Writings, Reign, and Urban Reality	3
TUL 505A	Language and Culture Learning I	3
TUL 505B	Language and Culture Learning II	3
TUL 520	Urban Spirituality	3
TUL 530	Building Faith Communities	3
TUL 540	Urban Reality and Theology	3
TUL 620	Leadership in Urban Movements	3
TUL 630	Community Transformation	3
TUL 640	Entrepreneurial and Organizational Leadership	3
TUL 670A	Research Project/Thesis	3
TUL 670B	Research Project/Thesis	3
Internship Courses		***12 units***
(students complete four of five)		
TUL 550	Service to the Marginalized	3
TUL 555	Educational Center Development	3
TUL 560	Theology and Practice of Community Economics	3
TUL 650	Primary Health Care	3
TUL 655	Advocacy and the Urban Environment	3
Total		**45 units**

COURSE DESCRIPTIONS

TUL 500 Writings, Reign, and Urban Reality (3)
This course relates the biblical motif of the Kingdom of God to issues of leadership development in resource-poor urban communities.

TUL 505A Language and Culture Learning I (3)
This course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities. This is the first of a two-course sequence.

TUL 505B Language and Culture Learning II (3)
A continuation of TUL 505A, this course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities. *Prerequisite: TUL 505A*

TUL 520 Urban Spirituality (3)
An in-depth examination of human development and family life in the slum context, this course emphasizes the care and nurturing of resource-poor workers and the practical application of the spiritual disciplines.

TUL 530 Building Faith Communities (3)
This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God. Entrance, proclamation, and discipleship are considered in relation to the processes of small-group formation and leader development.

TUL 540 Urban Reality and Theology (3)
This course organizes an interdisciplinary dialogue between urban theologizing and urban analysis, drawing upon studies in economics, community development, anthropology, sociology, and history. It aims to generate perspectives and tools for transformative urban mission.

TUL 550 Service to the Marginalized (3)
This course guides students in understanding the conditions of marginalized populations (e.g., street children, substance users, and commercial sex workers) and in formulating a theology and strategy for team-based responses that aim to free individuals and change structural causes.

TUL 555 Educational Center Development (3)
This course offers analysis of third world schooling with a focus on developing and improving preschool, elementary, and technical schools in the slums as integral to the work of urban poor churches. Topics in this course include school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.

TUL 560 Theology and Practice of Community Economics (3)
This course relates biblical and theological perspectives on human development to the theory and practice of community wealth building. Special emphasis is given to considering how working women in the slums might use micro-enterprises and individual development accounts to create a better environment for asset building and ownership.

TUL 620 Leadership in Urban Movements (3)
This course explores the dynamics of leadership within holistic, urban-poor movements. Special emphasis is given to urban religious movement growth, family and "civil sector" organizational leadership models, and citywide leadership networks for evangelism, revival, and transformation.

TUL 630 Community Transformation (3)
Students explore the challenges, models of, and prospects for, transformational change within slum communities while developing a Christian framework for holistic development, organization, and advocacy among the urban poor and gaining facility in community asset mapping.

TUL 640 Entrepreneurial and Organizational Leadership (3)
This course introduces to the concepts and skills of entrepreneurial and organizational leadership required to initiate new movement structures among the urban poor. Students apply basic business principles and accountability systems in formulating a viable business plan within a slum community.

TUL 650 Primary Health Care (3)
An exploration of public health challenges facing the Church within slum communities, along with innovative, community-based responses, this course highlights topics such as environmental health, maternal and child health, and chronic health conditions prevalent in slums. Students serve as mentored interns with a health organization in the community where they live or work.

TUL 655 Advocacy and the Urban Environment (3)
Students examine the relations between urban poor communities, the land, and broader environmental problems including natural disasters. Fieldwork focuses on advocacy for adequate housing, infrastructure services, and effective disaster response.

TUL 670A Research/Thesis Project (3)
Students apply the analytic frameworks and practical skills acquired through the MATUL program to an investigation of a specific issue on behalf of an urban church movement or community organization. Students primarily use qualitative research methods to gather and organize pertinent information, culminating in the writing and oral presentation of a professional report that involves local residents in specific transformation efforts.

TUL 670B Research/Thesis Project (3)
In this second course of a two-part sequence, students apply the analytic frameworks and practical skills acquired through the MATUL program to an investigation of a specific issue on behalf of an urban church movement or community organization. Students primarily use qualitative research methods to gather and organize pertinent information, culminating in the writing and oral presentation of a professional report that involves local residents in specific transformation efforts. *Prerequisite: TUL 670A*

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College of Music and the Arts

Faculty

Dean: Stephen P. Johnson, DMA

School of Music

Associate Dean; Director of Graduate Music Education and Winds; and Professor: Donavon Gray, DMA

Chair, Graduate Programs and Professor: Dennis Royse, Ph.D.

Director of Guitar Studies and Assistant Professor: Michael Kozubek, M.M.

Director of Keyboard Studies and Assistant Professor: Joel Clifft, DMA

Director of Orchestral Studies: Charles Stegeman, M.M.

Director of Vocal Studies and Associate Professor: Harold Clousing, M.A.

Professors: Kimasi Browne, Ph.D.; Robert Sage, DMA; Phil Shackleton, DMA

Associate Professors: David Beatty, M.M.; Claire Fedoruk, DMA; Melanie Galloway, DMA; Michael Lee, M.M.; Don Neufeld, M.A.; Christopher Russell, M.M.

Assistant Professors: David Hughes, DMA; Thomas Hynes, M.A.; Alexander Russell, M.M.; John Sutton, DMA

Instructors: Patricia Edwards, DMA; Michelle Jensen, M.M.; Stephen Martin, M.M.

Staff

Executive Assistant: Joy Oxley

Administrative Assistant: Pamela Curtis

Receptionist: Colleen Kuhns

Director of Marketing and Concert Administration: S. Bryan Summers

School of Visual and Performing Arts
Department of Art and Design

Chair, MFA Program Director, and Professor: William Catling, MFA

Professors: Kent Anderson Butler, MFA; David Carlson, MFA

M.A. Program Director and Professor: G. James Daichendt, Ed.D.

Associate Professors: Guy Kinnear, MFA; Rebecca Roe, MFA

Assistant Professors: Amy E. Day, MFA; Steve Childs, MFA; Terry Dobson, MFA

Lecturers: Lynn Aldrich, MFA; Amy Fox, MFA; Nicole Green-Hodges, MFA; Nathan Huff, MFA; Jane Gillespie Pryor, MFA, MAT; Joe Suzuki, MFA; Macha Suzuki, MFA; Jamie Sweetman, MFA; Jack Weimer, Ph.D.

INTRODUCTION

The College of Music and the Arts (CMA) comprises the School of Music and the School of Visual and Performing Arts, offering students an integrative and collaborative scholarly experience that increases the scope and impact of their education.

Known internationally for its award-winning performances, the School of Music draws talented musicians from around the world seeking to sharpen their skills as they learn from some of the industry's finest. Undergraduate students choose from bachelor's degree programs in applied music, music education, music theory, performance, music worship, commercial music, or composition. For graduate students, the School of Music offers a master's degree programs in performance, conducting, music education, and composition.

The School of Visual and Performing Arts encompasses the Departments of Art and Design, and Theater, Film, and Television. Within the Department of Art and Design, students find a range of creative degree programs that cultivate artistic expression, foster social engagement, and prepare graduates for successful careers in their chosen field. The undergraduate art major can choose from two concentrations, studio art and teaching/art education. The Bachelor of Fine Arts in Visual Arts offers a flexible program for students planning to pursue advanced degrees or specific career tracks. The graphic design major allows students to hone skills in research and concept development, digital imaging, webpage and print design, and innovative design systems, rendering them highly marketable in an ever-increasingly visually dependent world. The school also offers two master's degree programs—the MFA in Visual Art and the M.A. in Modern Art History—for graduate students seeking advanced skills and knowledge.

Within the Department of Theater, Film, and Television, undergraduate students interested in the cinematic and theatrical arts gain an insider's perspective as they train under industry experts and take advantage of the many opportunities afforded them by the proximity to Los Angeles and Hollywood. Students study acting, production, cinematic arts, criticism, screenwriting, and directing within the context of the Christian worldview.

All the programs housed under CMA provide students with practical techniques, knowledge, analytical skills, preparation for professional success, and a solid integration of faith and scholarship that allows them to incorporate their Christian faith into the practice of the arts in a way that will positively impact the world.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change. For more information, please visit www.apu.edu or consult with the appropriate academic department.

School of Music

Faculty

Associate Dean; Director of Graduate Music Education and Winds; and Professor: Donavon Gray, DMA

Chair, Graduate Programs and Professor: Dennis Royse, Ph.D.

Director of Guitar Studies and Assistant Professor: Michael Kozubek, M.M.

Director of Keyboard Studies and Assistant Professor: Joel Clifft, DMA

Director of Orchestral Studies: Charles Stegeman, M.M.

Director of Vocal Studies and Associate Professor: Harold Clousing, M.A.

Professors: Kimasi Browne, Ph.D.; Robert Sage, DMA; Phil Shackleton, DMA

Associate Professors: David Beatty, M.M.; Claire Fedoruk, DMA; Melanie Galloway, DMA; Michael Lee, M.M.; Don Neufeld, M.A.; Christopher Russell, M.M.

Assistant Professors: David Hughes, DMA; Thomas Hynes, M.A.; Alexander Russell, M.M.; John Sutton, DMA

Instructors: Patricia Edwards, DMA; Michelle Jensen, M.M.; Stephen Martin, M.M.

Staff

Executive Assistant: Joy Oxley

Administrative Assistant: Pamela Curtis

Receptionist: Colleen Kuhns

Director of Marketing and Concert Administration: S. Bryan Summers

PROGRAMS OFFERED

- Master of Music in Composition
- Master of Music in Conducting
- Master of Music in Performance
- Master of Music Education

Courses are scheduled so that these programs can be completed in two years. A maximum of eight years is allowed for the completion of the degree.

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Music is accredited by the National Association of Schools of Music (NASM).

For more detailed information about the School of Music, please visit www.apu.edu/music/.

ADMISSION

University graduate admission and program-specific requirements must be met before an application is complete. (See the Graduate Admission to the University section of this catalog). Additionally, all graduate music applicants must complete an entrance exam.

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

MISSION STATEMENT

The graduate program in the School of Music offers a Master of Music in Composition, Conducting, Music Education, and Performance. Merging classical and contemporary musical training within a Christian academic setting, these programs prepare individuals for advanced studies or for success in their chosen careers.

Experiential Learning

The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs. Domestic and international graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree.

Master of Music in Performance majors are required to gain performing experience each semester. On- and off-campus performances are acceptable.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change. For more information, please visit www.apu.edu or consult with the appropriate academic department.

MASTER OF MUSIC IN COMPOSITION

The Master of Music in Composition prepares musicians for professional careers in the specialized and competitive field of composition and arranging.

Degree Requirements

Core Courses		***15 units***
GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509A	Conducting I (Choral)	3
— or —		
GMUS 510	Conducting II (Instrumental)	3

Additional Courses		***21 units***
GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Arranging	3
GMUS 520–523	Applied Instruction I–IV	8
GMUS 544	Music Technology Seminar	3
Electives or Piano*		4
Composition Recital		N/C
Total		**36 units**

*Students with adequate skills as determined by entrance exam may take electives other than piano.

MASTER OF MUSIC IN CONDUCTING

The Master of Music in Conducting prepares musicians for professional careers in the specialized and competitive field of conducting.

Degree Requirements

Core Courses		***15 units***
GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509A	Conducting I (Choral)	3

Additional Courses		***21 units***
GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Arranging	3
GMUS 510	Conducting II (Instrumental)	3
GMUS 511	Conducting III (Applied Lessons)	3
GMUS 512	Conducting IV (Applied Lessons)	3
GMUS 542	Vocal Techniques	2
Graduate Recital		N/C
Electives*/^/^^		1–4
Total		**36 units**

MASTER OF MUSIC IN PERFORMANCE

The Master of Music in Performance allows emphasis in several areas, including instrumental performance, piano and organ performance, vocal performance, and keyboard collaborative arts.

Degree Requirements

Core Courses		***15 units***
GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509A	Conducting I (Choral)	3
— or —		
GMUS 510	Conducting II (Instrumental)	3

Additional Courses

Piano and Organ Emphasis		***15 units***
GMUS 520–523	Applied Instruction I–IV	8
GMUS 524	Keyboard Literature	2
GMUS 525	Chamber Ensemble	2
Electives*/^		3
Graduate Recital		N/C
Total		**30 units**

Vocal Emphasis		***17 units***
GMUS 530–533	Applied Voice	8
GMUS 534	Vocal Literature	2
GMUS 542	Vocal Techniques	2
GMUS 588	Ensemble (opera)	1
GMUS 589	Ensemble (opera)	1
Electives*/^		3
Graduate Recital		N/C
Total		**32 units**

*Private lessons taken for elective units require an additional fee.
^Elective courses may be selected from any of APU's graduate programs with the approval of the graduate chair. Classes must be numbered 500 or higher.
^^Note: It is recommended the Master of Music in Conducting students enroll in GMUS 509B as part of their elective choices.

Instrumental Emphasis		***15–17 units***
GMUS 520–523	Applied Instruction I–IV	8
GMUS 525	Chamber Ensemble	2
GMUS 526	Fingerboard Harmony (guitar only)	2
GMUS 588	Ensemble	1
GMUS 589	Ensemble	1
Electives*/**/^		1–3
Graduate Recital		N/C
Total		**30–32 units**

Keyboard Collaborative Arts Emphasis		***17 units***
GMUS 520–523	Applied Instruction I–IV	8
GMUS 525	Chamber Ensemble	2
GMUS 550	Vocal Collaboration for Pianists	2
GMUS 551	Instrumental Collaboration for Pianists	2
Electives		3
Total		**32 units**

*Private lessons taken for elective units require an additional fee.
**One unit of elective credit for Guitar; 3 units for all others.

MASTER OF MUSIC EDUCATION

The Master of Music Education broadens the scope and increases the expertise of current teaching professionals and those training as school music specialists. Students may select the choral emphasis or the instrumental emphasis.

Degree Requirements

Core Courses		***21–24 units***
GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 513	Philosophical and Psychological Foundations of Music Education	2

GMUS 514	Issues in Music Classroom Pedagogy	2
GMUS 516	Social and Historical Foundations of Music Education	2
GMUS 590	Directed Research*	1–4
GMUS 591	Thesis	2

Additional Courses

Choral Emphasis		***12 units***
GMUS 505	Advanced Arranging	3
GMUS 509	Conducting I (Choral)	3
GMUS 517	Seminar in Choral Pedagogy	2
Electives^		4
Total		**33–36 units**

Instrumental Emphasis		***12 units***
GMUS 504	Advanced Orchestration	3
GMUS 510	Conducting II (Instrumental)	3
GMUS 515	Seminar in Instrumental Pedagogy	2
Electives^		4
Total		**33–36 units**

*One unit may be taken each semester until completion of degree.

^Elective courses may be selected from any of APU's graduate programs with the approval of the graduate chair. Classes must be numbered 500 or higher.

COURSE DESCRIPTIONS

GMUS 500 Introduction to Graduate Music Program (3)
Students survey and examine various research methods and fields of research in music. Students are introduced to the sources available for music research and writing found in local libraries and on the Internet. An emphasis is placed on practical areas of musical knowledge as related to specific topics outlined by the professor.

GMUS 501 Seminar in Music History I (3)
This course offers a survey of performance styles and literature, both choral and instrumental. *Prerequisite: GMUS 500*

GMUS 502 Seminar in Music History II (3)
This course offers a continuing survey of musical styles and literature, both choral and instrumental. Special emphasis is placed on techniques of authentic performance. *Prerequisite: GMUS 501*

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 is designed to enhance skills in arranging music for performance. Emphasis is placed on choral arranging. *Prerequisite: MUS 421 or equivalent*

GMUS 509A Conducting I (Choral) (3)
Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

GMUS 509B Advanced Seminar in Choral Conducting (3)
A continuation of GMUS 509A, this course surveys choral music from the Renaissance through contemporary times. This course includes class conducting, score analysis, lecture, choral pedagogy, presentations and a major project. *Prerequisite: GMUS 509A*

GMUS 510 Conducting II (Instrumental) (3)
Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

GMUS 511 Conducting III (Applied Lessons) (3)
Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

GMUS 512 Conducting IV (Applied Lessons) (3)
Students study privately with an instructor in preparation for their conducting recital.

GMUS 513 Philosophical and Psychological Foundations of Music Education (2)
The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

GMUS 514 Issues in Music Classroom Pedagogy (2)
Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515 Instrumental Pedagogy (2)
Students survey method books and repertories appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

GMUS 516 Social and Historical Foundations of Music Education (2)
This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 517 Seminar in Choral Pedagogy (2)
The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

GMUS 520 Applied Instruction I (1–3)
Individual instruction in an instrument or composition is given in this course. ***Additional fee is required***. *Prerequisite: admission to the graduate program or instructor's permission*

GMUS 521 Applied Instruction II (1–3)
Individual instruction in an instrument or composition is given in this course. ***Additional fee is required***. *Prerequisite: GMUS 520*

GMUS 522 Applied Instruction III (1–3)
Individual instruction in an instrument or composition is given in this course. ***Additional fee is required***. *Prerequisite: GMUS 521*

GMUS 523 Applied Instruction IV (1–3)
Individual instruction in an instrument or composition is given in this course. ***Additional fee is required***. *Prerequisite: GMUS 522*

GMUS 524 Keyboard Literature (2)
Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525 Chamber Ensemble (2)
This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

GMUS 526 Fingerboard Harmony (2)
This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar. *Prerequisite: Bachelor of Music in Guitar Performance or Bachelor of Arts with an emphasis in music*

GMUS 527 Guitar Ensemble (1)
This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528 Organ Literature (2)
A survey of music written for the pipe organ from pre-Renaissance times through the present is studied. Various organ builders during the centuries are discussed in regards to how they influenced composition written during their time. Students listen to and examine many works.

GMUS 530 Applied Voice (2)
Individual instruction in voice is given in this course. ***Additional fee is required***. *Prerequisite: admission to the graduate program in vocal performance or instructor's permission*

GMUS 531 Applied Voice (2)
Individual instruction in voice is given in this course. ***Additional fee is required***. *Prerequisite: GMUS 530*

GMUS 532 Applied Voice (2)
Individual instruction in voice is given in this course. ***Additional fee is required***. *Prerequisite: GMUS 531*

GMUS 533 Applied Voice (2)
Individual instruction in voice is given in this course. ***Additional fee is required***. *Prerequisite: GMUS 532*

GMUS 534 Vocal Literature (2)
Students survey vocal musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 542 Vocal Techniques (2)
Students study the techniques of good vocal production, especially as they apply to the role of the choral conductor and teacher.

GMUS 543 Seminar in Music Education (3)
In this advanced course, students consider the historical foundations of music education and the major trends in its development. The overall objectives of music education are studied and attention is given to improvement of teaching at all levels. Students' problems receive special attention. This course is offered as needed.

GMUS 544 Music Technology Seminar (3)
To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system. *Prerequisites: MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent*

GMUS 550 Vocal Collaboration for Pianists (2)
Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

GMUS 551 Instrumental Collaboration for Pianists (2)
Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

GMUS 561 History of Congregational Song (2)
This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

GMUS 562 Survey of Contemporary Worship Styles (2)
This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

GMUS 563 Introduction to Technology and Worship (2)
This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565 Aesthetics of Worship (2)
This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

GMUS 567 Arranging: Choral and Instrumental (2)
This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

GMUS 588 Ensemble (1)
This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

GMUS 589 Ensemble (1)
This course is a continuation of GMUS 588.

GMUS 590 Directed Research (1–4)
Individualized assistance in researching materials for the thesis is given in this course.

GMUS 591 Thesis (2)

School of Visual and Performing Arts

The School of Visual and Performing Arts contributes to the College of Music and the Arts by offering students rich artistic experiences and training in the fields of visual art, cinematic art, graphic design and theatrical arts. The school, which comprises the Department of Art and Design and the Department of Theater, Film, and Television, includes more than 20 full-time faculty, and offers 2 master's degree programs, 9 undergraduate majors, and 6 minors.

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

Department of Art and Design

Faculty

Chair, MFA Program Director, and Professor: William Catling, MFA

Professors: Kent Anderson Butler, MFA; David Carlson, MFA

M.A. Program Director and Professor: G. James Daichendt, Ed.D.

Associate Professors: Guy Kinnear, MFA; Rebecca Roe, MFA

Assistant Professors: Amy E. Day, MFA; Steve Childs, MFA; Terry Dobson, MFA

Lecturers: Lynn Aldrich, MFA; Amy Fox, MFA; Nicole Green-Hodges, MFA; Nathan Huff, MFA; Jane Gillespie Pryor, MFA, MAT; Joe Suzuki, MFA; Macha Suzuki, MFA; Jamie Sweetman, MFA; Jack Weimer, Ph.D.

To view a complete list of APU's art faculty, visit www.apu.edu/clas/art/faculty/.

PROGRAMS OFFERED

- Master of Fine Arts in Visual Art
- Master of Arts in Modern Art History, Theory, and Criticism (online)

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The Department of Art and Design programs are accredited by the National Association of Schools of Art and Design (NASAD).

For more detailed information about the Department of Art and Design, visit www.apu.edu/clas/artdesign/.

Admission

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Mission Statement

The mission of the Azusa Pacific University Department of Art and Design is to prepare art students for a lifetime of artistic expression and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as a reflector of the creative and transformative nature of God.

Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change.

MASTER OF FINE ARTS IN VISUAL ART

Program Director: William Catling, MFA
(626) 387-5726, artdesign@apu.edu, bcatling@apu.edu

This MFA program helps graduate art students integrate the essential elements of the Christian faith into their lives, while developing a community among faculty and students.

Program Format

APU's 37-month MFA program accommodates the working artist/educator by offering a program that requires students to be on campus for only four consecutive Julys and one weekend in January for three years. During the one month on campus, students advance with the same cohort for the MFA program duration, learning and growing together. Additionally, during this on-site time, students partner with MFA professors, visiting artists, and speakers who serve as artist mentors, pushing and encouraging students to explore and develop beyond their current aesthetic and stylistic positions.

Individual studio time comprises an essential aspect of the program and offers the opportunity to retreat and augment on-campus interaction (e.g., classroom instruction, guest lectures, peer reviews, mentor direction, and critiques) and emerge with a cohesive and thoughtful perspective on art and faith. Through the consistency that studio time provides, students cultivate the discipline that lays the groundwork for excellence and inspiration. Ultimately, students graduate as artists who naturally integrate their art-making with the major facets of their lives.

Additional Requirements

Students must complete at least 33 semester units in residence at Azusa Pacific University, as described in the following Program of Study. Courses are scheduled so that the program can be completed during four summers. Classes, critiques, and workshops are held throughout the day and evening for four weeks in July and one weekend in January. A maximum of eight years is allowed for the completion of the degree.

Both the MFA July Summer Session and the MFA January Residency Session are required with no exceptions.

Satisfactory progress toward the MFA degree program is required. A 3.0 grade-point average (GPA) is considered as satisfactory progress.

In the event that the grade-point average drops below the minimum 3.0 GPA, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level.

Requirements

Low-residency/Four-summer Program

Year I		**17 units**
Summer		
ART 501	Integration: Theory and Practice I	2
ART 510	Introduction to Graduate Studies/ Critical Issues in Art I	2
ART 530	Graduate Studio: Special Topics I	2
ART 580	Critique	1
Fall		
ART 590	Independent Studio	5
Spring		
ART 581	Critique	1
ART 591	Independent Studio	4
Year II		**17 units**
Summer		
ART 502	Integration: Theory and Practice II	2
ART 520	Critical Issues in Art II	2
ART 540	Graduate Studio: Special Topics II	2
ART 582	Critique	1
Fall		
ART 592	Independent Studio	5
Spring		
ART 583	Critique	1
ART 593	Independent Studio	4
Year III		**17 units**
Summer		
ART 584	Critique	1
ART 601	Integration: Theory and Practice III	2
ART 610	Critical Issues in Art III	2
ART 690	Creative Work Project	2
Fall		
ART 594	Independent Studio	5
Spring		
ART 585	Critique	1
ART 595	Independent Studio	4
Year IV		**9 units**
Summer		
ART 602	Integration: Theory and Practice IV	3
ART 620	Critical Issues in Art IV	3
ART 695	Exhibition Preparation	3
Total		**60 units**

MASTER OF ARTS IN MODERN ART HISTORY, THEORY, AND CRITICISM (ONLINE)

Program Director: G. James Daichendt, Ed.D.
(626) 815-6000, Ext. 5162
artdesign@apu.edu, gdaichendt@apu.edu

The M.A. in Modern Art History, Theory, and Criticism is a two-year, 36-unit program that offers a specialized education in modern art history integrated with contemporary theory and criticism. The course of study culminates in the completion of a written thesis. Part-time or full-time study is allowed. Courses are offered in an online format.

Requirements

ART 550	History of 19th-Century Art, Criticism, and Theory	3
ART 555	History of 20th-Century Art, Criticism, and Theory	3
ART 565	Methodologies of Art History	3
ART 570	Theories and Practices of Abstraction	3
ART 575	Writing Art Criticism	3
ART 576	The Modern Object	3
ART 577	Visual Culture	3
ART 600	Regional Modernism	3
ART 605	Modernism and the Museum	3
ART 615	Modernism and Religion	3
ART 618	M.A. Thesis I: Research	3
ART 625	M.A. Thesis II: Writing	3

An optional elective course is available:

ART 560	Reading and Translating French	3
Total		**36 units**

COURSE DESCRIPTIONS

ART 501 Integration: Theory and Practice I (2)
This seminar course stimulates students' thinking regarding the relationship between the life of art making and the personal development of faith issues.

ART 502 Integration: Theory and Practice II (2)
In this second-semester course, students write a comprehensive artist's statement reflecting both artistic issues and faith concerns. It forms the basis for future renditions, wall statements, and concept statements for proposed projects.

ART 510 Introduction to Graduate Studies/Critical Issues in Art I (2)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 520 Critical Issues in Art II (2)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 525 Professional Practice (3)
This seminar course discusses the intricacies and responsibilities of the professional artist as students prepare their portfolios.

ART 530 Graduate Studio: Special Topics I (2)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 540 Graduate Studio: Special Topics II (2)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 545 Directed Experience (3)
This course requires one semester of field experience, either as a teaching assistant for a member of the studio faculty or as an intern in an arts-related organization. Discussion addresses the growing number of roles in which artists often participate in addition to or in conjunction with art making. The class includes meetings in a seminar format.

ART 550 History of 19th-Century Art, Criticism, and Theory (3)
This course aims to provide an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of methods by which art is customarily understood.

ART 555 History of 20th-Century Art, Criticism, and Theory (3)
This course aims to provide an in-depth study of the art of 20th-century Europe, America, and beyond.

ART 560 Reading and Translating French (3)
This optional elective course develops proficiency in reading French at an intermediate level, reviewing basic grammar concepts and stylistic elements.

ART 565 Methodologies of Art History (3)
This course provides an advanced examination of art history in the form of a survey of methods used by practitioners since the 16th century.

ART 570 Theories and Practices of Abstraction (3)
This course provides an in-depth study of the abstract painting and sculpture of Europe and America from the 1880s to roughly 1970. It explores the relationship between the academy and the deconstruction of the figure.

ART 575 Writing Art Criticism (3)
This course addresses a range of strategies for interpreting and building experiences and meanings that address both the individual and shared experience of makers and viewers of visual art.

ART 576 The Modern Object (3)
This course addresses the origins and development of sculpture in the Modern Era. An advanced exploration includes the methods and historical relevance of sculpture in relation to modernity.

ART 577 Visual Culture (3)
This course asks how all visual languages from high art to popular culture should be organized and addressed by art historians.

ART 580 Critique (1)
This critique course is to be taken the first term in residence and consists of in-depth processing of the artist's work. Both student and faculty evaluation are the primary content of the class.

ART 581 Critique (1)
This second critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 580 and ART 590*

ART 582 Critique (1)
This third critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 581 and ART 591*

ART 583 Critique (1)
This fourth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 582 and ART 592*

ART 584 Critique (1)
This fifth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 583 and ART 593*

ART 585 Critique (1)
This sixth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 584 and ART 594*

ART 590 Independent Studio (5)
This independent studio course is required following the first term in residence. A faculty mentor is selected to supervise the development of the student's work. *Prerequisite: ART 580*

ART 591 Independent Studio (4)
This is the second required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 581 and ART 590*

ART 592 Independent Studio (5)
This is the third required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 582 and ART 591*

ART 593 Independent Studio (4)
This is the fourth required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 583 and ART 592*

ART 594 Independent Studio (5)
This is the fifth required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 584 and ART 593*

ART 595 Independent Studio (4)
This is the final required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 585 and ART 594*

ART 600 Regional Modernism (3)
This course offers regional perspectives on how people think about the Modern Era. Perspectives change according to expertise and locations available to study. This course may be offered as an on-site, short-term class in cities around the U.S.

ART 601 Integration: Theory and Practice III (2)
This thesis course encourages and trains students to write about art and faith through the development of critical writing skills essential to drafting successful grant applications, and foundational to the larger literary demands of an artist's career.

ART 602 Integration: Theory and Practice IV (3)
This culminating seminar course allows students to articulate the philosophical basis for their life's work as artists with a spiritual understanding and how they plan to interact with the contemporary art world.

ART 605 Modernism and the Museum (3)
The birth and growth of the modern museums has emerged as a significant institution for the art historian and artist. This course considers the objects, buildings, and landscapes and explores how their contexts of display influence the understanding of history, education, and the object.

ART 610 Critical Issues in Art III (2)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 615 Modernism and Religion (3)
Catholic and Protestant views of art have a long history with the appreciation, facilitation, and creation of art. This course examines the radical and dramatic relationship between religion and modern art from the Industrial Revolution to the mid-20th century.

ART 618 M.A. Thesis I: Research (3)
This class focuses on and refines the preparation of a research proposal and literature review. *Prerequisites: Successful completion of nine required courses and ART 565*

ART 620 Critical Issues in Art IV (3)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 625 M.A. Thesis II: Writing (3)
The course includes the final preparation and completion of an individual research project and presentation. *Prerequisite: ART 618*

ART 630 Graduate Studio III (3)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 640 Graduate Studio IV (3)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 690 Creative Work Project (2)
Students use this course for the creation or completion of the culminating body of art, while engaging in regular critique with their graduate committee.

ART 695 Exhibition Preparation (3)
Under the direction of the graduate art faculty, students plan, publicize, and install their graduate exhibition. The course focuses on exhibition design, execution, and documentation.

8 School of Adult and Professional Studies

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School of Adult and Professional Studies

Faculty

Dean, and Professor: Fred Garlett, Ed.D.

Associate Dean; Director, Liberal Studies and Assistant Professor: Gordon Jorgenson, M.A. Ed.

Director of Faculty and Associate Professor: Brent Wood, Ph.D.

Director of Prior Learning Assessment and Assistant Professor: Stephanie Fenwick, M.Ad.Ed.

Prior Learning Assessment Faculty and Associate Professor: Richard Durfield, Ph.D.

Curriculum Specialist and Associate Professor: Frank Berry, Ph.D.

Curriculum Specialist and Associate Professor: Ann Kwinn, Ph.D.

PROGRAMS OFFERED

- Master of Arts in Leadership and Organizational Studies (Accelerated)
- Master of Arts in Leadership and Organizational Studies (Accelerated, online)

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).

For more detailed information about the School of Adult and Professional Studies, please visit www.apu.edu/aps/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International applicants with an F or J visa are not qualified for programs offered through APS. International applicants with any other types of visas should contact the International Center first at +1-626-812-3055 or international@apu.edu.

Additional Admission Requirements

Students entering the MLOS programs (both on-campus and online) are required to:

1. Hold a bachelor's degree from a regionally accredited college or university.
2. Possess a baccalaureate or master's grade-point average of 3.0 or better. (Students with an undergraduate grade-point average of 2.5–2.99 may be considered for admission on a provisional basis. Such students will be allowed one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)

All aspects of the applicant's file are considered—rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement. The above items and a $45 application fee should be sent to:

School of Adult and Professional Studies

Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5301
Fax (626) 815-5417
aps@apu.edu

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

MASTER OF ARTS IN LEADERSHIP AND ORGANIZATIONAL STUDIES (ACCELERATED)

The program leading to the MLOS degree is a 20-month, 33-unit, lock-step program with teams of 16–24 students who complete the coursework together.

Mission Statement

The Master of Arts in Leadership and Organizational Studies provides access to all qualified candidates requiring an advanced program of comprehensive study and application that equips leaders to cope with a changing workforce, remain current with new technologies, and gain deeper understanding of advanced leadership skills.

Student Learning Outcomes

Graduates of the MLOS program are expected to be able to:

- Analyze their own leadership approach to contemporary organizational behavior issues.
- Explain management's responsibility for ethical financial reporting and the external auditor's role in substantiating the integrity of an organization's recording and reporting of financial data.
- Clearly identify and describe the HR function of a particular organization and highlight best practices.
- Identify a situation of conflict and make recommendations for those within it.
- Apply the Deming Cycle in one's place of employment.
- Identify the needs and steps associated with implementing a strategic plan.
- Articulate their knowledge of leadership, management, and ethical theory from assigned readings and participation in class discussions.
- Describe the nature, strengths, and limitations of survey research design.
- Work in groups to create non-technical explanations of vital IT functions.

Course Requirements

This lock-step program features a sequenced course design consisting of 11 classes which total 33 units. Each course meets one evening per week for eight weeks, from 6–10 p.m. The student takes one course at a time completing two classes each semester. The following proforma schedule lists the required courses:

MLOS 500	Research in Organizations	3
MLOS 501	Group and Team Dynamics	3
MLOS 504	Managerial Marketing	3
MLOS 514	Information Systems for Managers	3
MLOS 516	Organizational Behavior and Analysis	3
MLOS 517	Human Resource Management	3
MLOS 529	Leadership and Managerial Ethics	3
MLOS 535	Survey of Organizational Finance	3
MLOS 561	Conflict and Negotiation in Organizations	3
MLOS 570	Improving Quality and Productivity	3
MLOS 578	Strategy and Planning	3
Total		**33 units**

Each student should check with the School of Adult and Professional Studies for the sequence of courses required, (626) 815-5301.

NOTE: No transfer courses are allowed in this program.

MASTER OF ARTS IN LEADERSHIP AND ORGANIZATIONAL STUDIES (ONLINE)

Course Requirements

MLOS 500	Research in Organizations	3
MLOS 501	Group and Team Dynamics	3
MLOS 504	Managerial Marketing	3
MLOS 514	Information Systems for Managers	3
MLOS 516	Organizational Behavior and Analysis	3
MLOS 517	Human Resource Management	3
MLOS 529	Leadership and Managerial Ethics	3
MLOS 535	Survey of Organizational Finance	3
MLOS 561	Conflict and Negotiation in Organizations	3
MLOS 570	Improving Quality and Productivity	3
MLOS 578	Strategy and Planning	3
Total		**33 units**

For information concerning the sequence of courses required, call the School of Adult and Professional Studies at (626) 815-5301.

NOTE: No transfer courses are allowed in this program.

COURSE DESCRIPTIONS

MLOS 500 Research in Organizations (3)

This course offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. The emphasis of this course is on the means by which research processes create information for organizations through both primary and secondary research methods.

MLOS 501 Group and Team Dynamics (3)

This course focuses on the contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations.

MLOS 504 Managerial Marketing (3)

Students review the basic functions of marketing and the development of marketing process, marketing mix, and marketing environment. A planning approach using problems, case studies, and readings places the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

MLOS 514 Information Systems for Managers (3)

This course introduces students to computers in a business context. As a manager, the student needs a basic understanding of the use of the computer as a tool in solving operational and managerial problems. While productivity tools and microcomputers are used, the emphasis is on users of computers rather than development of computer specialists. Topics include: the management of computer resources; fundamentals of computers, including the hardware and software available to computer users; word processing and management information systems; and common and specialized computer applications in business.

MLOS 516 Organizational Behavior and Analysis (3)
The purpose of this class is to investigate the impact that individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. This course examines role behavior, group dynamics, communication, conflict, leadership, organizational structure, and motivation.

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

MLOS 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.

MLOS 535 Survey of Organizational Finance (3)
This course examines the essential components of organizational finance that are critical for any business leader and provides a solid foundational overview and comprehensive understanding of the basic principles of organizational finance. These domains include but are not limited to goals and functions of financial management, financial analysis and planning, working capital management, capital budget processing, long-term financing, and expanding the perspective of corporate finance.

MLOS 561 Conflict and Negotiation in Organizations (3)
This course focuses on the processes of informal conflict in organizations, as well as more formal situations of negotiation and bargaining. By observing conflict and negotiation in a variety of settings, the student learns multiple methods of analysis and response to this type of organizational situation.

MLOS 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 organizational development 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.

MLOS 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.

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School of Behavioral and Applied Sciences

Faculty

Dean and Professor: Robert Welsh, Ph.D.

Associate Dean and Professor: Katy Tangenberg, Ph.D.

Department of Graduate Psychology

Chair and Professor: Marjorie Graham-Howard, Ph.D

Director, Psy.D. Program; and Assistant Professor: Samuel Girguis, Psy.D.

Director of Clinical Training; and Professor: Sheryn T. Scott, Ph.D.

M.A. Programs Administrator, and Director (Azusa M.A. Program); and Assistant Professor: Vicki Ewing, M.A., M.F.T.

Director (Orange County M.A. Program); and Assistant Professor: Melissa Zwart, M.A., M.F.T.

Director (San Diego M.A. Program); and Assistant Professor: Aimee Vadnais, Psy.D., M.F.T.

Director (Ventura M.A. Program); and Associate Professor: Michelle C. Browning, Ph.D.

Director of Clinical Training (M.A.); and Assistant Professor: Roberta Thomas, M.S., M.F.T.

Director of Clinical Training (San Diego M.A. Program): Rebecca Kenyon, Psy.D., M.F.T.

Executive Director, Community Counseling Center: Mark Souris, Psy.D.

Clinical Director, Community Counseling Center: Daniel Puls, Psy.D.

Professors: David Brokaw, Ph.D., ABPP; Joy Bustrum, Psy.D.; Stephen Cheung, Psy.D.; Marv Erisman, Ph.D.; Theresa Clement Tisdale, Ph.D.

Associate Professors: Holli Eaton, Psy.D.; Loren Martin, Ph.D.; Katherine Putnam, Psy.D.

Assistant Professors: Ted Scott Bledsoe, Psy.D.; Jenss Chang, Ph.D.; Charles Chege, Psy.D.

Department of Higher Education

Chair and Professor: Laurie Schreiner, Ph.D.

Program Director, Doctoral Higher Education; and Professor: Karen Longman, Ph.D.

Program Director, College Counseling and Student Development: Vacant

Director of Noel Academy for Strengths-Based Leadership and Education, and Administrative Faculty: Keith Hall, Ed.D.

Professors: Eileen Hulme, Ph.D.; Alexander Jun, Ph.D.; Dennis Sheridan, Ph.D., Ed.D.

Assistant Professors: Christopher Collins, Ph.D.; Young Kim, Ph.D.; Jeannine Kranzow, Ph.D.; Mari Luna de la Rosa, Ph.D.

Department of Leadership and Organizational Psychology

Chair and Professor: Gary Lemaster, Ph.D.

Program Director, M.A. in Global Leadership: Allyn Beekman, MBA

Program Coordinator, Leadership Minor, and Assistant Professor: Sarah Visser, M.Ed., A.B.D.

Professors: Paul Kaak, Ph.D.; Michael M. Whyte, Ph.D., Provost Emeritus

Associate Professors: Mark Dickerson, J.D., Ph.D.

Assistant Professor: Mari Luna De La Rosa, Ph.D.

Director of Program Development and Assessment: Jeffrey Boian, M.A.

Department of Physical Therapy

Chair and Professor: Susan Shore, PT, Ph.D.

Associate Chair and Associate Professor: Wendy Chung, PT, DSc

Professor: Michael Wong, PT, DPT, O.C.S.

Associate Professor: Katherine Kumagai, PT, DPT, N.C.S., O.C.S.

Assistant Professors: Tamera Eichelberger, PT, C.S.C.S., Ph.D., N.C.S.; Grace Matsuda, DPT

Adjunct Faculty: Mark Baker, PT, DPT, O.C.S.; Dee Lily, PT, Ph.D.; Jan Snell Kodat, PT, DSc, CNS; Dianne Whiting, PT, M.Div.

Department of Social Work

Department Chair and MSW Program Director; and Professor: Mary Rawlings, Ph.D., LCSW

Director of Field Education, and Assistant Professor: Kimberly Setterlund, MSW, LCSW

Director of Student Services, and Assistant Professor: Karen Maynard, M.A.

Professor: Kimberly Battle-Walters Denu, Ph.D., MSW

Assistant Professors: Louanna Law Bickham, MSW; Amber Davies, MSW; Catherine Fisher, MSW, LCSW; Anupama Jacob, MSc; Margaret Lee, MSW; Adria Navarro, Ph.D., MSW, LCSW; Shaynah Neshama, Ph.D., MSW; Lynn Raine, MSW; Olivia Sevilla, MSW, LCSW; Regina Trammel, MSW

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

INTRODUCTION

The School of Behavioral and Applied Sciences (BAS) comprises 15 programs within six departments. The graduate departments include the Department of Graduate Psychology (Master of Arts in Clinical Psychology: Marriage and Family Therapy; Doctor of Psychology in Clinical Psychology: Family Psychology–Psy.D.), the Department of Leadership and Organizational Psychology (Master of Arts in Leadership; Master of Arts in Global Leadership), the Department of Higher Education (Master of Science in College Counseling and Student Development; Doctor of Philosophy in Higher Education–Ph.D.; Doctor of Philosophy in Global Higher Education–Ph.D.; Doctor of Education in Higher Education Leadership–Ed.D.), the Department of Physical Therapy (Doctor of Physical Therapy–DPT), and the Department of Social Work (Master of Social Work). Undergraduate programs are included in the Department of Exercise and Sport Science and the Department of Social Work.

Students pursuing careers in clinical psychology enroll in APU's Department of Graduate Psychology for its unique environment that fosters invaluable self-discovery and promotes extensive practical experience. The psychology degree programs prepare students for licensure with the state of California and offer an interdisciplinary approach to the field of psychology.

The Department of Higher Education programs focus on preparing values-driven scholars and leaders to have a positive impact on student learning and social justice in higher education.

The Department of Leadership and Organizational Psychology prepares graduates for key leadership roles in colleges and universities, churches, national and international mission and ministry organizations, government, business, health care, public service, and the nonprofit sector.

The Department of Physical Therapy graduates professionals with a solid generalist perspective of patient care in a variety of professional treatment settings and a strong foundation for post-professional specialization and lifelong learning.

The Department of Social Work offers the Master of Social Work for students seeking careers in settings such as foster care facilities, counseling centers, hospitals, schools, and other helping agencies that advocate for vulnerable populations and advance social justice.

All programs within the school carry a distinctly Christian perspective that challenges students both intellectually and spiritually, while remaining flexible and student-oriented. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty, held both on APU's Azusa campus and at regional centers throughout Southern California.

Professional Accreditation

Professional programs in the School of Behavioral and Applied Sciences have earned the following accreditations:

- The APU Psy.D. program is accredited by the American Psychological Association (APA)* Commission on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.
- The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education.
- The BSW program is accredited by the Council on Social Work Education.
- The MSW program is accredited by the Council on Social Work Education.
- The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education.

*Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC, 20002-4242, (202) 336-5979.

CAMPUSES

Programs offered by the School of Behavioral and Applied Sciences may be taken on the Azusa campus located in Azusa, California, or at the regional centers listed below. Check with the regional centers for specific programs offered.

Orange County Regional Center
1915 Orangewood Ave., Ste. 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111
orangecounty@apu.edu

San Diego Regional Center
5353 Mission Center Rd., Ste. 300
San Diego, CA 92108-1306
(619) 718-9655
(877) 210-8839
sandiego@apu.edu

Ventura County Regional Center
445 E. Esplanade Dr., Ste. 200
Oxnard, CA 93036-2145
(805) 988-1267
(877) 210-8840
ventura@apu.edu

SUPPORT SERVICES

The Community Counseling Center

The Community Counseling Center, a Christian-based counseling center, provides quality counseling and consulting services at a low cost to the community. Families utilize the center's resources, resolve life transition dilemmas, and find harmony between their values and actions. The center also enables students in APU's clinical and family psychology programs to develop the necessary skills to become effective therapists and/or psychologists. Call (626) 815-5421.

Department of Graduate Psychology

Faculty

Chair and Professor: Marjorie Graham-Howard, Ph.D

Director, Psy.D. Program; and Assistant Professor: Samuel Girguis, Psy.D.

Director of Clinical Training; and Professor: Sheryn T. Scott, Ph.D.

M.A. Programs Administrator, and Director (Azusa M.A. Program); and Assistant Professor: Vicki Ewing, M.A., M.F.T.

Director (Orange County M.A. Program); and Assistant Professor: Melissa Zwart, M.A., M.F.T.

Director (San Diego M.A. Program); and Assistant Professor: Aimee Vadnais, Psy.D., M.F.T.

Director (Ventura M.A. Program); and Associate Professor: Michelle C. Browning, Ph.D.

Director of Clinical Training (M.A.); and Assistant Professor: Roberta Thomas, M.S., M.F.T.

Director of Clinical Training (San Diego M.A. Program): Rebecca Kenyon, Psy.D., M.F.T.

Executive Director, Community Counseling Center: Mark Souris, Psy.D.

Clinical Director, Community Counseling Center: Daniel Puls, Psy.D.

Professors: David Brokaw, Ph.D., ABPP; Joy Bustrum, Psy.D.; Stephen Cheung, Psy.D.; Marv Erisman, Ph.D.; Theresa Clement Tisdale, Ph.D.

Associate Professors: Holli Eaton, Psy.D.; Loren Martin, Ph.D.; Katherine Putnam, Psy.D.

Assistant Professors: Ted Scott Bledsoe, Psy.D.; Jenss Chang, Ph.D.; Charles Chege, Psy.D.

PROGRAMS OFFERED

- Master of Arts in Clinical Psychology: Marriage and Family Therapy
- Doctor of Psychology in Clinical Psychology: Family Psychology

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The APU Psy.D. program is accredited by the American Psychological Association (APA)* Commission on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

*Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC, 20002-4242, (202) 336-5979

For more detailed information about the Department of Graduate Psychology, please visit www.apu.edu/bas/graduatepsychology/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

GENERAL INFORMATION FOR ALL PROGRAMS

Student Disclosure of Personal Information

Faculty of the Department of Graduate Psychology may ask students to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to students or others.

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

Progress Review and Faculty Recommendation

The progress of all students in the M.A. and Psy.D. programs is reviewed each semester in order to encourage professional development and completion of the program. Progress of each student is reviewed by members of the faculty in the Department of Graduate Psychology.

Since personal characteristics are important to competency in professional psychology, students are evaluated regularly by faculty on categories determined in the literature to be important to the development of marriage and family therapists (MFTs) and psychologists. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Students who evidence behavior rated unsuitable for an M.A. or Psy.D. student by faculty will be required to meet with their advisor and the Clinical Training Committee to determine a personal development plan. Students who fail to improve according to their development plan are subject to dismissal from the program.

Academic Probation

Continuous satisfactory progress toward the M.A. and Psy.D. 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 coursework. 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 coursework. Course grades below a *C*- do not count toward degree requirements, and such courses will need to be repeated.

Student Grievance Procedure

The procedure for initiation of student grievance is detailed in the Academic Policies and Procedures section of this catalog.

Computer and Email Access Required

Students are required to own or have ready access to a computer during their tenure in the M.A. and Psy.D. programs. The university offers a computer purchase program which enables students to obtain computers and software at reduced rates. Online access is crucial for students, as an email account, access to e-companion, PsychINFO, and online courses are required for all M.A. and Psy.D. students. Students must read and respond to email in a consistent and timely manner.

Interdisciplinary Integration

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into the university programs. The APU M.A. and Psy.D. in Clinical Psychology express this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. This unique perspective provides students with the opportunity to consider and critically examine psychological theory using ethical and theological frameworks. Students are encouraged to explore the role and importance of moral and spiritual identity formation in the process of psychotherapy.

Individuals from any religious tradition may be admitted to the APU M.A. and Psy.D. programs. However, it is important for prospective students to recognize that coursework and training is structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses that house the emphasis, as well as to reflect on their own beliefs and values as they relate to preparation for professional practice.

In addition to providing students with an interdisciplinary framework from which to understand psychological theory and practice, the emphasis also facilitates and enhances the development of competency with respect to addressing religious and spiritual diversity in clinical practice. The APU M.A. and Psy.D. are sensitive to the reality of pluralism regarding the development of competency in the provision of psychological services to clients of diverse religious and spiritual traditions. Students often express appreciation for education they receive in interdisciplinary studies and integration, regardless of their personal religious or spiritual identity.

Interdisciplinary integration coursework provides both a programmatic conceptual framework and a systematic applied framework. The following courses specially address these foci (please refer to the course descriptions within this catalog for further detail):

PPSY	510/700F	Psychotherapy and Cultural Diversity
PPSY	531/700B	Moral Identity Formation and Psychotherapy
PPSY	533/700G	Spiritual Formation and Psychotherapy
PPSY	534/700K	Interdisciplinary Integration and Psychotherapy
PPSY	726	Biblical Ethics and Psychotherapy
PPSY	736	Social Ethics and Psychotherapy
PPSY	753	Moral and Spiritual Identity Formation in the Family

In addition to curricular offerings, APU sponsors two annual Voices in Interdisciplinary Integration conferences. This conference series draws to the APU campus nationally known authors, academicians, and clinicians who represent a range of perspectives on interdisciplinary studies and integration. Conference speakers have included Everett L. Worthington Jr., Mark McMinn, Don Browning, Nancy Boyd-Franklin, Ed Shafranske, and Harry Aponte. All students are required to attend these conferences.

An elective opportunity is also offered in the form of monthly brown-bag seminars hosted by graduate faculty. Held during the break between evening classes, these seminars provide students with the opportunity to interact with faculty on issues related to faith and practice. Informal case presentations are made with a focus on application of integrative perspectives in psychotherapy.

Clinical Training Manual Requirements

Every fall semester, a Clinical Training Manual is released to students (one for the M.A. and one for the Psy.D.). Students are responsible for understanding its contents and being aware of any change required by the Department of Graduate Psychology. Students are required to obtain personal

malpractice insurance before beginning to accrue clinical hours toward degree and licensure. Information regarding malpractice insurance is provided in the Clinical Training Manuals.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY: MARRIAGE AND FAMILY THERAPY

The Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy is intended for individuals who wish to develop a solid foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. Also included in the program are interdisciplinary studies in theology, ethics, and psychotherapy. For those wishing to practice at the master's level, this program meets the current requirements for California licensure as a marriage and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

LICENSED PROFESSIONAL CLINICAL COUNSELOR (LPCC OPTION)

The Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy offers one additional course which provides for students interested in dual licensure as both an LPCC and an MFT. Coursework meets the State of California requirements for both licenses.

Mission Statement

The Master of Arts in Clinical Psychology: Marriage and Family Therapy program is dedicated to the education and training of competent, self-aware, and culturally sensitive professional counselors. Using a foundation in Christian faith, a systemic family psychology approach, and an integration of theories of psychotherapy, students explore personal, ethical, and social values as they prepare to serve the needs of their communities.

Additional Requirements

Applicants to the Master of Arts in Clinical Psychology: Marriage and Family Therapy program typically begin in the fall semester. To be considered for fall enrollment, the deadline for submission of a completed application is March 1. Students who apply prior to this date will be given consideration for admission.

Applicants may apply to begin in the spring semester. The deadline for submission of a completed application for spring enrollment is October 15. Applicants for spring semester will be considered based on space available at the Azusa campus or Orange County, San Diego, and Ventura County regional centers.

Prerequisites

To be admitted into the program, students must:

- Hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade-point average on a 4.0 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 2.7 and 2.99 may be admitted provisionally at the department's discretion by providing adequate supportive documentation including a statement of explanation and/or 12 units of upper-division, post-B.A. coursework with grades of *B* or better (extension courses excluded).
- Satisfy two undergraduate prerequisites for full admission into the master's degree program. These courses are 1) Abnormal Psychology, and 2) Human Growth and Development or General Psychology, both of which must have been taken within the previous eight years and completed with a grade of *B* or better.

International applicants whose first language is not English must submit a TOEFL score of at least 600, and are also encouraged to submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Because 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 APU's American Language and Culture Institute until they achieve the required language skills. Students who do not meet writing and language standards are subject to dismissal from the program.

Coursework

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The master's program is comprised of 66 units of coursework. A maximum of 12 units of selected coursework, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of *B* or better
- Obtained at a regionally accredited institution
- Received from a graduate program in clinical psychology, counseling psychology, or marriage and family therapy
- Acceptable for California MFT licensing requirements

Personal and Group Psychotherapy*

During the course of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

*The California Board of Behavioral Sciences will accept up to 100 psychotherapy hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFT licensure.

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- to 18-month clinical placement; and students in the three-year or four-year program, in a 24- to 30-month placement.

While students are responsible for securing a placement site, assistance is provided by the director of clinical training, site directors, and in the Introduction to Clinical Practice courses. In addition, students receive support and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT and LPCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training will maintain contact with the off-site supervisors and evaluate the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 225 hours of direct client experience for the MFT license, and 280 hours of direct client experience for the LPCC license. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California. Hours for the LPCC license begin postgraduation.

Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the Comprehensive Examination. The Comprehensive Exam includes two elements: 1) a legal and ethical exam, and 2) a written clinical vignette exam. Failure to pass the Comprehensive Exam will prevent graduation from the program.

Program Locations

The Department of Graduate Psychology offers its master's degree program on APU's Azusa campus as well as at the Orange County, San Diego, and Ventura County regional centers. Information may be obtained by contacting the program director or the local site administrator.

Azusa Campus

Program Administrator and Director, Azusa Program:
Vicki Ewing, M.A., M.F.T.
vewing@apu.edu
Department of Graduate Psychology
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5008

Orange County Regional Center

Director: Melissa Zwart, M.A., LMFT
mzwart@apu.edu
1915 Orangewood Ave., Ste. 100
Orange, CA 92668-2046
(714) 935-0260

San Diego Regional Center

Director: Aimee Vadnais, Psy.D., M.F.T.
avadnais@apu.edu
5353 Mission Center Rd., Ste. 300
San Diego, CA 92108-1306
(619) 718-9655

Ventura County Regional Center

Director: Michelle C. Browning, Ph.D.
mcbrowning@apu.edu
445 E. Esplanade Drive, Ste. 200
Oxnard, CA 93036-2145
(805) 988-1267

Course Requirements

Foundational Coursework		***12 units***
PPSY 551	Theories of Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3
Professional Coursework		***45 units***
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 511	Addictions, Assessment, and Interventions	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 525	Crisis and Trauma in Community Mental Health	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 555	Career Development Theories and Techniques (optional)	3
PPSY 557	Marriage Therapy	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
PPSY 581	Introduction to Clinical Practice: Advanced Skills	3
PPSY 582	Introduction to Clinical Practice: Group Skills	3
PPSY 585	Psychobiology and Psychopharmacology	3
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3
Interdisciplinary Coursework		***9 units***
PPSY 531	Moral Identity Formation and Psychotherapy	3
PPSY 533	Spiritual Formation and Psychotherapy	3
PPSY 534	Interdisciplinary Integration and Psychotherapy	3
Total Required		**66 units**

COURSE DESCRIPTIONS

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. 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 engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups is provided.

PPSY 511 Addictions, Assessment, and Interventions (3)
This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, and evidence-based research relevant to treatment. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered.

PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)
This course introduces students to the legal, ethical, and moral issues related to the practice of marriage and family therapy in the state of California. Professional ethical codes and moral dilemmas are studied. Students review statutory, regulatory, and decisional laws related to the MFT's scope of practice, including confidentiality, privilege, reporting requirements, family law, and the treatment of minors. Consideration is also given to the student practitioner's values and behaviors, especially in relationship to becoming an MFT.

PPSY 525 Crisis and Trauma in Community Mental Health (3)
This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also presents the challenges of accessing resources in community mental health. Guest speakers/consumers are be invited. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

PPSY 531 Moral Identity Formation and Psychotherapy (3)
This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 533 Spiritual Formation and Psychotherapy (3)
This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice. *Prerequisite: PPSY 531*

PPSY 534 Interdisciplinary Integration and Psychotherapy (3)
Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 531 and PPSY 533*

PPSY 540 Assessment I (3)
This course provides a broad understanding of the psychometric principles related to psychological assessment. It is the first in a sequence of courses that will continue in the Psy.D. program, and it provides the foundation of knowledge that is necessary for development of the assessment competency in psychology. Special emphasis is placed on the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. The structure of an assessment battery, conducting clinical interviews, and the use of psychological tests with diverse populations are addressed.

PPSY 551 Theories of Psychotherapy (3)
This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

PPSY 552 Human Sexuality and Sex Therapy (3)
This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. 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 marriage and sex therapy.

PPSY 555 Career Development Theories and Techniques (3)
This course provides a comprehensive review of career development theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling is emphasized. A focus on the relationship of career to other issues in counseling is addressed.

PPSY 557 Marriage Therapy (3)
This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in marital therapy. Emphasis is placed on how marriage therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. This course also meets the California requirements for training in the area of domestic and family violence for MFT and LCSW licensure.

PPSY 558 Advanced Developmental Psychology (3)
The purpose of this course is to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. *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 are presented, providing the student with an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of the development aspects, family dynamics, social environments, and multicultural issues are addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)
This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)*, and review available community resources for those with severe mental disorders.

PPSY 571 Family Therapy (3)
This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

PPSY 572 Research Methodology (3)
This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

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 techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)
This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. *A grade of* B *or better must be achieved in order to advance to PPSY 581.*

PPSY 581 Introduction to Clinical Practice: Advanced Skills (3)
This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection. *Prerequisite: PPSY 580*

PPSY 582 Group Skills (3)
This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed. *Prerequisites: PPSY 580 and PPSY 581*

PPSY 585 Psychobiology and Psychopharmacology (3)
This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

PPSY 593 Clinical Consultation (1)
This course is designed as an adjunct to students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseloads and provide department oversight of clinical placement experience. *Prerequisites: PPSY 580, PPSY 581, and current placement in a clinical site*

PPSY 594 Clinical Practicum (3)
This course provides an introduction to the clinical world of the psychologist. Students are introduced to the American Psychological Association's Ethical Standards and other content that distinguish psychologists from other mental health professionals. A review of basic clinical skills is provided with an emphasis on developing and refining the skills related to the relationship between clinician and client (respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy). Work in small groups allows an opportunity for students to role play and receive feedback concerning their skills.

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. The unit values of these courses range from 1–6 unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597 Clinical Placement I (3)
This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, health promotion, legal and ethical issues, and treatment planning. Treatment planning, from the perspective of the recovery model and other theoretical approaches, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills, the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection and assignments. This course also provides students with a forum for discussing their clinical caseload (individuals, children, couples, families, and groups) and their interaction with placement supervisors. *Students must be serving at an approved training site to be enrolled in this course.*

PPSY 598 Clinical Placement II (3)
This course is an adjunct to the student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for the student's clinical placement, and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a public mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. *Students must be serving at an APU-approved training site to be enrolled in this course. Prerequisite: PPSY 597*

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY: FAMILY PSYCHOLOGY

Program Director: Samuel Girguis, Psy.D.
sgirguis@apu.edu

The APU Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate identified as a practitioner-scholar program.

The curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

Mission Statement

The Doctor of Psychology program educates, prepares, and trains students to become practitioner-scholars in psychology with professional competencies in relationship, research, assessment, intervention, diversity, integration of faith and practice, and family psychology.

Program Goals

The Doctor of Psychology program at Azusa Pacific University:

- Seeks to educate and train students to be practitioner-scholars so they are equipped to provide quality psychological services to their communities based upon the findings of research and the science of psychology.
- Approaches the knowledge of psychology from a Christian perspective and trains students to exemplify the servanthood of Christ in their practice of psychology.
- Provides an integrative sequence of courses so students may understand the interrelationship between ethics, moral and spiritual identity formation, theology, and psychology.
- Emphasizes family psychology, the distinctive focus on the interaction between individual, interpersonal, and environmental aspects of human behavior.
- Recognizes the diversity of human experience and enables students to respond to the variety of human needs.
- Encourages individual growth and development as part of the educational experience so students develop congruence and authenticity as they balance the demands of professional and personal life.

The Discipline of Family Psychology

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues.

A doctoral program in clinical psychology with an emphasis in family psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior.

This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. By the end of the program, students will think systemically and apply systemic analysis to clinical situations.

In an era when it is increasingly difficult for people to navigate their way through the complex world in which they live, a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology will best prepare students to provide psychological services.

The Seven Core Competencies of the Psy.D. Program

The curriculum for the Psy.D. program is competency based. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires the achievement of the competencies necessary to function well in the field of psychology. The APU Psy.D. curriculum reflects concern for the development of seven core competencies in psychology: research and evaluation, relationship, assessment, intervention, diversity, consultation and education, and management and supervision. The seven professional competency areas are defined briefly:

1. Research and evaluation comprise a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and engage in rigorous, careful, and disciplined scientific inquiry. Education and training in the epistemological foundations of research, the design and use of qualitative and quantitative methods, the analysis of data, the application of research conclusions, and sensitivity to philosophical and ethical concerns are needed for psychologists to develop in this area.
2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In the development of the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design includes education and training in attitudes essential for the development of the relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness. Experiential learning with self-reflection and direct observation and feedback by peers and experts are essential in the development of this competency.
3. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account sociocultural context and focuses not only on limitations and dysfunctions but also on competencies, strengths, and effectiveness. Assessment increasingly addresses the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.

4. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on the knowledge of theories of individual and systemic change, theories of intervention, methods of evaluation, quality assurance, professional ethical principles, and standards of practice. Effective training for intervention includes knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems reflect diversity. The issues of power and authority are particularly relevant to this competency.
5. Diversity refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on social structures and institutionalized forms of discrimination.

   Training of psychologists includes opportunities to develop understanding, respect, and value for cultural and individual differences. A strong commitment to the development of knowledge, skills, and attitudes that support high regard for human diversity is integrated throughout the professional psychology training program and its organizational culture.
6. Consultation is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process.

   Education is the directed facilitation by the professional psychologist for the growth of knowledge, skills, and attitudes in the learner. Students are required to complete experiential tasks in consultation and education as part of their coursework or internship.
7. Management consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public.

   Supervision is a form of management blended with teaching in the context of relationship directed toward the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases of behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures are provided for students. Demonstrated competence in supervision includes the development of receptivity to supervision and the acquisition of skills in providing supervision.*

*Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.) The core curriculum in professional psychology. (pp. 77-81). Washington, DC: American Psychological Association.

Acceptance of Admission and Registration

Upon notification of admission, applicants must confirm intent to attend **in writing to the department by April 15**. Admission is for the next academic year only and may not be deferred.

Psy.D. Curriculum

The Psy.D. curriculum has been designed to meet the requirements of the APA for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Cultural and individual diversity perspectives are woven into courses across the curriculum. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience.

The APU Psy.D. program embodies an emphasis in family psychology. All the courses incorporate a systemic perspective on psychology, which includes an awareness of the dynamic interaction between individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

Required Courses		**133 units**
PPSY 700A	Theories of Personality and Psychotherapy	3
PPSY 700B	Moral Identity Formation and Psychotherapy	3
PPSY 700C	Psychopathology	3
PPSY 700D	Introduction to Clinical Practice: Basic Skills	3
PPSY 700E	Advanced Developmental Psychology	3
PPSY 700F	Psychotherapy and Cultural Diversity	3
PPSY 700G	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 700H	Assessment I	3
PPSY 700I	Family Therapy	3
PPSY 700J	Clinical Practicum	3
PPSY 700K	Interdisciplinary Integration and Psychotherapy	3
PPSY 701	Clinical Practicum I: Professional Practice and an Introduction to Case Conceptualization	2
PPSY 702	Clinical Practicum II: Legal and Ethical Competence	2
PPSY 711	Psychology and Systems Theory	3
PPSY 712	Theories of Change and Evidence-based Treatment	3
PPSY 713	Assessment II: Personality	4
PPSY 714	Assessment III: Intelligence and Academics	4
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3

PPSY 717	Child Psychology	2
— or —		
PPSY 735	Adolescent Psychology	
(Must take one 2-unit course)		2
PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	2
PPSY 721	Addictive Behaviors	2
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Couples Theory and Therapy	3
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 727	Clinical Practicum III: Diversity Competency	2
PPSY 728	Clinical Practicum IV: Domestic Violence and Case Conceptualization	2
PPSY 729	Treatment Planning	1
PPSY 730	Cognition	2
PPSY 731	Dissertation Development	1
PPSY 734	Gerontology	2
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 737	Clinical Practicum V: Interdisciplinary Integration	2
PPSY 738	Clinical Practicum VI: The Future Psychologist – Management, Private Practice, and Advocacy	2
PPSY 739	Psychobiology	3
PPSY 740	Consultation in Clinical Psychology	2
PPSY 744	Supervision in Clinical Psychology	2
PPSY 745	Dissertation I	1
PPSY 746	Dissertation II	1
PPSY 747	Dissertation III	1
PPSY 748	Dissertation IV	1
PPSY 750	Predoctoral Internship (Full-time, Predoctoral Internship: 2 semesters/1 unit each)	1, 1
PPSY 753	Moral and Spiritual Identity Formation in the Family	3
PPSY 754	Assessment IV: Projectives	4
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 757	Psychopharmacology	2
PPSY 758A	Techniques of Change: Cognitive-behavioral Interventions	2
PPSY 759A	Techniques of Change: Solution-focused Brief Therapy	2
PPSY 760	Techniques of Change: Psychodynamic Interventions	2
PPSY 798	Electives (four/2-unit courses)	8

These courses have been arranged in two tracks (four- and five-year studies) to allow students flexibility in choosing the academic load most appropriate for their lifestyle.

Electives

As part of the Psy.D. curriculum, students are required to take four elective courses in residency. Students may take miscellaneous electives in psychotherapy, integration, assessment, or other courses related to clinical psychology, or they may complete one of the elective concentrations described below.

Psychodynamic Systems of Psychotherapy Concentration

The psychodynamic systems of psychotherapy elective concentration provides an opportunity for students to learn a comprehensive model of personality, psychopathology, and psychotherapy that reflects the systemic epistemology of the doctoral program. This course sequence provides a historical overview of major psychodynamic systems of theory and therapy (from origins to the present). Each course focuses on key theorists, theoretical constructs, conceptualization and treatment planning, supporting research, and clinical demonstration and application. Students seeking a Certificate of Proficiency in Psychodynamic Systems of Psychotherapy must complete the three-course sequence of electives and a year-long clinical practicum placement where students are permitted to provide psychodynamic psychotherapy to clients:

PPSY 763 Psychodynamic Systems of Psychotherapy I
PPSY 764 Psychodynamic Systems of Psychotherapy II
PPSY 765 Psychodynamic Systems of Psychotherapy III

For more detailed information, contact Theresa Clement Tisdale, Ph.D., tctisdale@apu.edu.

Family Forensic Psychology Concentration

The family forensic psychology elective concentration provides an opportunity for students to pursue more focused training in the specialty area of forensic psychology. The elective concentration in family forensic psychology strives to prepare graduate students for competitive forensic psychology internships and postdoctoral training experiences. While completion of the certificate program does not guarantee placement in supervised training sites, it enhances the student's educational foundation in preparation for advanced training in forensic psychology.

Students seeking the Certificate of Proficiency in Family Forensic Psychology must complete the four-course sequence of electives:

PPSY 770 Introduction to Forensic Psychology
PPSY 771 Forensic Assessment
PPSY 772 Family Forensic Psychology I
PPSY 773 Family Forensic Psychology II

For more detailed information, contact Marjorie Graham-Howard, Ph.D., director of the Psy.D. program, or visit the Psy.D. program website at www.apu.edu/bas/graduatepsychology/psyd/.

Five- and Six-Year Academic Plans

Five-Year Program

Participation in the full-time plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 12–15 hours per week minimum for practicum is required throughout the program.

Six-Year Program

Participation in the reduced-load per semester, six-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 12–15 hours per week minimum for practicum is required in the first three years of the program or more depending upon student progress.

Students take electives during the program and their choice of child psychology or adolescent psychology. (Electives may be taken in semesters other than where indicated. Students are encouraged to consider how best to balance each semester.)

Psy.D. Clinical Training

Clinical training is central to the practitioner-scholar (Psy.D.) model for educating clinical psychologists. Azusa Pacific University's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides practitioners with experiences that ensure depth and breadth of clinical interventions, diversity of clients, the opportunity to develop therapeutic competencies that integrate their theoretical coursework with direct client experience, and the development of the seven core competencies in professional psychology.

Clinical training at the doctoral level involves three years of practicum and a full-time, year-long internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. program with existing clinical training or licensure must still complete the program's clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings including in-patient/residential, child, out-patient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty.

Concurrent with their supervised practicum, students participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Graduate Psychology requires that all practicum training in the Psy.D. program be entirely separate from any practice under such existing license or registration. For purposes of predoctoral training in psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not under any circumstances be "double counted" toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the Psy.D. program, then the Department of Graduate Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

During the clinical practicum component of the Psy.D. program, the student completes a minimum of 1,500 hours of clinical training, including supervision, direct client contact, and an assessment practicum completed over the course of the Psy.D. program. These hours of clinical training occur in addition to any master's-level training hours.

Prerequisites for Clinical Training at the Doctoral Level

Students entering the Psy.D. program with an accredited master's degree in psychology or a closely related field are likely to have earned hours of supervised clinical placement, including hours of direct client contact, supervision, and other supervised activities. Such training provides a foundation for clinical training at the doctoral level but is not a substitute for the Psy.D. training sequence.

Clinical Training Coursework

Practicum

The clinical training sequence begins in the first year of the APU Psy.D. and continues through the third year of the program, in preparation for the predoctoral internship. Each semester the student participates in a clinical practicum (CP) course that emphasizes the development of a particular clinical competency. Students are required to demonstrate their accomplishment of the competency by passing comprehensive exams, successfully completing the coursework and clinical training sequence, and completing a dissertation.

Competencies by CP course are:

CP I: Professional Practice and an Introduction to Case Conceptualization
CP II: Legal and Ethical Competence
CP III: Diversity Competency
CP IV: Domestic Violence and Case Conceptualization
CP V: Interdisciplinary Integration
CP VI: The Future Psychologist – Management, Private Practice, and Advocacy

The Clinical Practicum I–VI sequence is coordinated with the science, theory, and clinical coursework in the APU Psy.D. The opportunity to apply the course material is considered essential to the development of the core competencies in psychology.

In the second year, students take courses that provide a theoretical foundation in psychology and the theoretical orientation of the program (Systems Theory, History and Systems, Research Design), as well as clinical courses in assessment (Assessment I and II), and specific clinical issues (Treatment Planning).

These courses coordinate with CP I–II, the introductory practicum courses that develop basic competency in professional ethics and legal issues, and include rehearsal, role play, and interviewing opportunities for students. The first practicum is at the university's Child and Family Development Center, the Community Counseling Center. External practicum site placements coordinate with CP III–VI.

During the third year of the program, students take clinical courses in Techniques of Change, and specific clinical populations (Adolescent Psychology, Family Psychology, Addictive Behaviors, Couples Theory and Therapy), as well as two interdisciplinary courses (Biblical Ethics and Family Ethics). These courses provide material relevant to the experiences in external practicum sites during CP III–VI.

In the fourth year of the program, students take additional science and interdisciplinary courses (Social Psychology, Cognition, and Social Ethics), population-specific clinical courses (Adult Psychology and Gerontology), emerging clinical competency courses (Consultation and Supervision), and a course in Psychopharmacology that is intended to prepare students for internship.

Internship

The Psy.D. program requires a predoctoral internship in a one-year, full-time or two-year, half-time (1,800 hours minimum) setting.

Students are encouraged to complete the clinical dissertation prior to the internship, which allows the student to focus on the internship as the capstone of the clinical training sequence.

The director of clinical training (DCT) meets with prospective interns each June to discuss the internship application process. A special vita and application workshop is held. During the summer before they apply to internship, students are encouraged to study the APPIC Directory for options that fit their training needs. Additional information about Uniform Notification Day, APPIC requirements and forms, interviewing skills, reference and cover letters, and other issues specific to internship application is provided in monthly seminars.

All students are strongly encouraged to apply for APA-accredited or APPIC-recognized internship sites. The department understands that some students may be unable to relocate due to family and occupational responsibilities and therefore may also choose to apply to CAPIC sites as well. All internship sites must meet APPIC standards.

Upon receiving approval from the DCT, students may begin the application process of obtaining a predoctoral internship.

Quality Assurance in Clinical Placements

The director of clinical training and the Clinical Training Committee have an ongoing responsibility to ensure that the Psy.D. program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the Laws and Regulations Governing the Practice of Psychology in the State of California. Modifications in state law shall be reflected in program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the Psy.D. at APU is consistent with the APA ethical and professional standards and training guidelines.

Director of Clinical Training

The director of clinical training organizes, plans, and coordinates all aspects of clinical training for the Psy.D. program at APU. The DCT is a licensed psychologist in the state of California with a background demonstrating mastery in the core areas of clinical training and the diverse training setting required by the program (in-patient/residential, child, brief/managed care, and psychological assessment).

All clinical placements must be approved by the DCT and must meet the requirements for quality of training experience, depth and quantity of supervision, and level of appropriateness for doctoral level training.

The DCT coordinates and oversees all clinical placements, develops appropriate training experiences for students in the on-campus counseling centers, and establishes contractual relationships with off-campus sites.

Clinical Training Committee

The Clinical Training Committee (CTC) is a subset of APU faculty comprised of licensed psychologists and licensed MFTs, and has direct oversight of or provides direct supervision to students in the program. The CTC is chaired by the DCT and meets regularly to review and establish policies related to clinical training, grant approval to students to begin the clinical practicum sequence, and sit on students' Clinical Competency Examination panels.

Evaluation Procedures

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the Psy.D. program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of audio- or videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, mini-competency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

Formative Evaluation

Formative evaluation consists of feedback given to students by their field placement supervisor, on-campus clinical supervisor, and supervision groups. Although primarily verbal and situational, this evaluative form is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

Summative Evaluation

Summative evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty advisor, and should their clinical performance fail to meet expected standards, dismissed from the program. The CTC may require students to complete remediation assignments to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. These mini-competency exams prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

Clinical Competency Examination

As a final evaluation measure, each student must pass a Clinical Competency Exam. To prepare for the exam, students must complete required coursework, seminars, and clinical training. Upon completion of the above, students may apply to take the Clinical Competency Exam.

A student submits an example of his or her clinical work (case presentation, assessment, treatment plan, and a videotape or audiotape of student-client interaction including a verbatim transcript and process comments) along with his or her clinical portfolio (including supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works) to a two-member faculty committee (including at least one member of the CTC). The student presents a client case in which he or she has performed the initial assessment, case history, and mental status exam; an analysis of the client's psychological testing if available; and a case summary, including legal and ethical issues in the case, treatment planning based upon empirically supported interventions, case management, diversity issues, and the transference and counter-transference involved in the case. The presentation must include a 50-minute video or audiotape of student interaction with the client. In addition, the student must respond to a case vignette, including the same elements noted above. Students must include a family psychology perspective in their interaction with the cases and demonstrate an ability to discuss the interdisciplinary (psychology, ethics, theology, and philosophy) dimensions of the case. The purpose of this exam is to ensure that the student has developed the requisite skills to successfully enter an internship. Successful completion of the exam is required before January 31 of the year for which the internship is sought.

Research and Clinical Dissertation

Overview of Research Competency Objectives

The APU Psy.D. program recognizes that a comprehensive practitioner-scholar clinical psychology training program involves training clinicians to be critical consumers of psychological research and proficient with relevant clinical research and analysis methodologies, grounded in delivering services that are evidence-based and empirically defensible.

The program is designed to give students the essential research skills that every competent clinical psychologist needs to operate in a diverse marketplace.

Emphasizing the acquisition of a solid foundation in clinically relevant research principles and skills, the APU Psy.D. research pedagogy is based on an integration of an academic model of classroom instruction and a mentoring model of individual and group research supervision. The research curriculum provides a foundational education in research methodologies and analytical procedures that enable the student to engage in more advanced, individually focused research experiences consistent with the practitioner-scholar model. The faculty values the development of research skills as a significant component of clinical training and, therefore, has developed a research program that includes: a) academic courses; b) individual research mentoring by faculty; c) voluntary research groups facilitated by faculty mentors; d) faculty research programs and institutional research support; e) possible collaboration with extramural research facilities; and f) integration of solid scientific support for clinical theory, intervention, and assessment courses. A discussion of these components of Azusa Pacific University's broader research program is articulated hereafter.

The research and evaluation competencies necessary for the practice of clinical psychology are gained through a sequence of research courses and supervision that ultimately culminates in the creation and defense of a clinical dissertation. Students are required to take three research courses during their first year of the Psy.D. that provide the foundations for critical evaluation of qualitative and quantitative research, research problem formulation, the scientific method, literature review, research design, hypothesis formulation and testing, presentation and discussion of research results, and research ethics. The Psy.D. student formulates a research problem, reviews relevant literature, designs the appropriate research methodology, and submits a proposal for the clinical dissertation.

The research and dissertation sequence is designed to produce practitioner-scholars who have the requisite knowledge to function effectively in a variety of clinical settings. Upon completion of the Psy.D. program, the student will be able to demonstrate competency in the following areas of research and practice:

1. Employ critical thinking skills pertaining to psychological phenomena.
2. Evaluate existing clinical research and practice.
3. Formulate clinical problems.
4. Design research methodology.
5. Assess relevancy of qualitative and quantitative data.
6. Analyze and present research findings.
7. Discuss relevant implications of their findings.
8. Demonstrate skill in written communication.
9. Function independently as a practitioner-scholar.

Research Courses and Dissertation Development

Research coursework offered at the beginning of the program provides the necessary research knowledge-base to enter into a more intensive research process with a supervising faculty member. In addition to academic instruction, students will begin to formulate their research questions and benefit from the expertise of faculty members and more senior students also working with the dissertation chair.

Research Design I: Research Design I begins the development of a clinical dissertation. In this course, students gain expertise engaging in sound scientific methodology. During the semester, students: a) are exposed to basic concepts in a philosophy of science for psychology, b) receive a broad survey of qualitative and quantitative research designs, c) learn to critically evaluate the merits and shortcomings of research to identify problem areas or gaps, d) understand how research problems are formulated, e) organize and synthesize literature relevant to the student's dissertation topic, and f) formulate the initial stages of the clinical dissertation. During this semester, students should select a dissertation chair and begin to consolidate their research interests.

Research Design II: This course is offered in the spring semester and is intended to build upon the foundation established in Research Design I. In this course, students develop and hone their scholarly writing skills, receive more detailed instruction on qualitative and quantitative methodologies, and gain an understanding of program evaluation, needs assessment, survey research, and clinical outcome research. During this course, students will have met with their dissertation chair, consolidated their research topic, and planned the prospective research methodology, data collection, and analysis. By the end of this course, students apply the information obtained in both research design courses (I, II), and, under the supervision of their dissertation chair, participate in dissertation research groups to produce an initial literature review.

Dissertation Development: The intent of this course is to familiarize the student with research ethics and to provide specialized education in the type of dissertation the student has chosen to undertake (e.g., program consultation, advanced statistics for quantitative dissertations, advanced training in the use of a computerized qualitative analysis program for qualitative dissertations, etc.). Students receive focused instruction on the type of clinical dissertation they have chosen. During this semester, students develop their methodology section and a prospectus for successful completion of their dissertation.

Research Mentoring

Upon completion of the research sequence, students enter into research mentoring with their dissertation chair. Each subsequent semester, students enroll in dissertation units and consensually set specific research milestone requirements to achieve the objectives of completing the clinical dissertation and functioning independently as a practitioner-scholar. From the time the student chooses a dissertation chair in the first semester of the program to the completion of the clinical dissertation, the student is involved in individual supervision and/or voluntary research groups facilitated by the dissertation chair. Both settings are designed to solidify the principles and skills learned in the academic research and dissertation sequence. The dissertation proposal defense must be completed by June 30 prior to application for the predoctoral internship. Students must register for continuation units beginning in the internship year until the dissertation is complete.

Clinical Dissertation

Definition of the Dissertation

To obtain a doctorate in clinical psychology it is necessary to complete a clinical dissertation. The clinical dissertation is a written document relevant to professional issues and practice in clinical psychology. It involves: a) identification of a clinical problem or gap in the field, b) a plan to solve the problem or contribute to the existing knowledge base; c) critical review and synthesis of the available research; d) contribution of the student's research; and e) analysis of the findings and articulation of the relevancy to the science of clinical psychology.

The nature and scope of the Psy.D. clinical dissertation is distinct from the type of dissertation required in a Ph.D. It is intended to demonstrate satisfaction of the research and evaluation competency in professional psychology. The Psy.D. research curriculum and clinical dissertation teach students to follow "a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena" (NCSPP, 1992). Completion of the research and dissertation courses demonstrates the competency "to engage in rigorous, careful, and disciplined scientific inquiry." The clinical dissertation may fall within one of six broad categories:

- Clinical Application: This is a product or program relevant to the application of professional psychology. The dissertation involves a relevant literature review, development of a product or program (including support documentation), and implementation or evaluation of at least a portion of the application or product.
- Critical Literature Analysis: Students may seek to synthesize and critique a body of research that is relevant to the practice of clinical psychology. This dissertation involves a comprehensive review, critique, and synthesis of the research literature in an area of clinical psychology noting implications for further research and clinical application.
- Program Consultation: Students may provide psychological consultation to an existing program, institution, or organization. The consultation dissertation includes a relevant literature review, needs assessment (collection of data), analysis of results, and recommendations to the client.
- Qualitative Research: Using qualitative research methodology, students conduct a literature review and collect and analyze qualitative data (e.g., interviews) to contribute to an area of clinical psychology that does not easily or conveniently lend itself to empirical data analysis. The findings from qualitative data analyses often illuminate new avenues of empirical research.
- Quantitative Research: This dissertation involves a literature review, hypothesis formation and testing, research design, statistical analysis, and the description and discussion of the research findings. The research project may analyze original data (involving data collection and subject recruitment), perform a secondary data analysis (involving access to an existing data set), or conduct a meta-analytic research synthesis.
- Theoretical Development: Dissertation students comprehensively review existing literature in a specific area of professional psychology and seek to significantly modify, reformulate, or advance a new conceptual or theoretical area or model relevant to the practice of psychology.

Dissertation Committee

The Dissertation Committee consists of no fewer than three members. Additional external readers with expertise in the area of study are encouraged as agreed upon by the committee chair. It is expected that the students make initial contact with the person they would like to chair their committee during the semester in which they take Research Design I. Selection and approval of the entire committee is a requirement for completion of the Research Design II course.

All Dissertation Committee members must hold an earned doctorate from an accredited institution. The chair must be a core faculty member in the Department of Graduate Psychology. The remaining members may be full-time faculty members from the Department of Graduate Psychology or another department at APU, an adjunct faculty in the department, or a person from outside the APU community. If the student chooses a person from outside the APU community, then it is necessary to secure the approval of the committee chair. Students should choose committee members in conjunction with the chair whose research interests and content expertise are closely related to the area of their dissertation.

Dissertation Proposal Review

During Research Methods II and Dissertation Development students conduct their initial literature review, develop their methodology section, and begin work on their proposal. Students continue to develop their dissertation proposal with consultation from the dissertation chair, committee members, and the director of research during Dissertation I–VI (one course each semester). The proposal must be approved by the chair and committee members at a Proposal Defense as a final requirement to gain approval to submit applications for placement in predoctoral internship. Failure to complete the dissertation proposal defense by the deadline results in a minimum of a one-year delay in applying for an internship. It is the student's responsibility to schedule the Proposal Defense with the dissertation chair and committee. The proposal deadline is the last working day in June of the student's second Psy.D. year. The draft proposal must be provided to the committee at least two weeks prior to the meeting. Students review the proposal with the committee, indicate how the dissertation study will enhance development of the core competencies in psychology, present an understanding of the relevant literature, provide a rationale for the proposed dissertation, describe the scope of work and choice of methods, and answer questions regarding the proposal. Formal approval of the dissertation proposal by the entire committee is necessary to proceed with the dissertation study.

Dissertation Process and Oral Defense

After the approval of the dissertation proposal, students proceed with the development of their dissertation. Dissertation Committee chair and members are available to students to guide the work. Institutional Review Board approval must be secured before any research activity with participants commences. The Dissertation I–VI courses and interaction with the committee facilitates completion of the dissertation, since students must fulfill certain milestone requirements to proceed in the program.

All students are responsible for the timely completion of their dissertation. Students should note that there is an additional dissertation fee for each semester beyond the final semester of coursework in which the dissertation is not complete. This fee allows students to access university resources, including faculty advisement. The maximum length of time for completion of the dissertation is eight years from the date of matriculation.

The written dissertation must follow current APA style and university guidelines in the dissertation manual. Once the dissertation is complete and meets the requirements of the Dissertation Committee chair and members, students must then successfully defend the dissertation in front of the entire committee. At the Oral Dissertation Defense, students formally present the dissertation to the committee, demonstrating that the dissertation is their work and that they are able to explain and defend it. If the defense is deemed acceptable by the committee, then the committee signifies its approval using appropriate forms. The committee must have unanimous agreement to approve the dissertation defense. It is likely that changes and additions will be required to complete the dissertation following an acceptable defense. If their dissertation defense is rejected, students must demonstrate substantive improvement in their ability to defend their dissertation, consistent with the response of the committee, prior to a second oral defense.

Following approval of the defense, students make necessary corrections in their written dissertation as requested by the committee within 30 days of the defense. These corrections must be approved by the dissertation chair and any other member(s) of the committee who wishes to review them.

The final corrected copy is then submitted to a technical reader who reviews the dissertation to determine compliance with APA style and university guidelines. These corrections are returned to students and must be completed within a month.

Students are allotted 10 hours per dissertation for editing. Should the dissertation require more time than the allotted 10 hours, the student will be billed at the hourly rate charged by the dissertation editor until the dissertation is approved for binding. Following approval of these corrections, students submit one copy of the corrected dissertation to the library representative to ensure technical compliance. Final submission includes copies duplicated according to specifications to the Department of Graduate Psychology for binding and distribution to University Microfilms Incorporated for inclusion in Dissertation Abstracts. A final approval signifying completion of all the required filings must be filed with the department to satisfy the degree dissertation requirement. Failure to complete all of the above within six months of the oral defense may result in a requirement that the student repeat the oral defense.

Students are required to consult the APU Doctoral Programs Handbook for Style and Format Requirements for the year of their dissertation defense to determine specific deadlines for May graduation.

Degree Posting

The doctoral degree is posted after the student has met all degree requirements, including documentation of completion of the predoctoral internship. Degree posting dates conform to those published in the Graduate Catalog.

Psy.D. Doctoral Assistantships

Funds are allocated to provide six Teaching-Research Assistantships (TRAs) each academic year. Students may apply each year for the first four years of their Psy.D. program. TRAs receive 50 percent tuition remission plus an annual stipend of $6,250. TRAs must provide 15 hours of service per week in the Department of Graduate Psychology during September through June of the academic year. The director of the Psy.D. program determines the roles and responsibilities of the TRAs. The Department of Graduate Psychology reserves the option to, in certain circumstances, divide the TRA positions into eight-hour-per-week positions (each student receiving one-half of the benefits) in order to assist more students.

Students must reapply for the positions each year. Students who are awarded a TRA position during any year are welcome to reapply for each of the first three years of their doctoral program. Decisions are made yearly, based upon the needs of the faculty and the program.

Preference is given to applicants who evidence strong academic credentials (high GPA and GRE scores, in particular) and financial need. Cultural knowledge and language skills that facilitate the provision of psychological services in an underserved community and commitment to provide psychological services in an underserved community following graduation are also taken into consideration. Applications for the assistantships and criteria for evaluation of applications are available in the Department of Graduate Psychology.

Adherence to Five- or Six-Year Track

Students are admitted to the Psy.D. program based on their stated intent to adhere to one of the two course sequence tracks created for the program. The five-year track requires greater weekly time commitment and more units per semester. The six-year track is somewhat less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. program. The Psy.D. faculty believe that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

Certain courses or mandatory seminars may be scheduled on Saturday. Saturday attendance may be necessary to fulfill degree requirements.

Progress Review and Annual Evaluation

An annual student progress evaluation is conducted in July, following the summer term. All aspects of student progress in the program are reviewed and a letter is sent to students informing them of the results of the review, noting strengths or completion of particular requirements and areas for improvement or remediation needed in order to remain current in the program.

The Psy.D. program evaluates multiple domains of student training beyond that of academic success. Other areas of evaluation that are expected competencies of professional psychologists include evaluation of intrapersonal, interpersonal, and professional development and functioning as articulated in the *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs,* produced by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). In addition to policies outlined in the catalog, other sources of program policy include the Clinical Training Manual and the Dissertation Manual.

Academic Probation and Disqualification

Psy.D. students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a *B-* in their coursework. Psy.D. students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* in their coursework.

Identification of Students with the Profession of Psychology

To facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the Psy.D. program. Membership in APA provides many benefits, including subscriptions to the *Monitor* and *American Psychologist*.

Personal Psychotherapy Required

All Psy.D. students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by the faculty of the Department of Graduate Psychology.

Academic Advising

Each student selects a Dissertation Committee chair during his or her first semester in the program. That faculty member also serves the student as his or her academic advisor. In addition, the director of the Psy.D. program and the director of clinical training may provide information regarding program planning and special concerns.

Academic Psychology Licensure

The APU Psy.D. program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

California Board of Psychology
1625 N. Market Blvd., Ste. N-215
Sacramento, CA 95834
(916) 574-7720
www.psychboard.ca.gov

Students seeking licensure in another state should contact the appropriate examining board in that state.

COURSE DESCRIPTIONS

PPSY 700A Theories of Personality and Psychotherapy (3)
This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recover model, evidence-based and promising practices, and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700B Moral Identity Formation and 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 the psychotherapeutic psychologies and to identify their underlying philosophical assumptions. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700C Psychopathology (3)
This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage and family dysfunction. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision (DSM-IV-TR). This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700D Introduction to Clinical Practice: Basic Skills (3)
This course provides students with an introduction to the skill and the art of psychotherapy. The course incorporates didactic instruction, experiential learning, readings, and reflection in order to meet this course objective. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700E Advanced Developmental Psychology (3)
The purpose of this course is to help students learn to utilize a lifespan perspective in their work as clinical psychologists. The course focused on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low-education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700F Psychotherapy and Cultural Diversity (3)
This course provides an introduction and overview to multicultural competence within the context of the psychotherapeutic relationship and through the development of the counselor/therapist. Self-awareness of one's own cultural values and biases, awareness of the patient's worldview, and the application of culturally appropriate intervention strategies are all emphasized. This course addresses the cultural dimensions of race/ethnicity, socioeconomic status, gender, sexual orientation, age, mental/physical disabilities, and religion/spirituality. The course combines didactic and experiential elements of instruction in order to promote student growth and professional development regarding cultural diversity and the practice of psychotherapy. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700G Theological Foundations, Spiritual Formation, and Psychotherapy (3)
This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700H Assessment I (3)

This course gives students a broad understanding of the psychometric principles related to psychological assessment. This course is the first in a sequence of assessment courses that are continued in the doctoral program, and, therefore, has specific emphases necessary to provide a foundation for a psychologist's knowledge base in assessment. Special emphasis is placed on understanding the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. Structuring a basic assessment battery, conducting clinical interviews and the use of psychological tests in diverse contexts is also addressed. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700I 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 indentified and their techniques demonstrated. This course is taken during the first year of the doctoral program curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700J Clinical Practicum (3)

This course provides an introduction to the clinical world of the psychologist. Students are introduced to the American Psychological Association's Ethical Standards and other content that distinguish psychologists from other mental health professionals. A review of basic clinical skills is provided with an emphasis on developing and refining the skills related to the relationship between clinician and client (respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy). Work in small groups will allow an opportunity for students to role-play and receive feedback concerning their skills. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700K Interdisciplinary Integration and Psychotherapy (3)

With moral and spiritual maturity as a primary focus, students apply interdisciplinary integrative strategies to the clinical setting using perspectives gained from biblical, theological, and psychological frameworks. This course is taken during the first year of the doctorial program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 701 Clinical Practicum I: Professional Practice and an Introduction to Case Conceptualization (2)

This course introduces students to the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* and laws relevant to the practice of psychology. Students must pass a competency examination on legal and ethical issues, practice basic clinical skills, and have their clinical work reviewed.

PPSY 702 Clinical Practicum II: Legal and Ethical Competence (2)

This course provides a further introduction to the field of psychology. Students practice basic skills in assessment, interviewing, and sensitivity to diversity, with a special focus on case conceptualization. Activities include practical experience with volunteer clients, role playing and videotaping of clinical practice. Additional exploration of ethical issues in the practice of psychology is also included.

PPSY 711 Psychology and Systems Theory (3)

This course provides an introduction to the discipline of family psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

PPSY 712 Theories of Change and Evidence-based Treatment (3)

This course examines major theoretical orientations regarding the process of change in psychotherapy and provides instruction in the selection of evidence-based treatments. Contemporary theories are reviewed and critiqued in light of current research on the effectiveness of treatments based upon those theories. Students are expected to develop a coherent theoretical and empirical rationale for therapeutic interventions.

PPSY 713 Assessment II: Personality (4)

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. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 714 Assessment III: Intelligence and Academics (4)

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. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 715 Adult Psychology (3)

This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

PPSY 716 Family Psychology (3)

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans that recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717 Child Psychology (2)

This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of children within the familial and cultural context.

PPSY 718 History and Systems of Psychology (3)

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

PPSY 719 Social Psychology (2)

The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic action-oriented social psychology is examined in the application of social psychological theory to real-life situations.

PPSY 721 Addictive Behaviors (2)

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors is studied, including substance use and eating disorders, gambling, sexual addictions, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

PPSY 722 Research Design I (3)

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

PPSY 723 Research Design II (3)

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

PPSY 724 Couples Theory and Therapy (3)

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 personal and family values and their importance as a source of ethical guidance for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

PPSY 727 Clinical Practicum III: Diversity Competency (2)

This course provides an on-campus forum for the review of clinical experience at a practicum site chosen subsequent to the development of an individual training plan. This course focuses on competency in the delivery of psychological services to diverse populations. Students must pass a competency examination on diversity to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 728 Clinical Practicum IV: Domestic Violence and Case Conceptualization (2)

This course provides an on-campus forum for review of clinical experience at a practicum site. Focus is on detection, assessment, and intervention strategies for spousal or partner abuse and meets the California requirements for training in this area. Students must pass a competency examination in domestic violence to complete this course. Students consider the conceptualization of clinical cases and are evaluated on the development of increased skill in the practice of psychology.

PPSY 729 Treatment Planning (1)

Instruction is provided in the development of treatment plans, including the definition and diagnosis of problems, inclusion of psychological assessment and measurement in case conceptualization, and the formulation and implementation of empirically validated intervention strategies. Diversity issues in intervention evaluation and treatment planning are considered. Ethical principles and legal issues related to the standards of care in treatment are emphasized. Application is made to the variety of settings in which clinical psychology is practiced.

PPSY 730 Cognition (2)

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

PPSY 731 Dissertation Development (1)

This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., qualitative research, quantitative research, program consultation, critical literature analysis, theoretical development, or clinical application).

PPSY 733 Spiritual Narrative in Psychotherapy (2)

This course provides a forum for exploration and discussion of spirituality in psychotherapy. Of particular import is the student's spirituality and how this experiential foundation affects, and is affected by, the spirituality of the patient. This course is not about techniques or particularly explicit interventions; it is about developing a deepening awareness and experience of personal spirituality, reflecting on how this may be a resource in psychotherapy, and enlarging the capacity to contain and respond to spirituality in the clinical context. This course combines didactic and experiential elements of instruction in order to promote student growth and professional development regarding spirituality and the practice of psychotherapy.

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 that relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models that recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736 Social Ethics and Psychotherapy (3)
This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

PPSY 737 Clinical Practicum V: Interdisciplinary Integration (2)
This course provides an on-campus forum for review of clinical experience at a practicum site. It focuses on the appropriate use of an interdisciplinary approach to clinical services that notes the interaction of philosophical, ethical, theological, and psychological dimensions. Students must pass a competency examination on the interdisciplinary approach to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 738 Clinical Practicum VI: The Future Psychologist — Management, Private Practice, and Advocacy (2)
This course provides students with an introduction to the possibilities, responsibilities, and options after graduation. Skills in developing a private practice, management of non-profit organizations, and advocacy for mental health are presented. Students are encouraged to develop a plan for advocating for a chosen public health issue or a plan for developing a private practice.

PPSY 739 Psychobiology (3)
This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

PPSY 740 Consultation in Clinical Psychology (2)
This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

PPSY 744 Supervision in Clinical Psychology (2)
This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

PPSY 745 Dissertation I (1)
Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 746 Dissertation II (1)
Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 747 Dissertation III (1)
Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 748 Dissertation IV (1)
Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 750 Predoctoral Internship (1)
This is a one-year professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters. *Prerequisites: Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from the Clinical Training Committee (Students who opt to take a half-time, two-year internship must register for this course both years.)*

PPSY 752 Predoctoral Internship (0)
This course is a continuation of PPSY 750 to complete the one-year professional internship at an external site approved by the Clinical Training Committee. *Prerequisite: completion of fall and spring semesters of PPSY 750*

PPSY 753 Moral and Spiritual Identity Formation in the Family (3)
This course explores moral identity formation within the family. Students consider religious, intergenerational, and systemic influence in the development of the moral landscape of the family and the moral and spiritual resources available to confront the emotional and psychological challenges of family life today.

PPSY 754 Assessment IV: Projectives (4)
This course provides an introduction to projective personality assessment tools and techniques. It emphasizes administration, scoring, interpretation, and report writing of the Rorschach using Exner's Comprehensive System. The course also briefly covers issues related to the use of other projective devices (e.g., Thematic Apperception Test and Projective Drawings). This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 755 Dissertation V (1)
Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 756 Dissertation VI (1)
Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 757 Psychopharmacology (2)
This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

PPSY 758A Techniques of Change: Cognitive-behavioral Interventions (2)
Students learn conceptual, perceptual, and executive skills of cognitive-behavior therapy designed to change problematic behaviors, affective states, and thought patterns in relation to specific disorders and clinical populations. Students develop a better understanding of how cognitive-behavior therapy and the paradigm of family psychology enhance the treatment of clients.

PPSY 759A Techniques of Change: Solution-focused Brief Therapy (2)
Students learn conceptual, perceptual, and executive skills of solution-focused brief therapy designed to apply to a variety of clinical populations. Students develop a better understanding of how solution-focused brief therapy and the paradigm of family psychology enhance the treatment of clients.

PPSY 760 Techniques of Change: Psychodynamic Interventions (2)
Students learn and practice a variety of psychodynamic interventions in relation to specific disorders and clinical populations with an emphasis on time-limited (brief) intensive psychodynamic psychotherapy.

PPSY 761 Advanced Clinical Practicum I (1)
This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 762 Advanced Clinical Practicum II (1)
This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology. This course aims to provide an ongoing learning experience for students who desire or need to pursue an additional year of training beyond the required CP I-VI sequence. Readings and lectures are intended to further enhance skills of assessment and clinical intervention.

PPSY 763 Psychodynamic Systems of Psychotherapy I (2)
This seminar-style course is the first in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This first course includes a review of major theorists and theories from Freud (classical analysis) to Kohut (self-psychology), focusing particularly on the British Middle School's (Fairbairn, Guntrip, and Winnicott) distinctive contributions to this spectrum of theories and therapies. Particular attention is given to the evolution from drive to relationship as primary motivation for human development and from individual to interpersonal intrapsychic systems frameworks. Implications for the understanding of religious experience from the perspective of these psychodynamic frameworks is also explored.

PPSY 764 Psychodynamic Systems of Psychotherapy II (2)
This seminar-style course is the second part of a three-course sequence, following the review of the British Middle School's unique contributions to theory and technique, and elaborates upon the distinction between one-person, two-person, and contextual psychotherapies. This course provides advanced instruction and training in contemporary psychodynamic approaches to personality and psychotherapy and highlights the systemic theory that undergirds their development. An in-depth exploration of relational psychoanalysis that diverges from traditional psychoanalytic assumptions by considering contextual daily interactions and broader social and cultural dynamics, is presented. Extensive clinical material is used to illustrate how relational thinking explores the interface between mother-infant research, dynamic systems theory, trauma research, family therapy, and social learning theory, all of which are powerfully contextual in nature. In addition, implications for understanding spirituality from within this tradition are considered. *Prerequisite: PPSY 763*

PPSY 765 Psychodynamic Systems of Psychotherapy III (2)
This seminar-style course is the third in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This third course focuses on synthesis and consolidation of understanding regarding the spectrum of psychodynamic theories and therapies with particular attention to demonstrated clinical competency, and pays particular attention to how psychodynamic theory interfaces with social issues, life transitions, faith, and film and literature. *Prerequisite: PPSY 764*

PPSY 770 Introduction to Forensic Psychology (2)
This course provides the clinical psychology student an introduction to forensic psychology theory, methods, and assessment. This is the first and foundational course in a series of four elective courses in the family forensic psychology elective concentration. This course provides students with the opportunity to learn the foundational theory in law and psychology that serves as prerequisite knowledge to explore deeper study in forensic assessment and family forensic psychology. Specifically, this course covers the introduction to the psychological and legal aspects of criminal, civil, and family forensic psychology.

PPSY 771 Forensic Assessment (2)
This course provides substantive coverage of forensic mental health assessment. It presents the psychological and legal conceptual framework for applying forensic instruments and forensically relevant instruments to answer questions presented by a civil, family, or criminal court. Foundational issues such as forensic ethics, multicultural considerations, basic forensic assessment methodology, and assessment of response styles and dissimulation are covered. In addition, relevant legal concepts and landmark cases that substantially shape the delivery of forensic mental health assessment are addressed. Students learn the basics of conducting the following evaluation types: 1) competency to stand trial; 2) mental status at the time of the offense and criminal responsibility; 3) violence risk management; 4) sex offender risk assessment; 5) death penalty mitigation; and 6) personal injury. *Prerequisite: PPSY 770*

PPSY 772 Family Forensic Psychology I (2)
This course provides a substantive overview of juvenile forensic and child custody evaluations. Students have the opportunity to learn legal cases and principles that apply to the work of forensic psychologists in juvenile and family courts, as well as assessment methodology and instruments that are employed when conducting juvenile forensic and child custody evaluations. Types of the evaluations covered include juvenile risk assessment, juvenile psychopathy, juvenile transfer waiver, juvenile competency, child custody, and fitness for parenting. *Prerequisite: PPSY 771*

PPSY 773 Family Forensic Psychology II (2)
This course covers specialized issues within family forensic psychology including conducting evaluations that are useful for making legal dispositions within the family court system. Students learn the fundamental elements of conducting the following assessments: visitation risk, child trauma, child sexual abuse allegations, domestic violence risk, battered spouse, decisional/testamentary capacity and substituted judgement, psychological autopsies, and reproductive capacity. In addition, students are exposed to divorce mediation and more advanced expert testimony strategies. At the end of the four-course sequence, students have the opportunity to participate in a mock court hearing where they present their findings and undergo cross-examination by an attorney. *Prerequisite: PPSY 772*

PPSY 780 Object Relations Theory and Therapy (2)
This course provides advanced instruction and training in object relations approaches to personality and psychotherapy. This seminar-style course includes a review of the British Middle School's distinct contributions to personality theory, the primary object relations' models of personality, and contemporary clinical applications of this theory. Implications for the understanding of religious experience from within this theoretical and clinical framework are also explored.

PPSY 781 Interpersonal Theory and Psychotherapy (2)
This course provides advanced instruction and training in interpersonal approaches to personality and psychotherapy. This seminar-style course includes a review of Harry Stack Sullivan's distinctive contributions to personality theory, the primary interpersonal models of personality, and several contemporary clinical applications of this theory.

PPSY 782 Advanced MMPI-2 and Advanced MCMI-III (2)
This course provides advanced instruction and training in psychological assessment utilizing the MMPI-2 and the MCMI-III. The construction and characteristics of both tests are reviewed, and students gain experience in the scoring, written interpretation, and oral interpretation of the tests.

PPSY 783 Advanced Supervision (2)
This course provides a continuation of the skills and techniques learned in Supervision in Clinical Psychology. Focus is on application of supervisory skills such as parallel process, setting boundaries, determining the difference between content and process issues, and evaluation of students supervised. Course participants provide supervision to Pre-Psy.D. students in their first practicum experience. *Prerequisite: PPSY 744*

PPSY 784 Phenomenology of Presence (2)
This course explores the dimensions of therapeutic presence from the vantage point of phenomenological analysis and existential categories. Students examine their own therapeutic presence from within this perspective and reflect on the individual and relational qualities that define and enhance therapeutic presence.

PPSY 785 Women's Spiritual Experience: Psychological and Theological Perspectives (2)
Based on the research conducted by scholars in the disciplines of theology and psychology on the unique experiences of women, this seminar course provides an introduction to the literature in women's issues from both a psychological and theological perspective. Through readings, discussion, research, and introspective writing, students explore the work of well-known scholars and begin to explore connections between the work of biblical scholars, historical theologians, and psychologists looking at women's experiences. Students are also given opportunities to apply their learning to their own spiritual and psychological development.

PPSY 786 Global Psychology (2)
This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

PPSY 795 Dissertation Continuation (3)
Only students who have not completed their dissertation prior to the predoctoral internship enroll in this course. Students enroll for dissertation continuation during the fall, spring, and summer semesters until the dissertation is complete and accepted for publication. Students are expected to complete specific goals, objectives, and tasks and to demonstrate satisfactory progress toward completion of the dissertation. Students who are continuing to complete their dissertation after they proceed to internship are required to enroll in this course each semester until the dissertation is completed, successfully defended, and accepted for binding. Students meet or interact with their faculty mentor and dissertation committee to facilitate completion of the dissertation.

PPSY 798 Special Topics (Electives) (1–6)
Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

PPSY 798 Psychotherapy and Personality Disorders (2)
This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., Millon, factor models), addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals.

PPSY 798 Psychology of Women (2)
This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by female clients and treatment approaches for dealing with these issues.

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 Brief Therapy and the Managed Care Environment (2)
This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.

PPSY 798 Family and Community Violence (2)

This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state-authorized reimbursement to therapists treating victims of violence.

PPSY 798 Neuropsychology (2)

This course considers the neurological basis of behavior. The emphasis is on understanding the relationship of neurological disorders and psychopathology and an introduction to neuropsychological assessment. Screening, referral, and treatment issues are covered. The role of family/social network issues in treatment are also emphasized.

Additional courses may be offered at the discretion of the Department of Graduate Psychology in response to student requests.

Department of Higher Education

Faculty

Chair and Professor: Laurie Schreiner, Ph.D.

Program Director, Doctoral Higher Education; and Professor: Karen Longman, Ph.D.

Program Director, College Counseling and Student Development: Vacant

Director of Noel Academy for Strengths-Based Leadership and Education, and Administrative Faculty: Keith Hall, Ed.D.

Professors: Eileen Hulme, Ph.D.; Alexander Jun, Ph.D.; Dennis Sheridan, Ph.D., Ed.D.

Assistant Professors: Christopher Collins, Ph.D.; Young Kim, Ph.D.; Jeannine Kranzow, Ph.D.; Mari Luna de la Rosa, Ph.D.

PROGRAMS OFFERED

- Master of Science in College Counseling and Student Development
- Doctor of Education in Higher Education Leadership
- Doctor of Philosophy in Higher Education
- Global Doctor of Philosophy in Higher Education

ACCREDITATION

- All programs in higher education are accredited by the Western Association of Schools and Colleges (WASC).

For more detailed information about the Department of Higher Education, please visit www.apu.edu/bas/highered/.

MASTER OF SCIENCE IN COLLEGE COUNSELING AND STUDENT DEVELOPMENT

Program Director: Vacant

The master's program in college counseling and student development (CCSD) focuses on developing student affairs professionals who can work effectively with college students at a diversity of institutions. The CCSD program encourages students to integrate their academic learning with their life experience in order to grow personally and professionally. The curriculum of the program is based on developing competence in 12 areas through academic coursework, internship experience, and research opportunities.

Mission Statement

The graduate program in college counseling and student development at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and scholar-students.

Program Delivery

The program is a two-year on-campus program for students attending graduate school full time. Classes are held on a weekly basis utilizing the university's nine-week term schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

Career Opportunities

Graduates from the M.S. in College Counseling and Student Development programs pursue career opportunities in residential life, career development, campus ministries, admissions, counseling, academic support services,student activities, student financial services, service learning, and many other co-curricular campus programs.

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

Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institutional types, this graduate program seeks to prepare student affairs educators who have a generalist perspective of the profession and possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the graduate program, students should be able to demonstrate competence in these areas:

- A well-defined moral, ethical, and spiritual compass
- Visionary leadership
- Quality programming
- Assessment and evaluation
- Counseling and advising
- Budgeting and fiscal management
- Fostering student learning
- Legal and ethical issues
- Effective campus and community relationships
- Managing conflict and crisis
- Pluralism, inclusion, and social justice
- Technology

Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Three references: two faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language must meet requirements listed in the "English Proficiency Requirements" section of this catalog.

Requirements

The College Counseling and Student Development program consists of a total of 42 semester units of coursework. Of this total, at least 34 must be taken at APU. Up to 8 semester units of appropriate graduate work may be transferred into the program with department approval.

The coursework 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 assist 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 experiences and the capstone project.

Foundational Studies		**12 units**
CCSD 551	Introduction to College Student Affairs	3
CCSD 567	The Role of Diversity in Student Affairs Practice	3
CCSD 575	Quantitative Analysis in College Student Affairs	3
CCSD 581	Foundations of Higher Education	3
Professional Studies		**30 units**
CCSD 543	Legal and Ethical Issues in College Student Affairs	3
CCSD 552	The Process of Adult Development	3
CCSD 553	Administration in College Student Affairs	3
CCSD 562	Today's College Students	3
CCSD 563	Counseling: The Helping Relationship	3
CCSD 571	Student Learning in the Cocurriculum	3
CCSD 573	Career Counseling and Development	3
CCSD 583	Counseling Issues and Practice	3
CCSD 592	Program Evaluation in College Student Affairs	3
CCSD 595	Capstone Project in College Student Affairs	3

Integration and Supervised Practice

– Capstone Project and Colloquium

– 600 hours of supervised field placement in at least two practice areas

Total **42 units**

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 counseling and student development program. A student who receives a graduate assistantship is required to enroll in 3 units of graduate coursework in the program each term. Graduate assistants are expected to work 600 hours over the academic year, for which they receive a stipend and a 50 percent tuition scholarship. Other assistantships are available at off-campus locations through fieldwork placements (see above).

Capstone Project

During the final semester, students are required to complete a professional portfolio that contains evidence of competence in 12 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

DOCTORAL PROGRAMS IN HIGHER EDUCATION

Department Chair
Laurie Schreiner, Ph.D.
(626) 815-5349
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APU's doctoral programs in higher education produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education. The department offers three degrees: the Doctor of Philosophy (Ph.D.) in Higher Education, the Doctor of Education (Ed.D.) in Higher Education Leadership, and the Global Ph.D. in Higher Education. The Ph.D. emphasizes research that makes a difference in the field of higher education; the Ed.D. emphasizes leadership development that makes a difference at the institutional level. The Global Ph.D. program is offered in Zhengzhou, China, and focuses on international higher education policy and practice.

All three degrees assume the student already holds a master's degree in a field related to higher education. Because the program is geared for higher education professionals, all students are expected to be employed in a college or university setting and to have at least five years of experience in higher education or a closely related field. All three doctoral programs employ a cohort model in which students are in residency (in Azusa or Zhengzhou) for a specified intensive time and complete the remainder of their coursework online.

Mission Statement

The mission of the doctoral programs in higher education is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education.

Core Values of the Doctoral Programs in Higher Education

The doctoral programs in higher education are driven by these core values:

- A Christian worldview that enables students to become "big-picture thinkers" who are people of character and integrity
- A strengths-based perspective of learning and leadership that encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A passion for social justice and the belief that diversity is a strength that enhances learning for all
- A passion for learning and for learners of all ages
- A commitment to mentoring doctoral students academically, personally, and spiritually

Admission

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055, or visit www.apu.edu/international/.

Application Deadlines

Completed applications with all supporting documentation received by January 31 will receive priority consideration for July admission. For the Ph.D. program, the early applicant deadline is January 31 for priority consideration. Final application deadline is May 1.

Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the doctoral program.

Admission Decisions

Applicants must meet both the department and the university criteria for admission. Admission to the university is the first step in the process, but it does not guarantee admission to the doctoral program.

The department reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the program faculty specify the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements will result in dismissal from the program.

Upon notification of admission, applicants have 30 days to confirm their intent to begin their doctoral studies at APU. The written confirmation should be emailed to the department chair, Laurie Schreiner, Ph.D., at lschreiner@apu.edu.

Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor; the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor regularly. Once the student selects a dissertation chair, that person assumes the role of faculty advisor.

Transferring Units from Another Doctoral Program

Students in the Ed.D. program may transfer up to 12 units from another regionally accredited doctoral program. Students in the Ph.D. program may transfer up to 18 units of doctoral work from another regionally accredited university. Official transcripts and course descriptions must be submitted. The department chair will determine the courses that successfully transfer.

Computer Requirement

Students must bring a laptop computer to campus for all coursework. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services in the Graduate Center at (626) 815-4570.

Residence Requirement

Students must meet a residence requirement by completing a minimum of 36 units in the Ed.D. or Ph.D. program through APU.

Statistical Competency

Students admitted to the doctoral programs in higher education are expected to have completed a master's level course in statistics and/or research design prior to admission. Students without this level of preparation are expected to meet with their advisor to design a plan to adequately prepare for doctoral-level statistics. In the first year of coursework, all students are expected to participate in a statistical review and diagnostic exam prior to entering the HED 744 Research Design and Statistics course. The lab fee for the review and exam is $200.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate Student Financial Services located in the Graduate Center. Students are advised to contact Student Financial Services early in the admissions process at (626) 815-4570 or gradsfs@apu.edu.

In addition, the department offers a limited number of academic merit and leadership scholarships to entering students whose admissions portfolios have provided evidence of such merit and/or leadership. These $3,500 scholarships are awarded by faculty after reviewing the portfolio; no additional application is necessary. Dissertation fellowships of $2,000 and research assistantships of varying amounts are available to continuing students by faculty invitation.

THE PH.D. IN HIGHER EDUCATION

Department Chair
Laurie Schreiner, Ph.D.
(626) 815-5349
lschreiner@apu.edu

The Ph.D. is a research degree consisting of 54 units of coursework plus dissertation. It primarily develops scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership. The dissertation for the Ph.D. must involve innovative research that extends the theoretical knowledge base of higher education policy and practice.

Program Outcomes

Graduates of the Ph.D. in Higher Education are expected to:

- Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions.
- Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international level.
- Lead effectively, collaboratively, and with vision.
- Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.
- Foster optimal learning in the students they serve, through effective pedagogy and institutional practices that are learning-centered.
- Articulate and evaluate a Christian perspective on effective leadership in higher education.
- Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

Schedule

The Ph.D. in Higher Education requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend the designated conferences and team meetings required of their research team.

Students are admitted to the program once a year, with coursework beginning in July of the admission year.

Sequence of Courses

The Ph.D. has two concentrations: Organizational Leadership and Student Success. Because this program is designed in a cohort model, students take courses in January and July in a specified sequence as follows:

Year 1

July: HED 701 and 702

January: HED 727 and 744

Year 2

July: HED 721 and 760 (research seminar)

Student Success track takes HED 737 and 707

Organizational Leadership track takes HED 725

January: HED 742 and 760 (research seminar)

Student Success track takes HED 708 and electives

Organizational Leadership track takes HED 712

Year 3

July: HED 726, 745 or 746, 760 (research seminar), and electives

January: HED 704, 760 (research seminar), and 790

Student Success track takes HED 743 and an elective

Organizational Leadership track takes HED 728 and an elective

Program of Study

The Ph.D. program requires 54 units beyond the master's degree, not including the required dissertation units. Most courses are 4 units, with some 2-unit courses. Some elective courses are offered in conjunction with travel to professional conferences or to international universities. The required research seminars each term meet between sessions, often in conjunction with professional conferences. Please read the complete course descriptions for more information.

Required Courses		***40 units***
HED 701	Strengths-Oriented Leadership	4
HED 702	The Nature of Inquiry	4
HED 704	Ethical Issues in Higher Education	2
HED 721	Diversity and Social Justice in Higher Education	4
HED 726	Policy Analysis in Higher Education	2
HED 727	Introduction to U.S. Higher Education	4
HED 742	Qualitative Research Methods	4
HED 744	Research Design and Statistics	4
HED 745	Advanced Quantitative Methods	4
— or —		
HED 746	Advanced Qualitative Research	4
HED 760	Research Seminars	6
HED 790	Doctoral Seminar in Research Studies	2

Concentration Courses		***10 units***
Organizational Leadership		
HED 712	Leading Change in Higher Education	4
HED 725	Administration in Higher Education	4
HED 728	Policy and Politics	2
Student Success		
HED 707	Principles of Student Retention	2
HED 708	College Impact on Student Success	2
HED 737	Teaching and Learning in Higher Education	4
HED 743	Program Evaluation	2

Elective Courses		***4 units***
Choose two of the following:		
HED 723	Higher Education and the Law	2
HED 761	Strengths-Oriented Research and Programming	2
HED 780	International Higher Education Policy	2
HED 798	Special Topics	2

Dissertation Courses

When students successfully complete the HED 790 seminar and begin dissertation work with their committee, they enroll in HED 794 for one semester (3 units) and then in HED 795 for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. These courses do not count toward the total unit requirement for the Ph.D. Continuous enrollment is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 790) through the completion of the dissertation (HED 794 and HED 795).

HED 794	Dissertation Research	3
HED 795	Dissertation Research	3

Independent Study

Students may take an independent study course to substitute for an elective course.

HED 799	Readings in Higher Education	1–3

Comprehensive Examinations

All students enrolled in the Ph.D. in Higher Education program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. Normally, these exams are completed before enrolling in HED 790, the course where the dissertation proposal is written.

The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a Ph.D. in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, there are four key areas of the program's learning outcomes that are assessed via this process: (1) ethical issues, (2) social justice and diversity, (3) critical issues in higher education, and (4) depending on a student's chosen concentration, either teaching and learning or leadership and change.

A **portfolio system** is utilized for the comprehensive exam process. The portfolio will be created by each Ph.D. student in consultation with his or her advisor and will contain the following:

- Signature assignments for ethical issues (from HED 704) and diversity and social justice (from HED 721)

  Signature assignments are completed in class then submitted as part of the portfolio, as evidence that competencies have been met in these two areas. Separate from the grade assigned to these assignments in class, an additional faculty member who is blind to the identity of the student will rate each signature assignment using a standardized rubric.

- Evidence of how the remaining two competencies have been met:

  Critical Issues – Students may choose to (a) present a paper at a selective national conference such as ASHE, AERA, etc., with the conference proposal approved in advance by the faculty, (b) publish a research-based article in a higher education journal, or (c) take the critical issues exam.

  Teaching/Learning or Leading Change – Students may choose to (a) present a paper at a relevant national conference (International Leadership Association, Lilly Conference on Teaching and Learning, etc.), (b) publish a research-based article on the topic in a peer-reviewed journal (the journal may be any peer-reviewed journal as long as the focus is on the competency area and the target audience for the journal is higher education), or (c) take the exam.

Students are expected to work with their advisor to create a **proposal** for their competency portfolio to bring to the faculty by the end of their second year of coursework. Students are expected to successfully complete the portfolio before defending their dissertation proposal.

The comprehensive exams are scheduled twice a year in April and October, to be completed electronically over a 10-day period. One competency is assessed each time: critical issues in higher education in October, leadership and change or teaching and learning in April. Students have two opportunities to pass all components of the examination. Students who do not pass an exam on the second attempt will not receive the Ph.D. in Higher Education. Two faculty members grade each question and students must pass all components of the exam before defending their dissertation proposal.

THE ED.D. IN HIGHER EDUCATION LEADERSHIP

Department Chair
Laurie Schreiner, Ph.D.
(626) 815-5349
lschreiner@apu.edu

The Ed.D. in Higher Education Leadership is a 48-unit degree plus dissertation. It develops professional educators and leaders who are able to apply their knowledge in order to improve educational practice primarily at the institutional level. The dissertation for the Ed.D. typically focuses on methods for improving institutional practices.

Program Outcomes

Graduates of the Ed.D. in Higher Education Leadership program are expected to be able to:

1. Conduct and disseminate research that answers meaningful questions and makes a difference to campus practice or to the field of higher education.
2. Lead effectively, collaboratively, and with vision.
3. Competently effect change at the campus level through creative interventions and program design.
4. Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.
5. Articulate and evaluate a Christian perspective on effective leadership in higher education.
6. Relate effectively to diverse populations, communicate competently in a global and multicultural context, and appropriately confront personal and institutional injustice and marginalization in higher education settings.
7. Demonstrate a commitment and ability to foster student learning within individuals and institutions.

Schedule

The Ed.D. in Higher Education Leadership requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July. Students are admitted to the program once a year, with coursework beginning in July of the admission year.

Sequence of Courses

Because this program utilizes a cohort model, students complete 16 units per year, taking courses in January and July in a specified sequence as follows:

Year 1

July: HED 701 and 702
January: HED 727 and 744

Year 2

July: HED 721 and 725
January: HED 708, 742, and 748
Elective: HED 761

Year 3

July: HED 737, 749, and electives (707, 723, 726, 780)
January: HED 704, 712, and 790

Program of Study

The Ed.D. program requires 48 units beyond the master's degree, not including the required dissertation units. Most courses are 4 units, with some 2-unit courses. Some of the elective courses are offered in conjunction with travel to professional conferences or to international universities. Please read the complete course descriptions for more information.

Required Courses		***44 units***
HED 701	Strengths-Oriented Leadership	4
HED 702	The Nature of Inquiry	4
HED 704	Ethical Issues in Higher Education	2
HED 708	College Impact on Student Success	2
HED 712	Leading Change in Higher Education	4
HED 721	Diversity and Social Justice in Higher Education	4
HED 725	Administration in Higher Education	4
HED 727	Introduction to U.S. Higher Education	4
HED 737	Teaching and Learning in Higher Education	4
HED 742	Qualitative Research Methods	4
HED 744	Research Design and Statistics	4
HED 748/749	Guided Inquiry Project I and II	1, 1
HED 790	Doctoral Seminar in Research Studies	2

Elective Courses ***4 units***

Choose two of the following:

HED 707	Principles of Student Retention	2
HED 723	Higher Education and the Law	2
HED 726	Policy Analysis in Higher Education	2
HED 728	Policy and Politics	2
HED 743	Program Evaluation in Higher Education	2
HED 761	Strengths-Oriented Research and Programming	2
HED 780	International Higher Education Policy and Practice	2
HED 798	Special Topics	2

Dissertation Courses

When students complete the HED 790 seminar and begin dissertation work with their committee, they enroll in HED 794 for one semester (3 units) and then in HED 795 for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. These courses do not count toward the total unit requirement for the Ed.D. Continuous enrollment is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 790) through the completion of the dissertation (HED 794 and HED 795).

HED 794	Dissertation Research	3
HED 795	Dissertation Research	3

Dissertation

A unique feature of the Ed.D. program is that students in the dissertation phase of the program are clustered into thematic working groups for support and multiple perspectives on key issues facing practitioners in higher education. Students write individual dissertations, but partner with other Ed.D. students who share the same dissertation chair and area of interest. Guided by a faculty member who chairs the dissertations of all students in the same working group, students are able to share insights and recommendations about the literature and methodology in their area of interest, as well as support one another and hold each other accountable. Dissertation groups are initiated by faculty on an annual basis; each July the faculty publish the list of topics from which students may choose.

Independent Study

Students may petition to take an independent study course to substitute for an elective course.

HED 799	Readings in Higher Education	1–3

THE GLOBAL PH.D. IN HIGHER EDUCATION

The Global Ph.D. program is a research degree consisting of 60 units of coursework, inclusive of dissertation. Developed primarily to serve English-speaking faculty and administrators who work in an international environment, the degree focuses on international higher education policy and practice. The dissertation for the Global Ph.D. program must involve innovative research that addresses higher education concerns in a global context.

Program Outcomes

Graduates of the Global Ph.D. in Higher Education program are expected to:

- Conduct and disseminate original research that extends the theoretical knowledge base of global higher education policy and practice and answers meaningful questions.
- Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the international level.
- Lead effectively, collaboratively, and with vision across international borders.
- Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.
- Foster optimal learning in the students they serve through institutional practices that are learning centered.
- Articulate and evaluate a Christian perspective on effective leadership in higher education.
- Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

Schedule

The Global Ph.D. in Higher Education requires students to complete their coursework as a cohort in a sequenced fashion. Courses are taught in one-week intensive residencies at an international location (currently Zhengzhou, China, at Sias University) twice a year in August and February for 4-1/2 years, and through distance learning modalities for the remainder of each year.

Sequence of Courses

Because the program is offered in a cohort model, the following sequence of courses is followed by all students:

Year 1

August: HED 701 and 702

February: HED 744 and 729

Year 2

August: HED 742 and 721

February: HED 743, 704, and 725

Year 3

August: HED 712 and HED 745 or 746

February: HED 713 and HED 747 or HED 750

Year 4

August: HED 706 and 790

February: HED 794

Year 5

August: HED 795

Program of Study

The Global Ph.D. program requires 60 units beyond the master's degree, inclusive of 6 required dissertation units. Most courses are 4 units, with some 2-unit courses. Please read the complete course descriptions for more information.

Required Courses		***60 units***
HED 701	Strengths-oriented Leadership	4
HED 702	The Nature of Inquiry	4
HED 704	Ethical Issues in Higher Education	2
HED 706	Student Development and Success	4
HED 712	Leading Change in Higher Education	4
HED 713	Organizational Culture and Higher Education	4
HED 721	Diversity and Social Justice in Higher Education	4
HED 725	Administration in Higher Education	4
HED 729	International Higher Education	4
HED 742	Qualitative Research Methods	4
HED 743	Program Evaluation	2
HED 744	Research Design and Statistics	4
HED 745	Advanced Quantitative Analysis	4
— or —		
HED 746	Advanced Qualitative Methods	4
HED 747	Advanced Qualitative Methods II	4
— or —		
HED 750	Advanced Quantitative Analysis II	4
HED 790	Doctoral Seminar in Research	2
HED 794	Dissertation Research	3
HED 795	Dissertation Research II	3

The Dissertation Process

After successfully completing the HED 790 Doctoral Seminar in Research and defending their dissertation proposal, students begin to collect data for their dissertation study and enroll in HED 794 for one term. Students then enroll in HED 795 the following term; if the dissertation is not completed during this term, students will not receive credit for the course and must repeat it until the dissertation is successfully defended. Students work with three committee members throughout the process, one of whom is a full-time faculty member in the Department of Higher Education and the other two of whom may be local faculty mentors with earned doctoral degrees.

Comprehensive Examinations

All students enrolled in the Global Ph.D. in Higher Education program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a Global Ph.D. in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, four key areas of the program's learning outcomes are assessed via this process: (1) diversity and social justice, (2) ethical issues, (3) critical issues in global higher education, and (4) higher education leadership and change. The comprehensive exams are scheduled electronically twice a year in April and October over a 10-day period each time. One competency is assessed each time. Students have two opportunities to pass all components of the examination. Students who do not pass an exam on the second attempt will not receive the Global Ph.D. in Higher Education. Two faculty members blind to the student's identity grade each exam.

Other Degree Requirements for the Doctoral Programs

Grading and Grade-point Average

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' careers. For doctoral students, the grade of *B* is considered average; a grade below *B-* is not applied toward doctoral degree requirements.

A doctoral student whose cumulative grade-point average falls below 3.0 or who has any grade below *B-* is placed on academic probation. Students whose cumulative grade-point average has not reached 3.0 by the end of two terms on probation may be dismissed from the program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 or who earns eight credits or more of *B-* grades is required to meet with his/her advisor to identify academic skills that may need to be strengthened and to plan appropriate action.

Policies regarding incompletes and withdrawals are set forth in the Academic Policies and Procedures section of this catalog.

First-year Review

To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Behavioral and Applied Sciences, the program design includes an extensive array of procedures for quality control and assessment. These include a first-year review, which calls for a self-assessment, a portfolio of coursework, and a written qualifying exam. The student's academic performance is also reviewed. Continuation in the program is contingent upon a successful first-year review.

Guided Inquiry Project and Dissertation Proposal

In the second year of the program, Ed.D. students enroll in HED 748 and begin the Guided Inquiry Project (GIP). A faculty mentor oversees the project, which is usually a literature review or pilot study leading toward the dissertation. A second doctoral faculty member is part of the GIP Committee.

Upon successful completion of HED 748 and HED 749 Guided Inquiry Project and at least 42 units, the student may enroll in HED 790, the course in which the dissertation proposal is written.

Students in the Ph.D. program may enroll in HED 790 and begin the dissertation proposal after completing 48 units of coursework. Students in the Global Ph.D. program begin the dissertation proposal when enrolled in HED 790.

Critical Issues Conferences

Christian perspectives and moral and ethical issues in higher education form an essential strand in the doctoral program and are embedded within many courses and activities. The course specifically dedicated to this topic, HED 704, is required of all students.

In addition, Ed.D. and Ph.D. students must attend two of the annual program conferences on research or current issues in higher education that are offered each July on the Azusa campus.

Advancement to Candidacy

Following successful completion of all coursework and approval of the dissertation proposal, students are advanced to doctoral candidacy status.

Dissertation

The final step in the doctoral program is to design, implement, and write a research-based dissertation. Standards and procedures for the dissertation are defined by the doctoral faculty and are provided to students in a Dissertation Handbook. Continuous enrollment in HED 790, HED 794, and HED 795 is expected until the dissertation has been successfully defended.

The student defends the dissertation in a meeting with the faculty committee that is open to all faculty in the department. Subsequently, the student participates in a public presentation of the research.

Study Load

To be classified as a full-time doctoral student, one must be enrolled in at least 6 units per term. Half-time status is 3 units per term. At the dissertation level, students are considered full time if they are enrolled in any one of the following courses: HED 790, HED 794, or HED 795.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, 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 department chair and the dean of the School of Behavioral and Applied Sciences 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, or after two consecutive semesters of non-enrollment, will be considered no longer in pursuit of an advanced degree and must petition for re-admission if they choose to continue their program at a later time. If re-admitted at a later date, the student must meet any new program requirements.

Time to Degree Completion

Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the doctoral degree. Extensions beyond the eight-year limit may be granted at the discretion of the department chair and the dean of the School of Behavioral and Applied Sciences. Students needing an extension due to unusual circumstances must make their request in writing and submit it to the department chair, stating the reasons for the extension and the expected date of degree completion. One extension of no more than two years may be permitted.

CERTIFICATE IN STRENGTHS-ORIENTED HIGHER EDUCATION

The doctoral programs in higher education, in conjunction with the Noel Academy for Strengths-Based Leadership and Education, offer a 12-unit Certificate in Strengths-Oriented Higher Education. Designed for educators and leaders who wish to deepen their knowledge and application of a strengths development model to their work in higher education, the certificate consists of four courses offered in two formats each year.

Course Requirements		**12 units**
HED 701	Strengths-Oriented Leadership	4
HED 708	College Impact on Student Success	2
HED 737	Teaching and Learning in Higher Education	4
HED 761	Strengths-Oriented Research and Programming	2

The certificate program is offered in two formats: (1) on the APU campus in Azusa for two weeks in January and two weeks in July, where program participants would join existing cohorts of doctoral students in their classes; and (2) in a distributed learning format with other certificate participants, in various U.S. locations determined by the Noel Academy for Strengths-Based Leadership and Education.

Participants may elect to complete the certificate for doctoral credit that can be transferred to any other university. Participants must be eligible for admission to the doctoral program and complete all course assignments at a *B-* level or above.

For more detailed information about the certificate program, please visit the department's website at www.apu.edu/bas/highered, or email doctoralhighered@apu.edu.

COURSE DESCRIPTIONS

College Counseling and Student Development

CCSD 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.

CCSD 551 Introduction to College Student Affairs (3)
An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CCSD 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.

CCSD 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.

CCSD 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.

CCSD 563 Counseling: The Helping Relationship (3)
This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques with culturally diverse populations as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CCSD 567 The Role of Diversity in Student Affairs Practice (3)
This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations.

CCSD 571 Student Learning in the Cocurriculum (3)
Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

CCSD 573 Career Counseling and Development (3)
This course provides a comprehensive review of career theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling are emphasized. A focus on the relationship of career to other issues of counseling and development is addressed.

CCSD 575 Quantitative Analysis in College Student Affairs (3)
Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CCSD 592 Program Evaluation in College Student Affairs.

CCSD 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.

CCSD 583 Counseling Issues and Practice (3)
Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to student populations, including prejudice, substance abuse, suicide, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CCSD 592 Program Evaluation in College Student Affairs (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.

CCSD 595 Capstone Project in College Student Affairs (3)
This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 598 Special Topics (3)
This course examines in depth a topic of current interest or need. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

CCSD 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.

Doctoral Higher Education

HED 701 Strengths-Oriented Leadership (4)
Offered each July and required of all students.
This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

HED 702 The Nature of Inquiry (4)
Offered each July and required of all students.
This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research.

HED 704 Ethical Issues in Higher Education (2)

Offered each January and required of all students.

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and calling in the leadership roles assumed.

HED 706 College Student Development and Success (4)

Offered only in the Global Ph.D. program.

This course examines the theories and models of student development and success in college. Policies, programs, and practices that enhance the practitioners' application of development theories, understanding of processes of student learning, growth, and development during the college years are explored.

HED 707 Principles of Student Retention (2)

Offered each July and required of all Ph.D. students in the Student Success concentration. Travel to a conference is required.

This course examines the major theories of student retention, with an emphasis on their application to different types of students and institutions. Students learn to conduct a retention audit, develop an institutional plan for student retention, and design effective programs to increase college student retention. This course is offered in conjunction with a professional conference and attendance at that conference is a course requirement.

HED 708 College Impact on Student Success (2)

Offered each January and required of all Ed.D. and Ph.D. students in the Student Success concentration.

This course examines the theories and models of student change in college. Policies, programs, and practices that enhance student learning and development are explored.

HED 712 Leading Change (4)

Offered each January and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration.

This course examines leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

HED 713 Organizational Cultures and Higher Education (4)

Offered only in the Global Ph.D. program.

This course provides an overview of the theories and methods developed to understand organizational culture from an ethnographic perspective. Cultures evident in colleges and universities receive particular focus. An understanding of the culture of an organization empowers individuals to organize information, symbols, and members to influence policy development, resource allocation and change initiatives. Through readings, discussions, and participant observation, the student prepares to negotiate changing cultures on an organizational and global level.

HED 719 Financing Higher Education (2)

This course provides prospective college and university administrators with a working knowledge of strategies, techniques, issues, and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; development and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Students have the opportunity to engage in financial analysis and modeling and to explore the current issues in the financing of higher education.

HED 721 Diversity and Social Justice in Higher Education (4)

Offered each July and required of all students.

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

HED 723 Higher Education and the Law (2)

Offered each July. Travel to a conference is required.

This course examines legal problems and issues as they affect students, faculty members, and administrators in U.S. colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions are made. Emphasis is placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships. *The course is offered in conjunction with the Vermont Higher Education Law Conference in October, and attendance at that conference is required.*

HED 725 Administration in Higher Education (4)

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration.

This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

HED 726 Policy Analysis in Higher Education (2)

Offered each July and required of all Ph.D. students.

This course strengthens students' leadership and administrative skills by enhancing their historical, contextual, and theoretical understanding of the policy-making process. This course involves the analysis of contemporary policy issues confronting public and private higher education in the United States. Students consider the proposed solutions of competing interest groups, alternative solutions, and implications for primary stakeholders such as faculty, students, administrators, donors/investors, employers, etc.

HED 727 Introduction to U.S. Higher Education (4)

Offered each January and required of all students.

This foundational course provides students with a broad overview of the historical development of U.S. higher education, including higher education's role in shaping culture and reflecting societal values. Areas of focus include the formative influences that led to the diversification of U.S. higher education; the purposes, governance, and funding of postsecondary education; and responses to issues of access and equity.

HED 728 Policy and Politics (2)

Offered each January and required of all Ph.D. students in the Organizational Leadership concentration.

This course critically reviews the policy issues that dominate current thought and discussion in higher education. The major public/private policy issues concerning U.S. colleges and universities are explored in depth and significant issues are analyzed and discussed. The major emphasis is on methods of analyzing, interpreting, and evaluating policy issues in relationship to continued improvement and development of higher education institutions, programs, and services.

HED 729 Introduction to International Higher Education (4)

Offered only in the Global Ph.D. program.

This course provides students with a broad overview of the higher education trends, policy, and practices from an international perspective. Students examine social policy as it relates to educational systems, pedagogical approaches to educational practice, and governance of educational systems with particular attention to U.S. higher education vis-à-vis an international context. To provide students with foundational knowledge about U.S. higher education, formative influences that led to the diversification of American higher education is presented along with consideration of higher education's role in shaping culture and reflecting societal values. Major international policy influences such as the Bologna Process are discussed.

HED 737 Teaching and Learning in Higher Education (4)

Offered each July and required of all Ed.D. and Ph.D. students in the Student Success concentration.

The ultimate purpose of higher education is student learning. This course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

HED 742 Qualitative Research Methods (4)

Offered each January and required of all students.

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced.

HED 743 Program Evaluation in Higher Education (2)

Offered each January and required of all Ph.D. students in the Student Success concentration.

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. Although 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: HED 702 and HED 744*

HED 744 Research Design and Statistics (4)

Offered each January and required of all students.

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized. *Prerequisite: HED 702*

HED 745 Advanced Quantitative Methods (4)

Offered each July and required of Ph.D. students who plan to write a quantitative dissertation.

This course introduces more advanced quantitative methods and statistical concepts such as multivariate analysis of variance and covariance, factorial analysis of variance, structural equation modeling, exploratory and confirmatory factor analysis, discriminant analysis, and logistic regression. Experimental and quasi-experimental research designs are emphasized along with computer applications with SPSS and AMOS software. *Prerequisites: HED 702 and HED 744*

HED 746 Advanced Qualitative Research (4)

Offered each July and required of Ph.D. students who plan to write a qualitative dissertation.

In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

HED 748/749 Guided Inquiry Project I and II (1, 1)

Offered each term and required of Ed.D. students only.

This course enables students to complete their Guided Inquiry Project in their fourth and fifth semesters of the program. During this course, students select a mentor and a second faculty member to form a team for the project. Working with the team, students complete a Guided Inquiry Project that lays the foundation for their dissertation. Projects must be either a comprehensive literature review, a pilot study, or development of the instrument, curriculum, or intervention to be used in the dissertation. The written product must be accompanied by an oral defense of the project. The course may be repeated until the student passes the oral defense. Both courses are taken on a credit/no credit basis. *Prerequisites: HED 701, HED 702, and HED 744*

HED 760 Research Seminar (1–2)

Offered each term and required of all Ph.D. students.

This research seminar exposes doctoral candidates to the creation, implementation, and dissemination of a focused research agenda based on the area of specializations of the core faculty. The seminar focuses on reading and evaluating educational research, collecting and analyzing qualitative or quantitative data, and engaging in collaborative research. *This course is required of all Ph.D. students beginning their second year of the program and requires attendance at team meetings each semester. Students take 1–2 units per semester for a total of 6 units.*

HED 761 Strengths-Oriented Research and Programming (2)

Offered each January.

This course provides students with the opportunity to design, implement, and assess strengths-oriented programs for college students. A culminating project is the hallmark of the course, with the emphasis on either the design of a strengths-oriented program or on the assessment of the effectiveness of strengths-oriented interventions. *Prerequisite: HED 701*

HED 780 International Higher Education Policy and Practice (2)

This elective course is offered each year and may be repeated.

The course affords doctoral students an opportunity to examine higher education policy and practice in a region of the world outside the United States. Students examine social policy as it relates to educational systems, pedagogical approaches in educational practice, and governance competing demands of access, quality assigned readings and efficiency are analyzed. The course involves a preparatory session during the intensive prior to the study tour, assigned readings, a five-to-seven day visit to the region being studied, a research paper related to some aspect of the course, and a one-day culmination seminar at the end of the term.

HED 790 Doctoral Seminar in Research Studies (2)

Offered each term and required of all students.

Students identify a research topic and develop a dissertation proposal (the first three chapters of the dissertation). 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 select a dissertation chair and committee and develop an action plan for completing the dissertation. *Prerequisite: Ed.D. students must successfully complete the Guided Inquiry Project. Ph.D. students must pass all comprehensive exams before defending their proposal.*

HED 794 Dissertation Research (3)

Offered each term and required of all students in dissertation phase. Units do NOT count toward number required for graduation.
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for 3 units of dissertation credit the first semester. *Prerequisites: HED 744 and HED 790*

HED 795 Dissertation Research (3)

Offered each term and required of all students in dissertation phase. Units do NOT count toward number required for graduation.
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. After enrolling in HED 794 for one semester, students enroll for 3 units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisite: HED 794*

HED 798 Special Topics (1–4)

Offered upon faculty request.
In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of 6 units. Each course must address a different topic.

HED 799 Readings in Higher Education (1–4)

Offered as Independent Study with approval of department chair.
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 department chair.

Department of Leadership and Organizational Psychology

Faculty

Chair and Professor: Gary Lemaster, Ph.D.

Program Director, M.A. in Global Leadership: Allyn Beekman, MBA

Program Coordinator, Leadership Minor, and Assistant Professor: Sarah Visser, M.Ed., A.B.D.

Professors: Paul Kaak, Ph.D.;
Michael M. Whyte, Ph.D., Provost Emeritus

Associate Professors: Mark Dickerson, J.D., Ph.D.

Assistant Professor: Mari Luna De La Rosa, Ph.D.

Director of Program Development and Assessment: Jeffrey Boian, M.A.

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

PROGRAMS OFFERED

- Master of Arts in Leadership: Leadership Development
- Master of Arts in Leadership: Organizational Leadership
- Master of Arts in Leadership: Leadership Studies

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).

For more detailed information about the Department of Leadership and Organizational Psychology, please visit www.apu.edu/bas/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students applying for the department's Azusa-based programs have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international for additional information.

MASTER OF ARTS IN LEADERSHIP

Program Director
Gary Lemaster, Ph.D.
(626) 815-6000, Ext. 5926
glemaster@apu.edu

The Master of Arts in Leadership focuses on equipping individuals with the leadership skills they need for their lives, areas of community service, and chosen work environments. The program is interdisciplinary in scope, emphasizing foundational preparation through core courses, a select area of emphasis and study, and a culminating project giving evidence of their development in the field.

Mission Statement

The Master of Arts in Leadership program at Azusa Pacific University offers current and emerging leaders a graduate degree by means of theoretically grounded and practically applied courses. The objective is to award degrees to adult participants who develop not only academically, but also in accordance with a set of comprehensive leadership competencies.

Areas of Emphasis

The M.A. in Leadership is designed for individuals in current leadership positions, those who aspire to be good leaders, and for students eager to engage in a more in-depth study of leadership. With admission to one of the program's three areas of emphasis, students receive a focused leadership education.

All students who are admitted to the program are admitted to the leadership development emphasis. At the time of admission to the program, or no later than completion of the first 9 units, individuals seeking consideration for the organizational leadership or leadership studies emphases must provide supplementary material. For the organizational leadership emphasis, this requires a statement of intent, including a professional résumé, demonstrating at least five years of significant post-baccalaureate leadership experience. Applicants for the leadership studies emphasis must document research skills and identify their intended research area. Decisions regarding admission to the organizational leadership or leadership studies emphases are made by the program director.

1. Organizational Leadership

The organizational leadership emphasis is designed to educate individuals who are currently in positions of significant leadership and seeking fresh tools to inspire and mobilize those they serve. Strategic communication, interpersonal conflict, working through teams to accomplish organizational goals, and accomplishing results in timely and meaningful ways are all tasks that are required of today's leaders. With an emphasis on organizational behavior, participants learn to view groups from a leadership perspective. This emphasis educates students about organizations, while capitalizing on the vast experiences that adults bring to the learning environment.

2. Leadership Development

The leadership development emphasis primarily focuses on emerging leaders looking for the preparation for leadership in current and future endeavors and/or those interested in learning how to create leadership development programs. The ability to embrace one's leadership identity, capitalize on strengths, and increase emotional intelligence are at the heart of leadership development. Such leaders also have a commitment and ability to develop others to make important contributions.

3. Leadership Studies

Among those who study leadership are those whose interest is primarily research-oriented. Students in the leadership studies emphasis are eager to research the dynamics of good leadership, the nature of effective leader-follower relationships, the broad theories that inform thinking about leadership, and the scholarly work that informs this knowledge. While not without practical applications, this track focuses on furnishing students with the interdisciplinary tools necessary for further studies in leadership.

Requirements

Students pursuing the M.A. in Leadership must complete 36 units of coursework, including a capstone. Students in the leadership development and organizational leadership emphases complete their program with a final capstone project. The leadership studies culminating project is a 6-unit thesis. Up to 6 units of appropriate coursework may be transferred into the program by petition.

Competencies

The M.A. in Leadership equips students in a variety of life and work applications. Leadership is enhanced when professionals are systematically able to develop and expand their competencies. This program is committed to teaching eight leadership competencies. These foci are taught in order to assist students in developing their level of performance in each of the following competency areas:

- Person of integrity and spirituality
- Mentor
- Strategist
- Change agent
- Educator
- Team builder
- Mobilizer
- Person of academic inquiry

Program Requirements

Core Courses		***18 units***
LDRS 501	Foundations of Leadership Theory	3
LDRS 502	Cornerstones of Christian Leadership	3
LDRS 503	Organizational Behavior	3
LDRS 516	Leadership Development and Practice	3
LDRS 534	Leader as Agent of Change	3
LDRS 592	Research and Assessment Tools for Leaders	3
Emphases		***9–12 units***
Leadership Development emphasis classes:		
LDRS 510	Creative and Collaborative Leadership	3
LDRS 520	Understanding Vocation in a Changing World	3
LDRS 532	Leadership Practicum	3
LDRS 571	Leadership for a Learning Environment	3
Organizational Leadership emphasis classes:		
LDRS 510	Creative and Collaborative Leadership	3
LDRS 533	Systems and Strategic Planning for Leaders	3
LDRS 542	Leading Across Cultures	3
LDRS 561	Group and Conflict Issues in Leadership	3
Leadership Studies emphasis classes:		
LDRS 531	Leadership from Interdisciplinary Perspectives	3
LDRS 542	Leading Across Cultures	3
Advanced graduate research methodology course		3
(May be qualitative or quantitative, and must be arranged with the thesis advisor in consultation with the program director.)		
Integration		
LDRS 590	Thesis in Leadership **(Leadership Studies emphasis only)**	6
LDRS 595	Capstone Project in Leadership **(Organizational Leadership and Leadership Development emphases only)**	3
Elective (one elective course for all emphases)		***3 units***
Total		**36 units**

COURSE DESCRIPTIONS

Global Leadership

GLDR 500 Academic Writing Skills (3)

This course improves the academic writing skills of students who intend to pursue graduate work in the M.A. in Global Leadership program. Students attain knowledge, skills, and awareness of various writing tasks, including summaries, critiques (book and/or article reviews), data commentaries, and research papers. In addition to analyzing various forms of academic writing, students also focus on discourse-level and sentence-level mechanics, vocabulary, and grammar structures. Students also learn to adhere to APA formatting while avoiding unintentional plagiarism. Pre-writing, drafting, and revising are addressed through interactive exercises such as interviews and peer editing. To the extent possible, assignments are tied to the students' graduate coursework. *This course is a supplemental course that does not count toward degree completion of either the M.A. in Organizational Leadership or the M.A. in Global Leadership.*

GLDR 501 Foundations of Global Leadership Theory and Practice (3)

This course presents a conceptual and practical survey of predominant theories of leadership, providing students with opportunities for critical reflection and application within their particular global perspective. A focus is given to transformational theories of leadership and application is made to the M.A. in Global Leadership core competencies.

GLDR 502 Cornerstones of Christian Leadership Across Cultures (3)

This course utilizes APU's Four Cornerstones to discuss global leadership from the Christian tradition. Jesus is presented as the ultimate servant leader and His global followers as people that have both succeeded and failed in following His example. Students probe into how Christian scholars have written about and understood leadership from multiple cultural perspectives, gaining a faith-based benchmark for further studies in global leadership. *This course may not be taken for credit if the student has previously taken GLDR 574.*

GLDR 503 Organizational Behavior Across Cultures (3)

This course investigates the effective functioning of individuals and groups within organizational settings, particularly in non-Western environments. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. It applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. Course focus includes organizational communication plus attitudinal and behavioral implications for leaders. *This course may not be taken for credit if the student has previously taken LDRS 591.*

GLDR 510 Creative and Collaborative Leadership in Cross-cultural Settings (3)

This course enables students to integrate the concepts of personality, global leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred global leadership styles; and explore the effects that leadership styles can have on given cross-cultural organizational communities.

GLDR 516 Mentoring and Developing Global Leaders (3)

This course focuses on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs are presented. Mentoring and empowerment concepts lead to real-life applications of these skills.

GLDR 520 Vocation and Calling in a Changing World (3)

In a fast-paced, globally sensitive world, the concepts of career continually change, but work/life planning remains important personally and professionally. This course helps students grasp their true overarching vocation in life as it connects to the purposes of God in this world to steward the Earth and its peoples globally. Vocation then influences what is done with their life. Various self-assessment tools and diagnostic instruments are utilized to evaluate work history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

GLDR 529 Ethics in a Changing Organizational Environment (3)

This course raises the student's moral recognition level, provides a process for making moral decisions in an organizational context, and considers ethical problems according to Christian principles. Moreover, this course explores the role of ethics in the study of leadership on both the personal and theoretical levels.

GLDR 534 Leadership and Change (3)

Self-examination, change theory, and organizational culture are utilized in this course as lenses through which global leaders are examined as change agents. Each lens is assessed in light of implications for those involved in the change initiative. Special attention is focused on the transformational change that takes place for global leaders and followers when the call for change occurs. Application is made to non-Western organizations, informal networks, temporary situations, and other social contexts.

GLDR 542 Leading Across World Cultures (3)

In a global society that incorporates varied cultural perspectives, local and global leaders need the knowledge and skills that promote cultural awareness, sensitivity, and effectiveness. While maintaining their national identity, leaders in the 21st century must also acquire intercultural competencies and knowledge of how leadership plays out in various cosmopolitan settings. This course introduces theories of ethno-leadership and models for leading across cultures. Students learn to discern the values that underlie ethnic, tribal, and community behaviors—a crucial task for effective leadership in diverse contexts.

GLDR 552 Adult Development (3)

This course provides an examination of selected theories of adult development in the context of organizational leadership. Utilizing a multidisciplinary approach, the developmental issues that individuals confront in the workplace are analyzed and accessed from a theoretical perspective, and programs and approaches to address these issues are designed. Relevant tools for assessment and evaluation of individuals, groups, and organizations are introduced.

GLDR 561 Leadership, Groups, and Conflict (3)

This course utilizes experience-based methods, case studies, reading material, and simulations to help students better understand small-group behavior. It accounts for differing global perspectives as role behavior, group dynamics, conflict control, leadership, and group development are examined. This course also addresses motivation and problem solving as essential elements of organizational behavior.

GLDR 563 Counseling and Coaching Skills for Leaders (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) and coaching 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.

GLDR 571 Designing Learning Strategies for a Global Environment (3)

A global leader's role in designing and implementing effective learning strategies and effective methods for educating adults is the focus of this course. Emphasis is placed on creating culturally appropriate programs focused on discussion-oriented teaching, learning styles, inspiring presentation skills, and results-oriented outcomes. Students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

GLDR 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. *This course is only available to students of the former Operation Impact program and may not be taken for credit if the student has previously taken GLDR 502.*

GLDR 592 Research and Assessment Tools for Global Leaders (3)

This course provides an introduction to basic concepts, principles, and methods of evaluation and research to be utilized in leadership settings globally. It focuses on literature-based review, needs assessment, survey development, and understanding data while introducing basic statistical (quantitative research) and basic interview analysis (qualitative research).

GLDR 595 Capstone in Global Leadership (3)

Field research enables learners to identify, develop, and study an area of interest. The study involves problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc.; and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program. *The former Operation Impact program allows 3- or 6-unit capstone projects.*

GLDR 597 Current Issues in Global Leadership (3)

Current global topics are chosen for discussion, research, and decision making relevant to the M.A. in Global Leadership program.

GLDR 598 Special Topics in Global Leadership (3)

In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

GLDR 599 Readings in Global Leadership Studies (3)

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Leadership

LDRS 501 Foundations of Leadership Theory (3)

This course provides a conceptual and practical survey of predominant leadership theories providing students with opportunities for critical reflection and application. A focus is given to transformational theories of leadership and application is made to the M.A. in Leadership core competencies.

LDRS 502 Cornerstones of Christian Leadership (3)

This course utilizes APU's Four Cornerstones to discuss leadership from the Christian tradition. Students look at the example of Jesus, the ultimate servant leader, and how His followers through history have both succeeded and failed in following His example. Through probing into how Christian scholars have written about and understood leadership, as well as seeking to show that the goal of Christian leadership is to serve God and the common good of humanity, students gain a faith-based benchmark for further studies in leadership.

LDRS 503 Organizational Behavior (3)

This course investigates the effective functioning of individuals and groups within organizational settings. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. This course applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. The focus of the course includes organizational communication, as well as the attitudinal and behavioral implications for leaders.

LDRS 510 Creative and Collaborative Leadership (3)

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

LDRS 516 Leadership Development and Practice (3)

This course emphasizes the process of leadership development from a transformational perspective. Students consider both their personal growth and the dynamic mechanisms necessary for facilitating the development of others. Emphasis is on the issues and challenges of creating a lifelong learning mindset individually and organizationally, mentoring strategies, team building, developing effective followers, and designing career development systems. This course provides the opportunity for application through a practicum assignment.

LDRS 520 Understanding Vocation in a Changing World (3)

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his or her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

LDRS 531 Leadership from Interdisciplinary Perspectives (3)

In this course, students pursue knowledge of leadership by researching it through various academic disciplines, multiple contexts of practice, and diverse perspectives through which leadership can be explained. These can include history, psychology, classic literature, education, the arts, and the sciences.

LDRS 532 Leadership Practicum (3)

This course creates a dialogue between previously explored concepts/theories of leadership and the practical experiences of exemplar practitioners. Students are involved in community service and exposed to community leaders for interaction, observation, and analysis. These encounters enable students to assess and activate their leadership journey based on spiritual, mental, educational, and emotional aspects of leadership development. *Prerequisites: LDRS 501, 502, and 503*

LDRS 533 Systems and Strategic Planning for Leaders (3)

This course focuses on systems thinking from a leadership perspective. By working with stories, scenarios, and strategy, students learn to address complex problems, anticipate consequences, and leverage potential. Attention will be given to the use of narrative for influencing constituent participation. Finally, organizational design is considered as a key concern for leaders in organizations. *Prerequisites: LDRS 501, 502, and 503*

LDRS 534 Leader as Agent of Change (3)

This course looks at the leader as an agent of change through three lenses: self examination, change theory, and organizational culture. Each is assessed in light of implications for those involved in the change initiative. Special attention will be given to the transformational change that takes place for leaders and followers when the call for change occurs. Application is made to organizations, informal networks, temporary situations, and other social contexts.

LDRS 542 Leading Across Cultures (3)
In a world of diversity, both locally and globally, leaders need the knowledge and skills for cultural awareness, sensitivity, and effectiveness. While maintaining their personal identities, 21st-century leaders must also require intercultural competencies and knowledge of how leadership plays out in various contexts and settings. This course introduces theories of multicultural leadership and models for leading across cultures. Students learn to discern the values that underlie personal, community, national, global, and organizational behaviors—a critical task for effective leadership in diverse contexts. In addition, the course explores concepts of cultural conditioning, cultural intelligence, and leadership tasks through the lens of social justice.

LDRS 561 Group and Conflict Issues in Leadership (3)
This course helps the student understand small-group behavior. It uses experience-based methods, case studies, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

LDRS 571 Leadership for a Learning Environment (3)
This course looks at the leader's role in designing and implementing effective learning strategies and effective methods for educating adults. Emphasis is given to the creation of programs that focus on learning styles, discussion-oriented teaching, inspiring presentation skills, and results-oriented outcomes. During the course, students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

LDRS 590 Thesis in Leadership (6)
This course partners a student researcher with a qualified committee for a directed study focused on preparing a master's thesis in leadership. Students will identify a worthy topic, shape a compelling proposal, design an appropriate study, and complete data analysis and findings. Requires permission of department chair. *Prerequisites: LDRS 501, 502, 503, 516, 534, 545, 592, and 3 units of advanced graduate research methodology (quantitative or qualitative) to be arranged with the thesis advisor in consultation with the program director*

LDRS 592 Research and Assessment Tools for Leaders (3)
This course provides an introduction to basic concepts, principles, and methods of evaluation and research in leadership settings, focusing on literature-based review, needs assessment, survey development, and understanding data. Introductions to basic statistical (quantitative research) and basic interview analysis (qualitative research) is given. Students planning to conduct original research for their capstone project are required to focus on one data analysis process as part of their course enrollment.

LDRS 595 Capstone Project in Leadership (3 or 6)
Field research enables learners to identify, develop, and study an area of interest. The study involves problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc.; and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program. *The capstone course is to be taken in the last term and after having completed at least 27 units toward degree requirements or by permission of the program.*

LDRS 597 Current Issues in Leadership (3)
Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership emphasis.

LDRS 598 Special Topics (3)
In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

LDRS 599 Readings in Leadership Studies (1–3)
The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Department of Physical Therapy

Faculty

Chair and Professor: Susan Shore, PT, Ph.D.

Associate Chair and Associate Professor: Wendy Chung, PT, DSc

Professor: Michael Wong, PT, DPT, O.C.S.

Associate Professor: Katherine Kumagai, PT, DPT, N.C.S., O.C.S.

Assistant Professors: Tamera Eichelberger, PT, C.S.C.S., Ph.D., N.C.S.; Grace Matsuda, DPT

Adjunct Faculty: Mark Baker, PT, DPT, O.C.S.; Dee Lily, PT, Ph.D.; Jan Snell Kodat, PT, DSc, CNS; Dianne Whiting, PT, M.Div.

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

PROGRAMS OFFERED

- Doctor of Physical Therapy

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The Doctor of Physical Therapy program is accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

For more detailed information about the Department of Physical Therapy, please visit www.apu.edu/bas/physicaltherapy/.

DOCTOR OF PHYSICAL THERAPY

Program Director
Susan Shore, PT, Ph.D.
(626) 815-5020
sshore@apu.edu

The Doctor of Physical Therapy program is a 31-month (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement, the spiritual basis of human worth, and the integration of these foundational elements into a comprehensive and problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment. Graduates have a solid generalist perspective of patient care in a variety of professional treatment settings with a strong foundation for post-professional specialization and lifelong learning.

The transitional or "bridge" DPT is designed for those licensed physical therapists from a CAPTE-accredited program to earn the DPT in 24–49 units, depending on their educational and clinical background.

Mission Statement

The Doctor of Physical Therapy program prepares graduates to practice as competent generalist physical therapists who have a solid foundation for post-professional specialization. These graduates, who are guided by Christian principles, critical thinking, lifelong learning, and ethical values, support the community and the physical therapy profession by functioning as service-oriented practitioners and are pledged to excellence in total patient care, guided by a belief in human worth and dignity, and dedicated to the optimization of human health and function.

Additional Admission Requirements

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

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

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

BIOLOGY: Four courses
- Human Anatomy with lab (required)
- Cell Biology **– or –** General Biology with lab (required)
- Genetics (recommended)
- Neurobiology (recommended)
- Human Physiology with lab (required)

CHEMISTRY: One year with lab
- General Chemistry **– or –** Organic Chemistry

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

STATISTICS: One course

PSYCHOLOGY: Two courses
- General Psychology (required)
- Any other Psychology course

HUMANITIES AND ARTS: Three courses
- English Composition (required)
- English Literature
- History/Political Science/Sociology
- Music/Art Appreciation
- Philosophy/Ethics (recommended)
- Speech/Communication (recommended)

ADDITIONAL COURSES
(recommended but not required):
- Athletic Training
- Exercise Science
- Exercise Physiology
- Kinesiology/Biomechanics
- Nutrition
- Writing Course

Other Admission Criteria
- Applications are accepted year-round. However, to ensure consideration for the February start date, completed applications should be received by October 1. The APU DPT program participates in the PTCAS centralized application process. The online application must be submitted at www.ptcas.org.
- International students have a separate application procedure. Please contact the International Center at +1-626-812-3055 or international@apu.edu.
- Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be sent directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- A cumulative baccalaureate or master's GPA of 3.0 (Candidates with a GPA of 2.5–2.99 may be considered for provisional admission.)
- Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/licensed physical therapist and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student.
- 100 hours of clinical experience in a physical therapy setting
- GRE taken within the last five years
- Computer literacy

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

All materials should be submitted to:
Graduate Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

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

International applicants send forms to:
International Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
+1-626-812-3055
Fax: +1-626-815-3801
Email: international@apu.edu
website: www.apu.edu/international

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 following minimum international iBT (Internet-based TOEFL) scores:

Reading: 25	Speaking: 25
Writing: 25	Listening: 25

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

Course Requirements

Graduation requirements include maintaining a minimum cumulative 3.0 grade-point average (GPA). See "Grading" and "Academic Probation and Dismissal" in the Academic Policies and Procedures section of this catalog.

Year I		**61 units**
Term I (Spring I Session – 9 weeks)		
PT 502	Professional Relationships	2
PT 506	Seminar I	2
PT 520	Functional Anatomy I	5
PT 718	PT Clinical Skills 1A	3
Term II (Spring II Session – 9 weeks)		
PT 501	Research I	1
PT 522	Functional Anatomy II	5
PT 722	PT Clinical Skills IB	3
PT 724	PT Clinical Skills II	3
Term III (Summer Session – 8 weeks)		
PT 541	Exercise Physiology	3
PT 558	Research II	2
PT 726	PT Clinical Skills III	1
PT 731	Practicum	2
Term IV (Fall I Session – 9 weeks)		
PT 524	Pathophysiology I	5
PT 550	Neuroscience I	3
PT 728	PT PTDDT IA - Orthopedics I	4
PT 752	PTDDT II - Cardiopulmonary	3
Term V (Fall II Session – 9 weeks)		
PT 525	Pathophysiology II	3
PT 551	Neuroscience II	3
PT 746	PTDDT IB - Orthopedics II	4
PT 756	PTDDT V - Neuro Rehabilitation	4

Year II		**59 units**
Term VI (Spring I Session – 9 weeks)		
PT 732	PT Clinical Skills V	4
PT 744	Professional Ethics, Advocacy, and Spiritual Care	2
PT 748	PTDDT IC - Orthopedics III	4
Term VII (Spring II Session – 9 weeks)		
PT 572	Pharmacology	4
PT 742	Prosthetics and Orthotics	2
PT 754	PTDDT IV - General Medicine	3
PT 760	PTDDT VIII - Pediatrics	4
Term VIII (Summer Session – 7 weeks)		
PT 750	Comprehensive Exams	1
PT 758	Special Populations	3
PT 762	Seminar II	2
PT 778	Diagnostic Imaging	3
PT 798	Special Topics	3
Term IX (Fall I Session – 8 weeks)		
PT 771	Internship A	8
Term X (Fall I Session – 8 weeks)		
PT 773	Internship B	8
Term XI (Fall II Session – 8 weeks)		
PT 775	Internship C	8

Year III		**30 units**
Term XII (Spring I Session – 6 weeks)		
PT 738	Wellness and Nutrition	3
PT 764	PTDDT VII - Clinical Case Studies	2
PT 768	Administration	3
PT 774	Capstone I	2
Term XIII (Spring II Session – 9 weeks)		
PT 790	Physical Diagnosis Screening	5
Term XIV (Summer Session – 9 weeks)		
PT 787	Residency I	6
Term XV (Fall I Session – 9 weeks)		
PT 776	Capstone II	2
PT 789	Residency II	6
PT 792	Professional Portfolio	1
Total		**150 units**

COURSE DESCRIPTIONS

PT 501 Research I (1)
(*15 contact hours*)
The first of four research courses, this course introduces the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The course prepares the student to critically review and utilize professional literature.

PT 502 Professional Relationships (2)
(*30 contact hours*)
This course introduces the role of the physical therapist as a professional health educator. Emphasis is on developing interpersonal and communication skills in relation to the interaction between therapist and patient, other health professionals, and within groups.

PT 506 Seminar I (2)
(*30 contact hours*)
This course introduces the student to the physical therapy profession. Historical and legal issues, as well as practice settings and health care trends are addressed. Emphasis is placed on professional development and responsibility of the physical therapist as a lifelong learner.

PT 520 Functional Anatomy I (5)
(*150 contact hours*)
This is the first of a two-term intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures; classroom demonstrations, human cadaver dissections, dissection videos; computer anatomic modeling software; radiographic, magnetic resonance, computerized tomographic and radionucleotide images; and hands-on functional demonstrations. Biomechanics are studied from a functional and clinical approach. Emphasis is on the head, neck, upper extremity, thorax, and brain and spinal cord structures. *Concurrent with PT 718*

PT 522 Functional Anatomy II (5)
(*150 contact hours*)
This is the second of a two-term intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures; classroom demonstrations; human cadaver dissections; dissection videos, computer anatomic modeling software; radiographic, magnetic resonance, computerized tomographic and radionucleotide images; and hands-on functional demonstrations. Biomechanics are studied from a functional and clinical approach. Emphasis is on the pelvis, hip, knee, ankle, and foot. *Concurrent with PT 722*

PT 524 Pathophysiology I (5)
(*75 contact hours*)
The first of two courses which examine normal human physiology and related pathology, this course includes an introduction to the general response to injury at the cellular, organ, and organism level; the inflammatory response and healing mechanisms; and hemodynamic, immune, pulmonary, cardiovascular, musculoskeletal, and neurological disorders.

PT 525 Pathophysiology II (3)
(*45 contact hours*)
The second of two courses which examine normal human physiology and related pathology, this course focuses on endocrine, gastrointestinal, genitor-urinary, hepatic disorders, and oncologic developmental integumentary.

PT 541 Exercise Physiology (3)
(75 contact hours)
This course relates bioenergetics, neuromuscular concepts, hormonal responses, performance aids, and environmental and age influences to physical performance. Procedures to integrate physiological concepts into the design of exercise prescription are presented.

PT 550 Neuroscience I (3)
(*60 contact hours*)
This is the first of two courses of in-depth anatomical and physiological study of the nervous system and neuromuscular function which serves as a foundation for PT 732 and 756. This course covers the anatomy and physiology of higher levels of the central nervous system. Case studies are incorporated.

PT 551 Neuroscience II (3)
(*60 contact hours*)
A continuation of Neuroscience I, this course offers further study of lesions and correlation with neurological symptoms and diagnostic tests. The peripheral nervous system is emphasized. Case studies are incorporated.

PT 558 Research II (2)
(*30 contact hours*)
The second in the research series, this course examines statistical methods used in physical therapy research and the processes of an IRB application.

PT 572 Pharmacology (4)
(*45 contact hours*)
This is an introduction to pharmacology which includes pharmacokinetics and pharmacodynamics. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

PT 718 PT Clinical Skills IA (3)
(*75 contact hours*)
First in a series of five courses designed to examine basic evaluation and clinical skills of the physical therapist, this clinical skills course focuses on objective techniques of the upper extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Kinesiology is studied from a functional and clinical approach. Basic documentation is applied. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. Principles of body mechanics are introduced. *Concurrent with PT 520*

PT 722 PT Clinical Skills IB (3)
(*75 contact hours*)
A continuation of PT Clinical Skills IA, this clinical skills course focuses on objective techniques of the lower extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Gross muscle testing for the whole body is completed. Kinesiology of normal gait is studied from a functional and clinical approach. Incorporation of evaluation skills continue, including documentation. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. *Concurrent with PT 522*

PT 724 PT Clinical Skills II (3)
(*60 contact hours*)
This is the second in a series of clinical skills courses and discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment.

PT 726 PT Clinical Skills III (1)
(*45 contact hours*)
In this clinical skills laboratory course, assistive devices, bed mobility, and transfer training are introduced. Measurement, selection, and adaptation of assistive devices are performed. Bed mobility and transfer training are performed and implemented based on patient diagnosis and need. Emphasis is on patient safety with handling as well as body mechanics and safety of the therapist. Information is reiterated with laboratory activities, case studies, and a practical and written examination using a problem-solving approach.

PT 728 PT PTDDT IA – Orthopedics I (4)
(*90 contact hours*)
This course emphasizes the general principles and methodology of orthopedic patients. Examination of the lumbar, spine, and pelvis are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes and documentation are addressed specifically per diagnosis.

PT 731 Practicum (2)
(*80 contact hours*)
This two-week, full-time clinical exposure allows students to assist and practice basic evaluation techniques under the direction and supervision of a licensed physical therapist reflective of the specific practice setting. Emphasis is placed on the student's ability to communicate, develop professional behaviors, and utilize basic evaluation skills.

PT 732 PT Clinical Skills V (4)
(*90 contact hours*)
The last in the clinical skills series, this course examines the neurophysiologic rationale for treatment approaches commonly used in physical therapy treatment for the neurologically impaired patient. Emphasis is placed on integration and development of hands-on skills in a laboratory setting.

PT 738 Wellness and Nutrition (3)
(*45 contact hours*)
This course presents promotion of optimal health and disease prevention by incorporating the concepts of wellness and nutrition with education and prevention programs for individuals, groups, and communities. Trends such as eating disorders and alternative medicine in relation to wellness and nutrition are addressed.

PT 742 Prosthetics and Orthotics (2)
(*60 contact hours*)
This course provides foundational knowledge of the types, uses, and fitting of prosthetic and orthotic devices. Rehabilitation intervention is addressed in regard to functional use, measurements, care, adjustments, precautions, and patient education for the appropriate device. Case studies, literature review, lecture, problem-solving models, videos, and laboratory practice are used.

PT 744 Professional Ethics, Advocacy, and Spiritual Care (2)
(*30 contact hours*)
The course examines the major ethical issues affecting the physical therapist and the health care profession. Through class and small-group discussions, the student examines his or her own moral values.

PT 746 PTDDT IB – Orthopedics II (4)
(*90 contact hours*)
This course emphasizes the general principles and methodology of orthopedic patients. Examination of the hip, knee, ankle, cervical, and thoracic spine are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes and documentation are addressed specifically per diagnosis.

PT 748 PTDDT IC – Orthopedics III (4)
(*90 contact hours)*
This course emphasizes the general principles and methodology of orthopedic patients. Examination of the shoulder, elbow, hand, and temperomandibular joint are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

PT 750 Comprehensive Exams (1)
This course gives the student an opportunity to demonstrate their qualifications to enter the clinical section of their physical therapy education.

PT 752 PTDDT II (3)
(Cardiopulmonary - *75 contact hours*)
This course presents basic theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforce management of the patient with cardiopulmonary dysfunction. Practical application of theoretical concepts are emphasized.

PT 754 PTDDT IV (3)
(General Medicine - *75 contact hours*)
This course provides the student with experience in the management of the general medicine patient with acute, chronic, and terminal disease. The laboratory portion of the course assists in developing clinical skills and reasoning to determine appropriate and safe therapeutic procedures and protocols for this population.

PT 756 PTDDT V (4)
(Neurorehabilitation - *90 contact hours*)
This course focuses on developing the skills used for functional evaluation, diagnosis, and treatment management of the neurologically impaired adult. Major areas investigated include spinal cord injury, stroke, and traumatic brain injury.

PT 758 Special Populations (3)
(*45 contact hours*)
This course addresses physical therapy management of special populations such as geriatrics, women's health, industrial medicine, athletes, and other special interest groups for physical therapy care. The student is responsible for designing physical therapy management for each area considered.

PT 760 PTDDT VIII – Pediatrics (4)
(*90 contact hours*)
This course provides the background knowledge needed to assess functional status, evaluate, and develop appropriate treatment programs for infants and children from premature birth to adolescence. Lab sessions held at a developmental center allow students to evaluate, develop a plan of care, and manage children under faculty supervision.

PT 762 Seminar II (2)
(*30 contact hours*)
The clinical performance instrument is reviewed in this course, and written and oral communication skills specific to the clinic are refined. Expectations of clinical professional behavior are also emphasized. The student presents an in-service on a specific evaluation or treatment approach to be used in the clinic, incorporating lecture and lab into instruction. The student's performance is self assessed, peer assessed, and evaluated by the instructor.

PT 764 PTDDT VII – Clinical Case Studies (2)
(*45 contact hours*)
The process of evidence-based review of the literature is applied to physical therapy case studies.

PT 768 Administration (3)
(*75 contact hours*)
This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

PT 771 Internship A (8)
(*320 contact hours*)
This is the first of three eight-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 772 Clinical Research (3–6)

This course begins by introducing the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The student critically reviews and utilizes professional literature, as well as examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB. Research is then conducted by the student under the supervision of a research advisor and the research committee in the DPT program. The completed research/capstone projects are presented both in written and oral formats. Faculty determine, prior to start of the course, the number of units required of each student based on research experience both from their master's and clinical backgrounds.

PT 773 Internship B (8)

(*320 contact hours*)
This is the second of three eight-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 774 Capstone I (2)

In the first of the capstone course series, students choose a clinical question of interest and conduct an extensive literature review.

PT 775 Internship C (8)

(*320 contact hours*)
This is the third of three eight-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 776 Capstone II (2)

The second in the capstone series, research of the clinical question continues through faculty supervised collection and synthesis of data.

PT 778 Diagnostic Imaging (3)

(*45 contact hours*)
This course familiarizes the Doctor of Physical Therapy student with the indications, instrumentation, and clinical interpretation of orthopedic imaging techniques including plane film X-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course focuses on the clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals.

PT 782 Practical Pharmacology (3)

(*45 contact hours*)
This course is the second in a series of pharmacology courses studying drug classification, pharmacokinetics, pharmacodynamics, absorption, distribution, mechanism of action, metabolism, elimination, and indications for use of therapeutic agents are considered. Prescription, over-the-counter, and common herbal supplements are studied. Drug action, therapeutic dosage schedules, drug interactions, and common side effects are brought into clinical perspective of patient management. Recognition of expected drug effects and signs of abuse or noncompliance are explored. Emphasis is placed on the therapist's proper incorporation of pharmacotherapeutic knowledge into patient assessment, differential diagnosis, and design of treatment regimens. *Prerequisite: PT 527 or admission into the transitional DPT program*

PT 787 Residency I (6)

This is the first of two six-week culminating, mentoring, clinical experiences designed specifically to provide the student experience in functioning as an autonomous practitioner in a doctoring professional atmosphere. Full-time clinical exposure is provided under the supervision of a licensed physical therapist within a specialty practice setting.

PT 789 Residency II (6)

This is the second of two six-week clinical mentoring courses designed to provide the student experience in functioning as an autonomous practitioner in a doctoring professional atmosphere, this course offers full-time clinical exposure under the supervision of a licensed physical therapist within a specialty practice setting.

PT 790 Physical Diagnosis Screening (5)

This course prepares students to manage patients with multisystem dysfunction. They utilize various methods of physical examination to identify pathologies that are and are not amenable to physical therapy intervention.

PT 792 Professional Portfolio (1)

This course gives students an opportunity to demonstrate their preparation for entering a career in physical therapy by documenting learning experiences related to professional practice.

PT 798 Special Topics (3)

Topics of current interest for physical therapists are examined in this course which provides opportunities for students to analyze and evaluate specialized topics/techniques and enhance personal development.

PT 799 Independent Study (1–4)

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 department chair.

Department of Social Work

Master of Social Work Program

Faculty

Department Chair and MSW Program Director; and Professor: Mary Rawlings, Ph.D., LCSW

Director of Field Education, and Assistant Professor: Kimberly Setterlund, MSW, LCSW

Director of Student Services, and Assistant Professor: Karen Maynard, M.A.

Professor: Kimberly Battle-Walters Denu, Ph.D., MSW

Assistant Professors: Louanna Law Bickham, MSW; Amber Davies, MSW; Catherine Fisher, MSW, LCSW; Anupama Jacob, MSc; Margaret Lee, MSW; Adria Navarro, Ph.D., MSW, LCSW; Shaynah Neshama, Ph.D., MSW; Lynn Raine, MSW; Olivia Sevilla, MSW, LCSW; Regina Trammel, MSW

PROGRAMS OFFERED

- Master of Social Work
- Master of Social Work/Advanced Standing

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The MSW program is accredited by the Council on Social Work Education (CSWE).

For more detailed information about the Department of Social Work, please visit www.apu.edu/bas/socialwork/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

MASTER OF SOCIAL WORK (MSW)

Department Chair and Program Director
Mary Rawlings, Ph.D., LCSW
(626) 857-2403
mrawlings@apu.edu

CONCENTRATIONS

Clinical Practice with Individuals and Families – This concentration prepares students for clinically oriented practice with individuals and families in contexts such as mental health clinics, managed care facilities, shelters, group homes, child welfare, hospice, schools, corrections, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, families, older adults, group therapy skills, and policies specific to health and mental health concerns.

Community Practice and Partnerships – This concentration prepares students for community-based practice in local, national, and international contexts. Specific emphasis is placed on the knowledge and skills necessary to work with communities and organizations to ameliorate social problems and advance the interests of marginalized groups. The concentration is considered especially appropriate for students interested in professional opportunities related to international social work, global relief and development activities, community advocacy, organizational leadership, grant writing, and work related to transnational issues such as immigration, adoption, and labor practices.

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

PROGRAM OPTIONS

The **full-time** program (two years) includes classes two days per week and approximately 16 hours per week of supervised internship. All students take the same first-year foundation courses. Concentration courses are taken in the second year of the program.

The **part-time** program (four years) includes classes one evening per week (two classes per semester, scheduled back-to-back). In addition, there are four weekend-intensive courses throughout the program. All students take the same foundation courses in the first and second year. Concentration courses are taken in the third and fourth years of the program. Supervised internships requiring approximately 16 hours per week occur in the second and fourth years.

The **advanced standing** program (9 months) allows graduates of CSWE-accredited BSW programs to receive their MSW degree in 9 months. Students complete two three-hour advanced standing bridge courses during a three-week summer session prior to their start of the concentration curriculum, in which they join existing full-time MSW students for the remaining two semesters (30 curriculum hours) of the MSW program. Advanced-standing student field internships require 20 hours per week for fall and spring semesters. The two bridge courses are: 1) SOCW 550 Advanced Standing: Intermediate Praxis and 2) SOCW 551 Advanced Standing: Intermediate Research and Evidence-based Practice.

The **part-time advanced standing** program (two years) allows graduates of CSWE-accredited BSW programs to receive their MSW degree over the course of two years. Students complete two three-hour, advanced-standing bridge courses during a three-week summer session prior to their start of the concentration curriculum, in which they join the existing part-time MSW students for the remaining two years (30 curriculum hours) of the part-time MSW program. Part-time, advanced-standing student field internships require 20 hours per week for fall and spring of the second year of the program.

FIELD INTERNSHIPS

Field education is a required component of the MSW curriculum. A field application process occurs prior to internships for student and faculty identification of appropriate field sites to meet student goals and community needs. Students complete two field internships, concurrent with practice coursework, for the purpose of integrating professional social work practice skills with theoretical and research knowledge in supervised social work settings. Field internships occur during typical Monday–Friday business hours. Successful completion of the field internship/seminar curriculum (grade *B* or higher) is required in order for students to remain in good standing and complete the MSW degree. Students must also be enrolled in a field seminar during field internship semesters. Full-time students complete field internships during both years of the program, whereas part-time students complete field internships during the second and fourth years. Students earn a total of 16 semester units for field education coursework. No transfer credit will be accepted for field education requirements or prior work experience. Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the MSW program.

Field education faculty select field internship sites through a comprehensive criteria consistent with accreditation standards determined by the Council on Social Work Education, including the congruence of field agency mission and goals with those of professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

MSW PROGRAM MISSION AND GOALS

The following mission statement guides the MSW program at Azusa Pacific University:

The Master of Social Work (MSW) program develops competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW program is committed to excellence in teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.

The following outcome goals are derived from this mission statement and purposes of social work education congruent with accreditation standards:

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment to seek necessary organizational change.
2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.
3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice, and adequate preparation for leadership, advanced study, and lifelong learning.
4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being, promote social and economic justice, empower clients, and respect diversity.
5. Graduates will practice according to the values and ethics of the profession and effectively and ethically integrate Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

Transfer of MSW Credits

Students formerly enrolled in CSWE-accredited MSW programs may submit a list of MSW foundation level courses completed within five years prior to admission for evaluation for transfer of credits. Each course will be evaluated by the MSW program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred. No credit is given for prior field internship hours.

The MSW program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student.
2. The work must have been done within five years prior to the award of the MSW degree from Azusa Pacific University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No transfer grade is lower than a *B*.
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after enrollment in the MSW program.

Transfer of Elective Credits

The MSW program has two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW program and preferably have been taken within five years prior to admission. Syllabi will be reviewed on a case-by-case basis to assure that prior content is not outdated. Petitions must be submitted to the MSW program for evaluation. Due to the importance of MSW program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material.

Academic Probation and Disqualification

Students must maintain a minimum 3.0 GPA to continue in the MSW program. In the event the GPA drops below the minimum, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. A 3.0 GPA is also required for continued financial aid.

Continuation in the MSW program requires a demonstration of academic ability. A student must maintain a 3.0 GPA and must pass all required social work courses with a *B-* or higher. Field and field seminar courses require *B* or higher grade. If a student does not obtain a passing grade, the course must be repeated. A course may only be attempted twice. If the second attempt results in a failing grade, the student will be dismissed from the program.

Course Requirements — 60 units

Foundational Coursework

SOCW 511	Introduction to the Social Work Profession	2
SOCW 512	Social Welfare Policy and Policy Practice	3
SOCW 513	Micro-theory and Human Development	3
SOCW 514	Practice I – Interviewing and Assessment	3
SOCW 515	Field Seminar I	1
SOCW 516	Field I	3
SOCW 521	Introductory Research Methods	2
SOCW 522	Diversity and Social Justice	3
SOCW 523	Macro-theory and Communities/Organizations	3
SOCW 524	Practice II – Intervention and Evaluation	3
SOCW 525	Field Seminar II	1
SOCW 526	Field II	3
Section total		**30 units**

Concentration Coursework

Clinical Practice with Individuals and Families

SOCW 534	Field Seminar III	1
SOCW 536	Advanced Clinical Practice I: Adult Mental Health	3
SOCW 537	Children and Adolescents	3
SOCW 538	Clinical Practice with Groups	2
SOCW 539	Field III – Clinical Practice	3
SOCW 541	Capstone Leadership Project	3
SOCW 544	Field Seminar IV	1
SOCW 546	Advanced Clinical Practice II: Child Welfare and Family Therapy	3
SOCW 547	Social Welfare Policy and Health/Mental Health Care	2
SOCW 548	Field IV – Clinical Practice	3
XXX	Elective	3
XXX	Elective	3
Concentration total		**30 units**

Community Practice and Partnerships

SOCW 531	Human Rights and Sustainable Development	2
SOCW 532	Advanced Community Practice	3
SOCW 533	Organizational Behavior and Management	3
SOCW 534	Field Seminar III	1
SOCW 535	Field III – Community Practice and Partnerships	3
SOCW 541	Capstone Leadership Project	3
SOCW 542	International Social Work Policy and Practice	2
SOCW 543	Fundraising, Grant Writing, and Fiscal Decision Making	3
SOCW 544	Field Seminar IV	1
SOCW 545	Field IV – Community Practice and Partnerships	3
XXX	Elective	3
XXX	Elective	3
Concentration total		**30 units**
Program total		**60 units**

COURSE DESCRIPTIONS

SOCW 511 Introduction to the Social Work Profession (2)
This course focuses on the history, identity, values, ethics, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. *Prerequisite: Admission to MSW program*

SOCW 512 Social Welfare Policy and Policy Practice (3)
The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice. *Prerequisite: Admission to MSW program*

SOCW 513 Micro-theory and Human Development (3)
Content focuses on micro-level practice theories appropriate to social work practice with individuals, couples, and families. The family life cycle perspective and models of practice with diverse populations are presented in order to assist the contextualization and integration of theories in actual practice situations. *Prerequisite: Admission to MSW program*

SOCW 514 Practice I – Interviewing and Assessment (3)
This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes stages of the helping process; interviewing and assessment skills with adults, children, and families; clinical assessment and diagnosis using the DSM; and strategies for critically analyzing and sharing assessment information. *Prerequisite: Admission to MSW program*

SOCW 515 Field Seminar I (1)
Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation-year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisite: Admission to MSW program; corequisite: SOCW 516*

SOCW 516 Field I (3)
Field internship provides a professional setting for students to utilize generalist foundation practice skills and provides an opportunity for the integration of knowledge, skills, and social work values. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated social welfare agency. *Prerequisite: Admission to MSW program; corequisite: SOCW 515*

SOCW 521 Introductory Research Methods (2)
This course provides overviews of quantitative and qualitative research methods, evidence-based practice models, and the necessary integration of research in social work practice. Assignments focus on the evaluation of practice and program effectiveness and the development of mixed-methods studies to better understand social problems. *Prerequisite: Prior statistics course*

SOCW 522 Diversity and Social Justice (3)
Content in this course focuses on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice. *Prerequisite: Admission to MSW program*

SOCW 523 Macro-theory and Communities/Organizations (3)
Content focuses on macro-level theories and case examples relevant to social work practice involving communities and organizations. Models of practice with social welfare organizations (child welfare, education, health, aging, corrections) and diverse communities are examined. Roles and responsibilities of religious institutions in meeting social needs are also explored. *Prerequisite: SOCW 513*

SOCW 524 Practice II – Intervention and Evaluation (3)
This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning/implementing change strategies, linking change strategies to theory and evidence-based practice research, medication use, interdisciplinary collaboration, resource development, advocacy, managing barriers to change, and practice evaluation. *Prerequisite: SOCW 514*

SOCW 525 Field Seminar II (1)
Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation-year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisites: Admission to MSW program, SOCW 514, SOCW 515, and SOCW 516; corequisite: SOCW 526*

SOCW 526 Field II (3)
Field internship provides a professional setting for students to utilize generalist foundation practice skills and provides an opportunity for the integration of knowledge, skills, and social work values. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated social welfare agency. *Prerequisites: Admission to MSW program, SOCW 514, SOCW 515, and SOCW 516; corequisite: SOCW 525*

SOCW 531 Human Rights and Sustainable Development (2)
Content focuses on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics include influences of poverty, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives are explored. *Prerequisites: SOCW 525 and SOCW 522*

SOCW 532 Advanced Community Practice (3)
This course expands foundation-level community practice content to include community entrance, engagement, core practice modes, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, professional ethics, and work in congregations and other religious communities. *Prerequisite: SOCW 523*

SOCW 533 Organizational Behavior and Management (3)
This course focuses on organizational behavior and managerial roles and responsibilities in human services organizations. Content includes organizational behavior perspectives and other organizational theories, design, decision-making and problem-solving processes, and specific managerial functions. Conflict management strategies are applied to micro- and macro-levels of organizational relationships. *Prerequisite: SOCW 523*

SOCW 534 Field Seminar III (1)
Field Seminar III focuses on presentation and discussion of student experiences in concentration field placements. Specific emphasis is placed on demonstration and evaluation of practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in prior coursework, including prior seminars. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; corequisite: SOCW 535*

SOCW 535 Field III – Community Practice and Partnerships (3)
The field internship provides a setting for students to utilize advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; corequisite: SOCW 534*

SOCW 536 Advanced Clinical Practice I: Adult Mental Health (3)
This course begins a two-semester advanced clinical practice sequence focusing on adult mental health. Content includes further knowledge of symptoms, diagnoses, assessment, and treatment strategies associated with psychiatric conditions, brain functioning and chemistry, psychotropic medications, and managed-care expectations. Secular theoretical and Christian counseling perspectives are integrated throughout the course. *Prerequisites: SOCW 514 and SOCW 524*

SOCW 537 Children and Adolescents (3)
This course describes social, emotional, and mental health problems experienced by children and adolescents, and discusses play therapy and other forms of intervention to improve functioning and well-being. Different adolescent risk behaviors and related treatment strategies are presented. Secular and Christian counseling perspectives are integrated throughout the course. *Prerequisites: SOCW 514, SOCW 513, and SOCW 524*

SOCW 538 Clinical Practice with Groups (2)
This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics of group development stages, leadership principles, diversity issues, distinctions between voluntary and involuntary groups, and evaluation methods are presented. Content includes leadership of informal small groups and their relevance to clinical practice. *Prerequisites: SOCW 513, SOCW 514, and SOCW 524*

SOCW 539 Field III – Clinical Practice (3)
Field internship provides a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice with adults and families. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; corequisite: SOCW 534*

SOCW 541 Capstone Leadership Project (3)
This course combines lecture and seminar formats to prepare students for professional leadership roles in human services and assist completion of capstone leadership projects. The content includes professional ethics and skills related to transformative leadership, administration, management, organization, and supervision. Leadership issues in secular and religious organizations are explored. *Prerequisites: All foundation courses and completion of first semester of concentration courses*

SOCW 542 International Social Work Policy and Practice (2)
Content focuses on international social work practice at multiple systems levels. Topics include differing theoretical and religious perspectives, (post) colonialism, globalization, and issues involving U.S. immigration policy and immigrants. Practice content addresses poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns, and individual/group counseling strategies. *Prerequisites: SOCW 523, SOCW 522, SOCW 532, SOCW 531*

SOCW 543 Fundraising, Grant Writing, and Fiscal Decision Making (3)
This course prepares students for potential fundraising, grant writing, and fiscal decision-making responsibilities in human services organizations. Students work with local agencies and their administrators to assess and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on actual grant writing, participation in fundraising activities, and assessing fiscal priorities in the management of agency budgets.

SOCW 544 Field Seminar IV (1)
Field Seminar IV is facilitated by students with organizational support from the instructor. Content is based on discussions of case examples encountered in concentration field placements and student preparation for master's-level social work employment. Focus is on the integration of theory, practice, and evaluation, and professional development issues. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; corequisite: SOCW 534, SOCW 535*

SOCW 545 Field IV – Community Practice and Partnerships (3)
Field internship provides a setting for students to utilize advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, and SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535; corequisite: SOCW 544*

SOCW 546 Advanced Clinical Practice II: Child Welfare and Family Therapy (3)
Second in the advanced clinical practice sequence, this course focuses on the family practice contexts of child welfare and family therapy. Content includes social worker roles, decision-making processes, and interventions in child welfare practice and family therapy. Secular and Christian theoretical perspectives are discussed in regard to common clinical issues. *Prerequisite: SOCW 536*

SOCW 547 Social Welfare Policy and Health/Mental Health Care (2)
The course content focuses on American social welfare policies relevant to health and mental health care and the interface of policy and practice. Topics include health insurance, managed care, access/treatment disparities, advocacy strategies, international perspectives, and policies specific to addition, issues concerning women and children, criminal justice, and involuntary commitment. *Prerequisite: SOCW 512*

SOCW 548 Field IV – Clinical Practice (3)
Field internship provides a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice with adults and families. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535; corequisite: SOCW 544*

SOCW 550 Advanced Standing: Intermediate Praxis (3)
Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored. *Prerequisite: Admission to advanced standing MSW program; Corequisite: SOCW 551*

SOCW 551 Advanced Standing: Intermediate Research and Evidence-based Practice (3)

This advanced standing course provides overviews of evidence-based practice models, quantitative and qualitative research methods, and the necessary integration of research in social work practice. Assignments focus on evaluating individual practice and ways research is used to better understand social problems and improve services. *Prerequisites: Admission to advanced standing MSW program and evidence of prior statistics course with grade of* C *or higher; Corequisite: SOCW 550*

SOCW 561 Addictions (3)

This course describes addictions from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-based research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content is consistent with BBS education requirements in the area of substance abuse and dependency. *Elective*

SOCW 562 Urban Social Welfare (3)

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. *Elective*

SOCW 563 School Social Work (3)

This course uses an ecological perspective to prepare students for school social work practice. Topics include historical, theoretical, legal, research, policy, and practice issues relevant to school social work services; the roles and tasks performed by social workers in schools; school social work practice models; and professional ethics. *Elective*

SOCW 564 Social Work and the Bible: Christian Perspectives on Service and Professional Practice (3)

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. *Elective*

SOCW 595 Special Topics (1–6)

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1–6 depending upon the specific contact hours and coursework load. *Note: Elective offerings vary year to year.*

SOCW 599 Readings in Social Work (1–3)

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. *Additional fees required.*

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School of Business and Management

Faculty

Interim Dean and Professor: Rose Liegler, Ph.D.

Associate Dean and Professor: Orlando Griego, Ph.D.

Associate Dean for Accreditation and Professor: George Babbes, Ph.D.

Chair, Graduate Business Programs – MBA; and Professor: Daniel Park, Ph.D.

Chair, Graduate Management Programs – MAM, YEMAM; and Associate Professor: Roxanne Helm-Stevens, DBA, MBA, HPT, CT

Professor of The Leung Endowed Chair for Ethical Auditing: John M. Thornton, Ph.D., CPA

Professors: Roger Conover, Ph.D.; Jau-Lian Jeng, Ph.D.; Ron Jewe, Ph.D.; Stuart Strother, Ph.D.; Julia Underwood, Ph.D.

Associate Professors: Paul Anderson, MBA, CPA; Tom Buckles, Ph.D.; Tom Cairns, DBA; Stanley Deal, M.S., CPA; Thomas G. Drape, Ph.D.; Emmanuel Ogunji, Ph.D.; Adele Harrison, Ph.D.; Daniel Kipley, DBA; Patricia Skalnik, DBA; Elwin Tobing, Ph.D.

Assistant Professors: Rachel Sharpe Bodell, M.S.; Jillian Gilbert, D.S.L.; Rachel Hall, MBA, CPA

PROGRAMS OFFERED

Traditional Programs:

- Master of Business Administration (MBA)
- Master of Arts in Management (MAM)
- Master of Professional Accountancy (MPA)

Accelerated Programs:

- Millennial Master of Business Administration (MMBA)
- Young Executive Master of Business Administration (YEMBA)
- Young Executive Master of Arts in Management (YEMAM)
- Master of Professional Accountancy

Online Programs:

- Master of Arts in Management (MAM)
- Master of Business Administration (MBA)

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Business and Management is accredited by the International Assembly for Collegiate Business Education (IACBE).
- The school is a member of and a candidate for accreditation with the Association to Advance Collegiate Schools of Business (AACSB).

For more detailed information about the School of Business and Management, please visit www.apu.edu/business/.

MISSION STATEMENT

The School of Business and Management equips students to passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

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

GRADUATE BUSINESS PROGRAMS

About the Programs

Azusa Pacific University's School of Business and Management (SBM) offers comprehensive and intensive graduate accounting, business, and management programs that develop exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a worldview that understands and appreciates the global diversity in cultures, markets, and economies. SBM graduate programs provide advanced professional education and academic studies leading to successful careers in business firms, government agencies, and nonprofit organizations.

The innovative worldview leadership development vision and global perspectives that form the core of the graduate business and management programs are reflected in the curriculum and coursework designs that combine on-campus classroom study with national or international field study experiences during the course of the various programs as applicable. Graduate courses in business and management are offered in nine-week terms that allow completion of the degree programs in tracks ranging from 12 to 36 months.

Students are able to conduct research and case studies in various courses, and prepare presentations on specific companies, industries, markets, countries, or project analyses undertaken as specified in the coursework.

Faculty and students explore business and management problems from multidisciplinary perspectives that:

- Develop effective leadership and management professionals with critical and analytical thinking and sound decision-making skills.
- Increase knowledge, awareness, and recognition of the global diversity of ideas, cultures, markets, and economies.
- Provide opportunities for intellectual exchange and practical experience, while emphasizing interpersonal skills and teamwork.

The graduate business and management programs are an integral part of the university's vision of scholastic leadership through excellence in academic programs, community service focus, and deep commitment to faith that reaches across the globe. The various graduate programs further reflect the commitment of the School of Business and Management to continuously advance the university's core principles of transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Program Chair, MBA, MMBA, YEMBA
Daniel Park, Ph.D.
(626) 815-3821
dpark@apu.edu

Program Chair, Online MBA
Tom Buckles, Ph.D.
(626) 815-6000, Ext. 3235
tbuckles@apu.edu

The Traditional MBA Program offers working professionals with three or four years of full-time work experience an accessible yet rigorous evening graduate business program that can be completed in tracks ranging from 12 to 36 months. The program offers professionals the key concepts and the analytical and relational skills essential for successful business management and leadership. The program curriculum is designed to strike a balance between theory and practice by combining scholarship with practical experience and actual corporate case studies of business decision making. The MBA coursework sequences are coordinated to provide the student with the fundamental tools and functional knowledge necessary for successful business management and leadership. The student also has the option to pursue elective courses in one or more areas of concentration based on specific interests and career aspirations.

The program provides the opportunity for the student to develop sound analytical abilities, establish collaborative and team-building skills, and become aware of social responsibility as a factor in decision making. The curriculum also allows the student to acquire an understanding of the global business environment and how it is affected by cultural and market diversities. Faculty lectures are combined with case studies and discussions, student presentations, and team projects. The accelerated and interactive classroom environment includes applied learning activities, use of new technologies in solving business problems, management and marketing simulations, case competitions, and independent field research and studies.

The Online MBA program offers working professionals with three or four years of full-time work experience an accessible, yet rigorous, online graduate business program that can be completed in 18 months. The program offers professionals the key concepts and the analytical and relational skills essential for successful business management and leadership. The interactive program curriculum strikes a balance between theory and practice by combining scholarship with practical experience and actual corporate case studies of business decision making. The Online MBA coursework sequences are coordinated to provide the student with the fundamental tools and functional knowledge necessary for successful business management and leadership.

The Millennial MBA (MMBA) program is an accelerated, comprehensive, and intensive 12-month graduate business program that develops exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a world view that understands and appreciates the global diversity in cultures, markets, and economies.

The MMBA is a full-time program for recent graduates with excellent academic records and the desire to pursue a rigorous graduate business management curriculum that integrates on-campus classroom studies with global field experience trips and case studies of corporate strategic, marketing, operations, finance, and organizational management in various countries around the globe such as Brazil, Germany, China, South Africa, and Australia. Students can also complete elective courses in one or more optional concentration fields after completing their core courses.

This program is designed as an integral part of the university's vision of scholastic leadership in this millennium through excellence in academic programs, community service focus, and deep commitment to faith that reaches across the globe. The MMBA program further reflects the commitment of the School of Business and Management to continuously advance the university's core principles of transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization.

The Young Executive MBA (YEMBA) program is a comprehensive, 12-month, full-time intensive graduate business management program for recent graduates. Students concurrently work in part-time management internship positions in business firms, government agencies, and nonprofit organizations, while completing full-time coursework on campus. Students learn global business strategy, operations, marketing, finance, and organizational management concepts while maintaining active involvement in business environments with opportunities to tackle actual business problems and decision-making challenges. The program culminates in an international business strategy study and field experience trip to Asia. Students also have the opportunity to complete elective courses in one or more of the optional course concentration areas after completing their core courses.

Additional Admission Information

Admission is based on a review of each applicant's academic achievements, GMAT score, work experience, personal statement, and references. While the entirety of an applicant's package is considered, accepted applicants generally fit into one of the following categories:

Regular Program Acceptance – Students admitted to the program in this group typically have undergraduate GPAs of 3.0 or higher, GMAT scores of 500 or higher, and 3-5 years of significant work experience. Most students are admitted under this category.

Conditional Program Acceptance – Students admitted to the program provisionally typically have undergraduate GPAs between 2.5 and 2.9, or GMAT scores 499 and below. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statements. If admitted, provisional students must maintain a *B* or better overall GPA in the first 12 units of coursework with no course grade below a *B-* in order to continue in the program.

GMAT Waiver – At the discretion of the chair, applicants may not be required to submit GMAT scores if they:

- Completed an undergraduate business degree in the School of Business and Management at Azusa Pacific University.
- Have already earned an advanced degree (e.g., master or higher).
- Submit GRE scores in lieu of the GMAT.

Start Times – Students are admitted and can start the **traditional MBA program in any term** during the school year. MMBA and YEMBA program cohorts are admitted and start the program during the month of June each year.

Application Deadline – The application deadline for the traditional MBA program is approximately four weeks before the start of any session. The early action deadline for application to the MMBA and YEMBA programs is December 1. If accepted, this reserves the applicant's seat in the cohort and gives him or her priority for internship opportunities. The standard application deadline for the MMBA and YEMBA programs is April 30.

Prerequisites

To ensure students are adequately prepared for the rigors of MBA-level coursework, students entering the program with undergraduate degrees other than business must demonstrate proficiency in the following content areas as exemplified by their APU undergraduate course equivalent:

- Accounting (BUSI 120/1 Principles of Accounting I/II)
- Finance (BUSI 330 Principles of Finance)
- Marketing (BUSI 360 Principles of Marketing)
- Microeconomics (ECON 251 Principles of Microeconomics)
- Statistics (PSYC 299 Applied Statistics)

Students may fulfill this requirement in the following ways:

Completed Undergraduate Business Coursework – Students who have completed appropriate undergraduate business coursework within the past seven years, and who have earned a *B-* or better grade in a prerequisite course, will generally satisfy the requirement.

Graduate Prerequisite Transfer Credit – Students may take prerequisite courses at an accredited college or university. To receive transfer credit, the course must have been taken for a grade and the student must have received a *B* or better. The transfer credit must be approved by the MBA chair before enrollment in MBA coursework. Submit a catalog course description and syllabus to the MBA program chair for consideration.

CPA Exam – Students who have passed the CPA exam are not required to take the accounting prerequisite. Submit a copy of examination results or CPA Certificate to the MBA program chair.

Waiver Exam – Students may take a competency exam (equivalent to a final exam) and receive a waiver if competency is demonstrated.

A 3-unit prerequisite course, BUSI 500 MBA Primer, is an undergraduate-level course that prepares students to pass a waiver exam in each of the content areas. Failure to pass any and all proficiency exams at a *B-* or better grade will prevent the student from proceeding with the program until the student has successfully challenged and passed the exams.

At the discretion of the program chair, BUSI 500 may be taken concurrently with other courses that do not require prerequisites. BUSI 500 does not count toward meeting core or elective requirements of the program.

MBA Program Curriculum (Face-to-Face)

The MBA program curriculum requires 38 units of specified core courses with an option for 9 units of elective courses for concentrations in entrepreneurship, finance, marketing, international business, strategic management, and human resources and organization development. The following is a listing and description of the required MBA program coursework.

Core Courses

The MBA Program at APU is a 38-unit general management program consisting of the following courses. Please note that the Worldview Leadership Formation and Field Experience are short-duration residency courses not taught over the nine-week terms.

BUSI	509	Worldview Leadership Formation	1
BUSI	512	Management Accounting	3
BUSI	513	Corporate Finance	3
BUSI	514	Operations Management	3
BUSI	515	Marketing Research	3
BUSI	516	Organizational Behavior	3
BUSI	521	Managerial Economics	3
BUSI	522	Private Enterprise and Public Policy	3
BUSI	527	Marketing Strategy	3
BUSI	548	International Business Strategy	3
BUSI	567	Advanced Financial Analysis	3
BUSI	578	Strategy and Planning	3
BUSI	581	Strategic Leadership	2

Choose one of the following:

BUSI	566	International Field Study and Internship (YEMBA Program)	2
BUSI	577	Global Field Study (MMBA Program)	2
BUSI	597	Field Experience (Traditional MBA Program)	2
Total			**38 units**

Optional Concentration Fields

Upon completion of the core courses, students may earn concentrations as part of the MBA degree by taking at least three 3-unit elective courses for a total of 9 units in one of the following fields:

- Entrepreneurship
- Finance
- Marketing
- International Business
- Strategic Management
- Human Resources and Organizational Development

Concentration courses are generally taught using the one-on-one Oxford tutorial model as independent study. Students may consult the MBA enrollment coordinator or the MBA program chair for appropriate faculty to contact regarding the concentration of the student's choice.

MBA Program Curriculum (Online)

The Online MBA program curriculum requires 38 units of specified core courses. The following list describes the required Online MBA program coursework.

BUSI	512	Management Accounting	3
BUSI	513	Corporate Finance	3
BUSI	514	Operations Management	3
BUSI	515	Marketing Research	3
BUSI	516	Organizational Behavior	3
BUSI	521	Managerial Economics	3
BUSI	522	Private Enterprise and Public Policy	3
BUSI	527	Marketing Strategy	3
BUSI	548	International Business Strategy	3
BUSI	567	Advanced Financial Analysis	3
BUSI	578	Strategy and Planning	3
BUSI	581	Strategic Leadership	2
BUSI	590	Capstone Project	3
Total			**38 units**

Summer Courses

A limited number of courses are offered during the summer sessions. The summer term is also a time to complete elective and concentration courses as independent studies or Oxford-style tutorials.

Course Attendance and Schedule

The collaborative learning process that characterizes the MBA program requires that students are prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBA program. Absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their travel plans. Because the program coursework is offered in accelerated nine-week sessions, students generally cannot miss more than two classes without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Switching Programs

Students who have been admitted to the YEMBA or MMBA program may not switch from the full-time cohort to the traditional evening MBA. Rare exceptions may be made at the discretion of the program chair if the applicant has met the admissions criteria for the traditional MBA program.

Academic Honors

Outstanding Graduate – At each commissioning ceremony, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement and is secondarily given to the outstanding candidate who contributed most to the APU MBA learning community.

Commissioning Ceremony

Preceding each commencement, SBM holds a commissioning ceremony for the graduating students and their families. This event includes an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

Graduation

In order to graduate, students must complete the required courses with an overall grade-point average of at least 3.0 within five years of matriculation. This includes completing every required course with at least *C-* or above. All courses taken within the SBM and applied toward the MBA degree must be taken for a letter grade, except for courses offered only on a Pass/Fail *(P/F)* basis.

Field Study Fees

Mandatory and elected International Field Study, Global Field Study, and Field Experience trips that are required on a program-by-program basis incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in International Field Study, Global Field Study, or Field Experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip.

For the most up to date list of fees, visit www.apu.edu/graduatecenter/sfs/costs/fees/.

MASTER OF ARTS IN MANAGEMENT (MAM)

Program Chair
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The Traditional M.A. in Management (MAM) program offers working professionals an accessible yet rigorous part-time traditional MAM program. To accommodate busy schedules, classes are offered during the evening and also in weekend formats. Evening classes generally meet once a week over nine-week terms. Most students take one to two courses per term to complete the program in approximately 18 months. Given the demands of the program, working students interested in taking more than two courses per term must apply and receive approval to do so from the program chair.

The Online M.A. in Management (MAM) program offers students the flexibility of taking courses wherever and whenever is most convenient for them. Students benefit from courses designed to maximize their interaction with other students and professors, creating a rich learning community. For many, the online format is the easiest, most convenient way to balance work, school, and family. The curriculum of the traditional and online programs provides the scholastic and professional applications framework for program graduates to acquire state-of-the-art global leadership and management perspectives, create value within organizations, and make continuous positive contributions in a rapidly changing, highly diversified, and increasingly integrated business environment. The coursework builds the necessary foundation for successful executive leadership, development of collaborative work ethic, expansion of management vision with global perspectives, sound and ethical decision-making skills, creative thinking, and ongoing quest for innovative value creation.

The Young Executive M.A. in Management (YEMAM) program is a 12-month, full-time intensive graduate management program for recent graduates. Students concurrently work in part-time paid management internships and take all-day courses twice a week. The cohort model allows students to learn and problem-solve in collaborative teams. This is an intensive, one-year mix of rigorous study, intimate fellowship, hands-on organizational experience, and travel to major public and private corporations. The program culminates in high-level, boardroom organizational field experience.

The young executive curriculum provides the foundation for an intensive graduate business management program designed to develop exceptional business management professionals with outstanding moral character and strong analytical and innovative decision making skills. The innovative worldview leadership development vision that forms the core of the program is reflected in coursework designs, which combine on-campus classroom student experience and part-time paid internships with intensive boardroom field experience.

Sigma Iota Epsilon National Honorary and Professional Management Fraternity

The Master of Arts in Management (MAM) program holds a prestigious membership in the Sigma Iota Epsilon (SIE) National Honorary and Professional Management Fraternity. Induction into the National Society of Sigma Iota Epsilon highlights the academic standards of the Master of Arts in Management program and the qualifications of the faculty. Approval from the national chapter also affirms the contribution and value of scholastic achievement in APU's management programs.

APU's Master of Arts in Management fraternity, designated Sigma Iota Epsilon, Theta Kappa Chapter, extends individual membership to students who demonstrate high academic standing in the field of management. The vision of the Theta Kappa chapter is to connect SIE's mission with APU's Four Cornerstones creating a synergy that will help to develop both holistic and dynamic professionals in the business world. Programs aim at bridging the gap between theory and practice and helping prepare students to enter the management field and advance as leaders.

Admission

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Additional Admission Information

Admissions policies are important because students in this program significantly shape the learning experience for themselves and others. As such, the ability of applicants to both contribute to as well as benefit from the MAM program is seriously considered. Admission is based upon a review of each applicant's academic achievements, work experience, personal statement, and references.

While the entirety of an applicant's package is considered, accepted students generally fit into one of the following categories.

Regular Program Acceptance – Students admitted to the program in this group typically have undergraduate GPAs of 3.0 or higher and solid work experience. Most students are admitted under this category.

Conditional Program Acceptance – Students admitted to the program provisionally typically have undergraduate GPAs between 2.5 and 2.9. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statement. If admitted, provisional students will be required to complete nine units of prerequisite coursework. Additionally, provisional students must maintain a *B* or better GPA overall in the first 12 units of coursework with no course grade below a *B*-.

Start Times – Students are admitted and can start the traditional and online MAM program in any term during the school year. YEMAM program cohorts are admitted and start the program during the month of June each year.

Application Deadline – The application deadline for the traditional MAM is approximately four weeks before the start of any session. The early action deadline for applications to the YEMAM programs is December 1. If admitted, this guarantees the student a seat in the cohort. The standard application deadline for the YEMAM program is April 30.

Traditional and Online Program Requirements

The MAM program is a 39-unit business leadership and management program consisting of the following courses:*

HROD	500	Human Resource Development	3
MGMT	510	Current Issues in Business and Management	3
MGMT	515	Applied Research and Analysis	3
MGMT	516	Organizational Behavior	3
MGMT	517	Managing Human Capital	3
MGMT	521	Organization Development and Change	3
MGMT	529	Ethical Decision Making	3
MGMT	540	Diversity for Strategic Advantage	3
MGMT	541	Management for the Worldwide Organization	3
MGMT	561	Managing Teams and Conflict	3
MGMT	570	Organizational Performance Improvement	3
MGMT	581	Corporate and Organizational Leadership	3
MGMT	597	Master's Project in Management (Capstone Course)	3
Total:			**39 units**

*All core courses may be taken in any order **except** HROD 500 and MGMT 597. Course HROD 500 must be taken near the beginning of the program. Course MGMT 597 must be taken near the end of the program.

Young Executive Program Requirements

The Young Executive MAM program is a 39-unit business leadership and management program consisting of the following courses:

BUSI	509	Worldview Leadership Formation	1
HROD	500	Foundations of Human Resource Development	3
MGMT	510	Current Issues in Business and Management	3
MGMT	515	Applied Research and Analysis	3
MGMT	516	Organizational Behavior	3
MGMT	517	Managing Human Capital	3
MGMT	521	Organizational Development and Change	3
MGMT	529	Ethical Decision Making	3
MGMT	540	Diversity for Strategic Advantage	3
MGMT	541	Management for the Worldwide Organization	3
MGMT	561	Managing Teams and Conflict	3
MGMT	570	Organizational Performance Improvement	3
MGMT	581	Corporate and Organizational Leadership	3
BUSI	597	Field Experience	2
Total:			**39 units**

Optional Concentrations Fields **9 units**

Upon completion of the core courses, students may earn concentrations by taking the equivalent of at least three 3-unit elective courses. Concentrations are currently offered in the following areas:

- Organizational Development and Change
- Diversity for Strategic Advantage
- Human Resource Management
- Marketing
- Nonprofit Management
- Public Administration
- Strategic Management

Concentration courses are generally taught using the one-on-one Oxford tutorial model as independent study. Students may consult the MAM enrollment coordinator or the MAM program chair for appropriate faculty to contact regarding the concentration of the student's choice.

Course Attendance and Schedule

The collaborative learning process that characterizes the MAM program requires that students are prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MAM program. Absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their travel plans. Because the program coursework is offered in accelerated nine-week sessions, students generally cannot miss more than two classes without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Academic Honors

Outstanding Graduate – At each commissioning, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement, but when a secondary factor is needed to make a selection, the committee determines which of the outstanding candidates contributed most to the learning community.

Commissioning Ceremony

Preceding each commencement, APU holds a commissioning ceremony for the graduating students and their families. This event includes an awards ceremony, words to live by, student remarks, and a time of prayer/commissioning for each graduate.

Graduation

To graduate, students must complete the required 39 units with a grade-point average of at least 3.0 within five years of matriculation. This includes completing all required courses with a *C-* or above. All courses taken within the SBM and used for a student's MAM candidacy must be taken for a letter grade, except courses offered only on a *P/F* basis.

Field Study Fees

Mandatory and elected Field Experience trips that are required on a program-by-program basis may incur required fees. Students who switch programs, withdraw, or are otherwise unable to participate in Field Experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip.

For the most up to date list of fees, visit www.apu.edu/graduatecenter/sfs/costs/fees/.

COURSE DESCRIPTIONS

Business Administration

BUSI 500 MBA Primer (3)

In preparation for the MBA degree program, this course equips students with basic business skills and a foundational understanding of general business principles and practices. This interdisciplinary course includes undergraduate-level instruction in algebra, accounting, finance, marketing, economics, and statistics, and may be offered in a traditional classroom setting, an online format, or as a course tutorial. *A final grade of* B *(3.0) or better is required to continue in the program. Course may be repeated and must be taken during the first two semesters of the student's program. This course does not replace a core course to meet program requirements.*

BUSI 509 Worldview Leadership Formation (1)

Students engage in a process of discovering the foundational elements of Azusa Pacific University that serve as guiding principles for their distinctive education. While concentrating on the co-curricular resources available to them for holistic development, students focus on effective leaders deployed into various places. This course brings heightened self-awareness regarding individual strengths, the impact of worldview on leadership, and the importance of spiritual growth as a complementary journey toward formation. Taught in a full-time format over one weekend prior to start of fall and spring semesters. Grading is Pass/Fail.

BUSI 511 Quantitative Analysis (3)

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

BUSI 512 Management Accounting (3)

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based

BUSI 513 Corporate Finance (3)

This course examines how financial decisions can affect the value and health of firms. Topics include cash flow and ratio analysis, discounted cash flow analysis, stock and bond valuation, investment criteria and decisions, capital budgeting, capital structure decisions, risk-return analysis, and long-term and short-term financing decisions. In addition, students read and discuss articles related to God's financial principles. *Prerequisite: BUSI 512*

BUSI 514 Operations Management (3)

Different business strategies require different processes, and each strategy utilizes unique capabilities to gain competitive advantage. Students use a process view of operations to analyze key dimensions such as capacity planning, cycle time management, role of technology, logistics and supply chain management, and quality management. Finally, students connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Case based. *Prerequisite: BUSI 521*

BUSI 515 Marketing Research (3)

Focusing on how to gather, analyze, and interpret data about markets and customers, this course explores the range of decision problems in which marketing research information might prove useful. Students learn how selection of target market, new product or service introduction, customer retention, and pricing decisions benefit from market research. Throughout the course, students master three objectives: (1) Define the marketing decision problem and decipher the information required for the decision-making process; (2) Learn methods for acquiring trustworthy and relevant data, and how to judge its quality (e.g, design, appropriate marketing research methods, sampling procedures); (3) Use data analysis techniques in order to make certain classic types of marketing decisions (e.g., regression analysis, positional maps, conjoint analysis). Case and project based. *Prerequisites: BUSI 512 and BUSI 513*

BUSI 516 Organizational Behavior (3)

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

BUSI 519 Research Design and Program Evaluation for Nonprofits (3)

This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research in-house versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on copy testing (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

BUSI 520 Entrepreneurial Decision Making (3)

This course covers the tactical and strategic decisions that are essential for successfully starting and managing a new business. The course provides the framework for students to learn the application of practical business knowledge and tactics in transforming entrepreneurial vision into winning business strategies and thriving entrepreneurial ventures. Students learn the techniques for successful entrepreneurial decisions including modeling successful business and strategic plans; effectively targeting, evaluating, and identifying alternate financing sources; competitive pricing, product differentiation, and market targeting as key drivers for sales growth and profitability; and effective competitive and risk assessment, analysis, and management.

BUSI 521 Managerial Economics (3)

Students learn to think strategically about the economic environment in which a firm operates. The first half of the course covers the foundations of microeconomics (supply and demand, market price and output, production, cost, and simple competitive market equilibrium). The second half deals with applying microeconomic theory to economic strategy, including more sophisticated pricing and competitive strategies. Case based. *Prerequisite: BUSI 512*

BUSI 522 Private Enterprise and Public Policy (3)

This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and the creation of businesses to capitalize on opportunities driven by legislative or regulatory action. Case based.

BUSI 523 Manufacturing Operations (3)

This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Coursework stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

BUSI 524 New Venture Creation (3)

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

BUSI 525 Entrepreneurial Venture Analysis (3)

This course covers case studies and analysis of entrepreneurial ventures and the identification of the different ways management concepts and techniques are applied in developing innovative businesses, standardizing products, designing processes, and operating tools. The course explores the identification of the systems and analytical decision models applied in various entrepreneurial operating functions and the techniques for setting performance standards and designing the activities required to drastically upgrade the yield from resources in order to create new markets and new customers. It evaluates the complex dynamics of entrepreneurial challenges in modern theory and practice through the use of case studies of entrepreneurial ventures.

BUSI 526 Capital Formation (3)

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

BUSI 527 Marketing Strategy (3)

Combining elements of product development, product launch planning, and product management, this course views the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required for the development, launch, and ongoing management of successful products. The course offers in-depth treatments of issues related to marketing strategy, including product life cycle analysis, buyer utility, competitive set, customer and market analysis, pricing, the new product launch process, and annual planning. Case and simulation based. *Prerequisites: BUSI 515 and BUSI 521*

BUSI 528 Consulting for Organizations (3)

This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing. *Prerequisite: HROD 521*

BUSI 530 Capstone Project: Entrepreneurial Emphasis (3)

The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

BUSI 532 Ethical Issues in Nonprofit Management (3)

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

BUSI 542 Managing Cultural Differences (3)

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

BUSI 543 International Trade and Finance (3)

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

BUSI 545 International Marketing (3)

International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

BUSI 546 Investments (3)

This course provides students with the study of financial instruments. Along with the knowledge of investment principles, students focus on the decision process that evaluates various investment opportunities. In addition, students discuss their stewardship to God as individual Christian investors and Christian financial managers in a corporation. *Prerequisite: BUSI 513*

BUSI 548 International Business (3)

This course covers the various strategies businesses use in worldwide operations. Students explore the development of business strategies, the motivations for firms to expand operations globally, organizational challenges, and managerial implications. Students also examine political, economic, and social factors that shape the international business environment. The course focuses on competitive responses to these external pressures and identifies strategic models or approaches. Organizational capabilities, structures, and systems are examined to deliver optimal results. The necessary processes to acquire cross-border knowledge for creating joint ventures and alliances are examined. Finally, the future role of Multi-National Enterprises (MNEs) for the global economy is explored. Case and simulation based.

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 coursework is completed.*

BUSI 552 Comparative Management (3)

The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the "universals" of management. *Must be taken after other coursework is completed. Corequisite: BUSI 551*

BUSI 555 Integrated Decision Making in Nonprofits (3)

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

BUSI 561 Fund Development: Planning, Implementing, and Evaluation (3)

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, funders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

BUSI 562 Effective Nonprofit Leadership and Management (3)
This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations based on management expert Peter F. Drucker's principles of management.

BUSI 563 Public Accounting: Legal and Financial Issues in Nonprofit Management (3)
This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

BUSI 564 Strategic Marketing for Nonprofits (3)
This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

BUSI 565 Integrated Marketing Communications (3)
This course provides an introduction to the field of strategic marketing. The course texts, outside readings, videos, case studies, and class exercises are designed to focus on understanding three areas of effectiveness: 1) what makes an organization effective; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

BUSI 566 International Field Study and Internship (0–5)
This course provides the framework for Young Executive MBA students to register for and complete the required field experience through management internships and visits to local business firms during the course of the graduate business program. Toward the end of the program, students travel overseas for an international business field study trip covering international business strategies and global management topics.

BUSI 567 Advanced Financial Analysis (3)
Students explore the practical applications of financial management based on case studies. Major topics include financial statement analysis, financial forecasting, cost of capital estimation, capital budgeting decisions, capital structure decisions, equity financing, and mergers and acquisitions. *Prerequisites: BUSI 513 and BUSI 521*

BUSI 569 Nonprofits in America: History, Philosophy, and Tradition (3)
This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the independent sector today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

BUSI 575 Global Business Economics (3)
This course covers the concepts of global economics, measurement of economic performance, macroeconomic indicators affecting the global business environment, sources of country-specific economic data and data evaluation, microeconomic analysis of decisions in multinational firms, and economic performance forecasting. It also explores the global economic environment of business including socio-economic goals and policies that impact multinational business performance and global business strategies, as well as international economic forces influencing business decisions and the firm. It further explores global business economic cases featuring methodology and research perspectives of economics and the contribution of the economics paradigm to business decisions and processes.

BUSI 577 Global Field Study (0–5)
This course provides the framework for Millennial MBA students to register for and complete the required global field study in various countries around the world. During the course of the program and over several terms, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the MBA curriculum.

BUSI 578 Strategy and Planning (3)
Taken in the last semester, this course explores how to convert executive vision into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation and change management. Students use strategy support systems to transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based. *Prerequisite: BUSI 527*

BUSI 580 Strategic Internet Marketing (3)
This strategic internet marketing course emphasizes relationships among e-commerce business concerns, Internet technology, business marketing strategies, and the social and legal context of e-commerce. Basic economic and business marketing forces driving e-commerce are discussed. E-commerce is creating new electronic markets where prices are transparent, markets are global, and trading is highly efficient, though not perfect. E-commerce is having a direct impact on the firm's relationship with suppliers, customers, competitors, and partners, as well as how firms market products, advertise, and use brands. Whether interested in marketing and sales, design, production, finance, information systems, or logistics, one will need to know how e-commerce technologies can be used to reduce supply chain costs, increase production efficiency, and tighten the relationship with customers. Emphasis is on Internet marketing and Web design.

BUSI 581 Strategic Leadership (2)
Students learn to set an organization's strategic direction, align corporate organizational structure to implement strategy, and lead individuals. Students explore the power and strategic importance of their own formation and identity as a leader in creating value, mobilizing resources around opportunities, and influencing others through their corporate role. Class discussions serve as a framework for exploring high-performance impact, corporate culture, reputation, leading strategic change, and leadership theories and styles, with particular attention to servant leadership as an extension of a Christian worldview. Students further explore informal and formal authority and the strategic connection between personal leadership and organizational effectiveness.

BUSI 583 Integrated Decision Making (3)
Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a 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. *Must be taken in final semester of study.*

BUSI 590 Capstone Project (3)
This comprehensive capstone experience provides an opportunity for students to integrate the learning experience through the formulation of a business plan and corporate report providing strategic direction to a business. The completed strategic plan describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives within the business plan.

BUSI 591 Marketing Strategy for Competitive Advantage (3)
This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage. *Prerequisite(s): business degree or BUSI 504 and BUSI 578*

BUSI 592 Financial Strategy for Competitive Advantage (3)
This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management. *Prerequisites: BUSI 513 and BUSI 578*

BUSI 593 Manufacturing Strategy for Competitive Advantage (3)
This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage. *Prerequisite: BUSI 578*

BUSI 594 Information Resources Strategy for Competitive Advantage (3)
This course explores and develops the integration of management skills and information resources. It deals with the management and innovative use of diverse types of information and integrates the functions of management with suppliers of information. Students analyze the speed of delivery of information, advanced technological tools, masses of material, and the decision-making process. It provides cross-training for future managers and undergirds their roles as part of the corporate whole. *Prerequisites: BUSI 514 and BUSI 578*

BUSI 595 Capability Design and Management of Strategic Change (3)
Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, real-time planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

BUSI 597 Field Experience (2)
This program of study exposes students to the inner workings of several different organizations, research and development, and manufacturing facilities. The commonalities and differences students observe stimulates their thinking with regard to what matters and what works. The course consists of an intensive fieldwork experience as well as assigned readings that focus on firsthand experiences of business leaders. Grading is Pass/Fail.

BUSI 598 Executive Seminar (1)
This seminar introduces contemporary issues within business, human resources, and/or organizational development, and their impact on organizational effectiveness. Seminars focus on skill development to improve working environments and interactions among employees, leaders, organizations, and communities. *May be taken three times with different topics.*

BUSI 599 Readings in Business (1–3)
Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

Human Resources

HROD 500 Foundations of Human Resource Development (3)
The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

HROD 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.

HROD 512 Employee Development (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.

HROD 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.

HROD 530 Labor Law and Negotiations for Human Resource Professionals (3)
Human resources professionals are routinely involved in negotiating agreements and resolving conflicts, such as collective bargaining agreements, agreements with benefit plans providers, individual employee claims, and the terms of employment for new employees. This course provides a brief introduction to the pervasiveness and importance of negotiation. One objective of this class is to help students develop an analytical understanding of negotiations. Another purpose is to increase the students' self-confidence with respect to their negotiation skills. *Prerequisite: HROD 517*

HROD 531 Designing and Managing Compensation and Benefit Systems (3)
This course provides a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Compensation systems in organization must be linked to organizational objectives and strategies. Both scholars and managers agree that the way compensation is allocated among employees sends a message about what management believes is important and the types of activities it encourages. With the responsibility of administering compensation expenditures wisely, HR professionals must balance the interests and costs of the employers with the needs and expectations of employees. *Prerequisite: HROD 517*

HROD 532 Human Resource Law (3)
Human resources professionals are routinely called upon to navigate a number of legal issues. This course introduces the major laws governing human resource management in the work place beginning with the core skills it takes to safely interview job candidates, counsel employees, and mediate disputes. Students gain a thorough understanding of EEOC and ADA regulations and learn how to comply with the Family and Medical Leave Act. Emphasis is on the laws about unlawful discrimination, recruiting, hiring, promotions, harassment, and reasonable accommodation. *Prerequisite: HROD 517*

HROD 550 Instructional Design and Training Methods (3)
This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

HROD 575 Leveraging Diverse Community Partnerships (3)
Students gain an in-depth understanding of the recruitment and retention of diverse workforces. This course gives students practical methods for recruiting employees from diverse backgrounds through the development of culturally sensitive marketing and recruiting materials. It also addresses issues regarding the management, retention, and advancement of employees from diverse backgrounds.

HROD 576 Managing in a Multicultural Context (3)
This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multicultural work environments.

HROD 577 Cultural Explorations in Global Business (3)
Future business leaders engage their own and others' cultures in the context of a global marketplace while understanding how those cultures may impact the bottom line. Students also investigate the complexities of company demands to increase compliance with international business standards.

HROD 578 Recruiting and Retaining a Diverse Workforce (3)
In leveraging diverse community partnerships, students learn practical methods for developing culturally sensitive marketing campaigns for the purpose of recruiting diverse employees into multiple areas of industry. Also, issues regarding management and retention of employees from diverse backgrounds are examined, including glass ceiling issues.

HROD 599 Readings in Human and Organizational Development (1–3)
Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

Management

MGMT 510 Current Issues in Business and Management (3)
This course examines organizational and behavioral problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

MGMT 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.

MGMT 516 Organizational Behavior (3)
This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. Case based

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

MGMT 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.

MGMT 529 Ethical Decision Making (3)
This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

MGMT 540 Diversity for Strategic Advantage (3)
This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

MGMT 541 Management for the Worldwide Organization (3)
This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

MGMT 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.

MGMT 561 Managing Teams and Conflict (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.

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

MGMT 581 Corporate and Organizational Leadership (3)
This course examines the need for Christian business leaders to become transformational leaders as they orient others to the necessity of continuous change and improvement.

MGMT 582 Strategic Management in Not-for-Profit (3)
This course offers a study of the strategic management issues which are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations. *Prerequisite: BUSI 450 or equivalent*

MGMT 583 Global Strategic Management (3)
The course explores the main issues that companies and their managers confront when they 'go global' or 'manage globally.' Students gain both theoretical and practical insight into the management of a global organization to appreciate the opportunities, problems (both worldwide and local), and alternative strategies for globalization or localization.

MGMT 597 Master's Project in Management (3)
This capstone course involves the implementation and application of management theory. Students participate in a service-learning project for a community-based organization, applying management methodology. Students are expected to complete a master's level research project demonstrating competency in management theory, the individual area of emphasis, as well as faith integration. *Prerequisite: final semester of MAM program*

Web and Information Technology

WEB 571 Website Design and Development (3)
This course examines fundamental principles of website design, emphasizing considerations of functionality, information architecture, and usability. The course also introduces the students to prototyping tools used to develop and communicate website designs.

WEB 572 Emergent Information Technologies (3)
This course involves the study of technological change, especially the effects of technological change on society and commerce and how these changes and effects transpire. The course also entails a study of key technologies that are having, or may have, significant effects on society and commerce.

WEB 573 Relational Database Technology (3)
This course presents the relational database model and explains a process for relational database design, and covers the fundamentals of relational database creation and maintenance. It also explains the use of an application development environment, such as Allaire's Cold Fusion, to develop Web database applications.

WEB 575 Internet Business and Strategic Management (3)
This course describes how the Internet has created demand for e-business, and how this new economic and technological shift has transformed the way in which business models are created. Major trends driving e-business are identified. E-business application architecture is reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to a sustainable competitive advantage, where enterprise resource planning is being utilized. In this quickly changing environment, knowledge management becomes important to integrate technologies and solutions for organizations. Clarifying strategic objectives with the process improvement, strategic improvement, and business transformation are considered, along with elements of tactical execution options and e-project management.

L.P. and Timothy Leung School of Accounting

Faculty

Professor of the Leung Endowed Chair for Ethical Auditing: John M. Thornton, Ph.D., CPA

Associate Professors: Paul Anderson, MBA, CPA; Stanley Deal, M.S., CPA; Adele Harrison, Ph.D.

Assistant Professor: Rachel Hall, MBA, CPA

INTRODUCTION

Housed within Azusa Pacific's School of Business and Management, the Leung School of Accounting focuses on career preparation designed to answer the challenges of a rapidly changing marketplace in vital need of qualified, Christian professionals. Graduates of the Leung School of Accounting gain marketable skills and leadership qualities that prepare them to strengthen the field of accounting and financial sector through competence and character. Practical training also includes internship placements that blend real-world experience with classroom theory, resulting in comprehensive preparation for the uniform CPA examination.

PROGRAMS OFFERED

- Master of Professional Accountancy (MPA)

VISION STATEMENT

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

MASTER OF PROFESSIONAL ACCOUNTANCY (MPA)

Program Chair
John Thornton, Ph.D., CPA
(626) 815-3095
jthornton@apu.edu

The Master of Professional Accountancy is a 30-credit master's degree designed to prepare students for careers as Certified Public Accountants (CPAs). The program's curriculum combines an internship with a public accounting firm and coursework to prepare students to pass the CPA exam and meet the 150-semester credit hour rule now required for certification by 49 of 50 states. The program focuses on developing students' character and competence consistent with the L.P. and Timothy Leung School of Accounting's vision. Ideal candidates for this degree will have recently completed an undergraduate degree in accounting or a related field with a concentration in accounting with plans to enter the public accounting profession.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-3055 or visit www.apu.edu/international/.

Additional Admission Information

Admission to the Master of Professional Accountancy Program is based on a review of each applicant's academic achievements, GMAT/GRE score, personal statement, and references. A bachelor's degree in accounting or the equivalent or dean's permission is required for admission. While the entirety of an applicant's package is considered, accepted applicants generally fit into one of the following two categories:

Regular Program Acceptance — Students admitted to the program in this group hold undergraduate degrees in accounting or the equivalent or dean's approval, GPAs of 3.3 or higher, and GMAT scores of 550 or higher. Most students are admitted under this category.

Conditional Program Acceptance — Students admitted to the program provisionally typically have undergraduate GPAs between 3.0 and 3.29 or GMAT scores between 500 and 549. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statements. If admitted, provisional students must maintain a *B* or better overall GPA in the first 12 units of coursework with no course grade below a *B-* in order to continue in the program.

Application Deadline — Applications are accepted year-round. However, to ensure full consideration for the June internships, completed applications should be received by January 31.

MPA Program Curriculum

The MPA program curriculum requires 30 units of specific core courses. If a student has already successfully completed an approved internship, ACCT 505 should be replaced with an elective. If a student has passed the CPA exam in full or part, ACCT 590 should be replaced with an elective.

Core Courses

ACCT	505	Internship^	3
ACCT	510	Accounting and Tax Research Methods	3
ACCT	515	Accounting Information Systems	3
ACCT	520	Global Financial Accounting Standards	3
ACCT	525	Accounting Ethics	3
ACCT	530	Advanced Business Law	3
ACCT	535	Advanced Managerial Accounting	3
ACCT	540	Forensic Accounting and Fraud Investigation	3
ACCT	545	Advanced Auditing	3
ACCT	590	Integrative Accounting Review^^	3

^If a student has already successfully completed an approved internship, an elective should be chosen to replace ACCT 505.
^^If a student has passed the CPA exam in full or part, an elective should be chosen to replace ACCT 590.

Electives

ACCT	550	Accounting for Governmental and Nonprofit Entities	3
BUSI	513	Corporate Finance	3
BUSI	514	Operations Management	3
BUSI	521	Managerial Economics	3
BUSI	567	Advanced Financial Analysis	3
BUSI	578	Strategy and Planning	3

COURSE DESCRIPTIONS

Accounting

ACCT 505 Accounting Internship (3)

This course provides a practical application of principles and theory in an actual business setting through an accounting internship with a CPA firm. Students without prior public accounting internships or work experience are required to take this course. *Prerequisite: Acceptance into the program*

ACCT 510 Accounting and Tax Research Methods (3)

In preparation for professional practice, students explore accounting research methods and tax issues utilizing professional online research databases to properly identify and focus research questions, interpret data, develop opinions, and effectively communicate the results. *Prerequisite: Acceptance into the program*

ACCT 515 Accounting Information Systems (3)

This course emphasizes the application of accounting information systems. Students gain experience in auditing data within the computer environment and learn the controls necessary to ensure the accuracy and reliability of the accounting system. *Prerequisite: Acceptance into the program*

ACCT 520 Global Financial Accounting Standards (3)

This course compares global accounting standards of the International Financial Reporting Standards to Generally Accepted Accounting Principles standards in the United States. Topics include statements of operations, financial position, stockholders' equity, and cash flow, as well as research and development, inventories, pensions, stock options, intangibles, leases, and taxes. Students learn through in-depth analysis of contemporary financial reporting requirements promulgated by the national and international accounting standards boards. *Prerequisite: Acceptance into the program*

ACCT 525 Accounting Ethics (3)
Students explore accounting ethics encountered in practice such as, moral reasoning to resolve ethical dilemmas and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspective on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance. *Prerequisite: Acceptance into the program*

ACCT 530 Advanced Business Law (3)
Focusing on advanced legal issues encountered in financial and commercial business transactions, this course offers an in-depth study of business law, mergers and acquisitions, sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants. *Prerequisite: Acceptance into the program*

ACCT 535 Advanced Managerial Accounting (3)
Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing, and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based. *Prerequisite: Acceptance into the program*

ACCT 540 Forensic Accounting and Fraud Investigation (3)
Discussion focuses on the principles and methodology of forensic accounting, including fraud detection and prevention. Students examine consumer, management, employee, and financial statement fraud. Prevention through internal controls and evidence gathering techniques is also addressed. *Prerequisite: Acceptance into the program*

ACCT 545 Advanced Auditing (3)
This course covers advanced auditing topics and helps students develop an understanding of auditing standards and practice through in-depth analysis of contemporary auditing theory as promulgated by the accounting profession. The course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board. *Prerequisite: Acceptance into the program*

ACCT 550 Accounting for Governmental and Nonprofit Entities (3)
Students review theory and principles applicable to nonprofit accounting and accounting for government units. Topics include financial performance measurement and the accounting requirements and reporting practices of specific types of nonprofit organizations. Government topics include objectives and principles of government accounting and budgetary, revenue, and expenditure accounting. *Prerequisite: Acceptance into the program*

ACCT 590 Integrative Accounting Review (3)
In this course, students integrate the learning experience by completing modules related directly to CPA exam preparation. *Prerequisites: ACCT 510, 515, 520, 525, 530, 535, 540, and 545*

Please see the BUSI course descriptions in the Business Administration Section.

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School of Education

Faculty

Dean and Professor: Anita Fitzgerald Henck, Ph.D.

Associate Dean for Academic Affairs and Assistant Professor: Sandra Richards Mayo, Ph.D.

Associate Dean for Accreditation and Professor: Chinaka DomNwachukwu, Ph.D.

Associate Dean for External Partnerships: Kent Bechler, Ph.D.

Department of Educational Leadership

Chair and Professor: Pamela M. Christian, Ph.D.

Program Director, Doctoral Programs: Vacant

Program Director, Educational Leadership and Professional Administrative Services Credential (Tier I and Tier II); and Professor: Teri Marcos, Ed.D.

Professors: Patricia Bonner, Ph.D.; Randy Fall, Ph.D.; Ronald Foland, Ph.D; Ying Hong Jiang, Ph.D.; Hae Seong Park, Ph.D.; Jenny Yau, Ed.D.

Department of School Counseling and School Psychology

Chair, and Professor: David Morrison, Ed.D.

Program Director, School Counseling; and Professor: Michael Block, Ph.D.

Program Director, School Psychology; and Associate Professor: Pedro Olvera, Psy.D.

Coordinator for Fieldwork and Internship; and Professor: Robert Martin, Ph.D.

Professors: Lewis Bonney, Ph.D.; Randy Fall, Ph.D.

Associate Professor: Michelle Cox, Ph.D.

Assistant Professors: Paul Bernard, M.A.; Rema Reynolds, Ph.D.

Department of Teacher Education

Chair, and Professor: Gregory Kaiser, Ph.D.

Assistant Chair, General Education Credential Programs, and Assistant Professor: Janine Ezaki, M.A.

Assistant Chair, Special Education Credential Programs, and Assistant Professor: Litzy Ruiz, M.A.

Assistant Chair, Master's in Teaching Programs, and Associate Professor: Jessica Cannaday, Ph.D.

Program Director, Single Subject Credential Program; Induction Program Director: Vacant

Program Director, Multiple Subject Credential Program; PDS Program Director; and Assistant Professor: Janine Ezaki, M.A.

Program Director, Master of Science in Physical Education and Master of Arts in Physical Education with Single Subject Credentials and Adapted Physical Education Added Authorization; and Associate Professor: Cindy Tanis, Ph.D.

Program Director, Online Master of Arts in Educational Technology; and Professor: Kathleen Fletcher Bacer, Ed.D.

Program Coordinator, Master of Arts in Education: Digital Teaching and Learning, and Assistant Professor; Jennifer Courduff, Ph.D.

CTEL/CLAD Coordinator: Vacant

PDS Coordinator; and Assistant Professor, Amber Parks, Ed.D.

CalTPA Coordinator; CalTPA Lead Assessor/Trainer; Associate Professor: JoAnn Jurchan, Ed.D.

Program Coordinator for the M.A. in Education: Teaching and GATE, and Associate Professor; Jessica Cannaday, Ph.D.

Program Director, Moderate/Severe Credential Programs, and Assistant Professor: Litzy Ruiz, M.A.

Program Director, Mild/Moderate Credential Programs: Vacant

Program Coordinator, M.A. in Education: Special Education, Assistant Professor: Glenn Green, Ed.D.

Professors: Linda Chiang, Ed.D.; Chinaka DonNwachukwu, Ph.D.; Joanne Gilbreath, Ed.D.; Ruth Givens, Ed.D,; S. Malia Kirkland, Ph.D.; Hee Kap Lee, Ph.D.; Bennett Nworie, Ph.D.; Gail Reeder, Ph.D.; Kathryn Scorgie, Ph.D.; Nilsa Thorsos, Ph.D.; Susan Warren Ph.D.

Associate Professors: Donna Block, M.Ed.; Ann Bradley, Ed.D; Stephen Cochrane, Ph.D.; Nancy Contrucci, Ph.D.; Yvette Latunde, Ed.D.; Jeffrey Lee, Ed.D.; Christopher Quinn, Ed.D.; Gregory Richardson, M.Ed.; Christopher Yoon, Ph.D.

Associate Professor (part time): James Milhon, M.Ed.

Assistant Professors: Craig W. Bartholio, Ed.D.; Donna Block, M.A., Ed.S.; Jennette Diamond, M.Ed.; Diana Dobrenen, M.Ed.; Barbara Flory, Ed. S.; Ronald Foland, Ph.D; Jan Forsse, M.S.; Ie May Freeman, Ed.D., Sandra Richards Mayo, Ph.D.

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

CAMPUS LOCATIONS

Programs offered by the School of Education may be taken on the Azusa campus located in Azusa, California, or at one of APU's seven regional centers throughout Southern California. Not all programs are offered at all campuses or in all delivery modes (i.e., face-to-face, online, and hybrid). Check with locations for specific programs offered.

1. High Desert Regional Center
15283 Pahute Ave.
Victorville, CA 92395
(760) 952-1765
(877) 247-3462
highdesert@apu.edu
www.apu.edu/highdesert

2. Inland Empire Regional Center
375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
inlandempire@apu.edu
www.apu.edu/inland

3. Los Angeles Regional Center
3580 Wilshire Blvd., Ste. 200
Los Angeles, CA 90010
(213) 252-0962
(866) 491-9083
losangeles@apu.edu
www.apu.edu/losangeles

4. Murrieta Regional Center
40508 Murrieta Hot Springs Road
Murrieta, CA 92563
(951) 304-3400
(877) 210-8841
murrieta@apu.edu
www.apu.edu/murrieta

5. Orange County Regional Center
1915 Orangewood Ave., Ste. 100
Orange, CA 92668
(714) 935-0260
(800) 272-0111
orangecounty@apu.edu
www.apu.edu/orange

6. San Diego Regional Center
5353 Mission Center Rd., Ste. 300
San Diego, CA 92108
(619) 718-9655
(877) 210-8839
sandiego@apu.edu
www.apu.edu/sandiego

7. Ventura County Regional Center
445 E. Esplanade Dr., Ste. 200
Oxnard, CA 93036
(805) 988-1267
(877) 210-8840
ventura@apu.edu
www.apu.edu/ventura

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).
- The School of Education credential programs are accredited by the State of California Commission on Teacher Credentialing (CTC).
- The Master of Arts in Education: Educational Psychology with embedded School Psychology Credential program is approved by the National Association of School Psychologists (NASP).

School of Education Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

School of Education Learner Goals

We prepare:

1. Ethical professionals who understand and articulate the integration of a Christian worldview in their communities of practice.
2. Responsive educators who practice reflective, creative critical thinking in their engagement with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration, professional growth, and lifelong learning.

Program Expectations

- APU candidates prepare to work in schools as educators, including teachers, coaches, school and district leaders, teacher librarians, school counselors and psychologists, and other specialty personnel. They must demonstrate the content, pedagogy, and writing skills and dispositions required of the profession. Therefore, the School of Education assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- Candidates are required to sign a dispositions form as a condition of program participation.
- All candidates must have access to technology (i.e., computer and Internet connectivity). Additional technology requirements are necessary for some programs. Please check the department descriptions in this catalog for more information.
- The clinical practice experience for a non-intern position requires 18 weeks of full-time student teaching experience.
- Candidates who live, work, or relocate to a location more than 100 miles from the nearest Azusa campus (including regional centers) will be assessed charges to cover the costs (travel, lodging, etc.) for fieldwork and/or clinical experience supervision.

- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE, and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.

Professional Unit-level Dispositions

The School of Education has adopted a set of professional dispositions that represent the attitudes and behaviors expected of all educational professionals. These dispositions reflect the values that are central to the mission of the School of Education. In addition to maintaining satisfactory academic progress, candidates are expected to demonstrate these dispositions throughout all education programs. Candidates who fail to meet the dispositional requirements will be evaluated for fitness to practice in the profession.

Graduate Catalog and Student Handbook

The Graduate Catalog is the official guide to graduate programs at Azusa Pacific University and includes information about university-wide policies and procedures, as well as general descriptions of academic programs and degree requirements. In addition, the Student Handbook contains policies, procedures, and expectations with more detailed information about academic clearance. It is the student's responsibility to understand both the university's and the program's requirements. Therefore, students are advised to refer to the Student Handbook for policies and procedures that directly affect them.

Office of Credentials and Student Placements

The Office of Credentials and Student Placements provides a centralized location in which prospective and current School of Education candidates, faculty, staff, and the community can receive accurate, comprehensive, and complete information and advisement regarding the requirements involved in obtaining California credentials and certificates authorizing service in California schools and information regarding clearance and placement for the clinical practice experience. It is the candidates' responsibility to submit a credential application through the Office of Credentials and Student Placements upon completion of a credential program to receive their California Educator's Credential. For more information, please contact (626) 815-5346.

Certificate of Clearance

Azusa Pacific University requires candidates who are admitted to any program within the School of Education to have and maintain a Certificate of Clearance from the California Commission on Teacher Credentialing or provide another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. Candidates who allow their Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing to expire will be prevented from enrollment in future terms. For more information, please contact (626) 815-5346.

TaskStream

All School of Education degree, credential, and non-degree candidates must register for and establish an electronic portfolio account through TaskStream for the duration of their studies. The candidate's electronic portfolio will be contributed to throughout the program of study and will include the course signature assignments and other key assessments as required by the candidate's degree or credential program. The signature assignments are critical to program improvement efforts and to the School of Education's continuing accreditation. A candidate's final course grade for courses with a signature assignment cannot be submitted until all necessary assessments have been uploaded to TaskStream. Successful evaluation of the electronic portfolio is required for degree completion and/or recommendation for a credential to the California Commission on Teacher Credentialing (CTC).

Credential Program Transition Points

The three major transitions points from admission to, and matriculation through the teacher preparation programs are described below. Credential candidates should refer to their program handbook for further necessary details.

Transition Point 1. Admission

General Requirements

All programs within the School of Education require the following:

- A completed graduate application for admission
- A $45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific University)
- Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study
- A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0-scale. Provisional admittance may be granted to individuals with a grade-point average between 2.5 and 2.9.
- Three letters of recommendation
- A one- to two-page letter to the dean
- A valid California Certificate of Clearance (COC)
- Successful intake interview

Note: University graduate admission and program acceptance requirements must be met before an application is complete. (See the "Graduate Admission to the University" section of this catalog.)

Program Specific

In addition to the general requirements listed above, each program has specific requirements. See program descriptions listed within this catalog for additional information.

Departments reserve the right to change the admission process and requirements. Students who are in continuous enrollment status are subject to the requirements in effect at the time of their initial enrollment.

Credential Programs

- Verification of successful completion of the California Basic Educational Skills Test (CBEST) via one of the following options:
  - Multiple Subject Credential candidates: Pass CBEST; or CSET subtests 101, 102, 103, and 142
  - Single Subject Credential candidates: Pass CBEST
  - Special Education Credential candidates: Pass CBEST; or CSET 101, 102, 103, and 142; or pass CSU exam. *For CSU exam option, candidate must contact APU credential analyst for standards.*
- The program admits only candidates who meet one of the following subject-matter admission requirement options:
  - For Multiple Subject, Single Subject, and Special Education Credential programs, candidates provide evidence of having passed the appropriate CSET subject-matter examination(s).
  - For Multiple Subject, Single Subject, and Special Education Credential programs, candidates provide evidence of registration for at least one of the next scheduled CSET examinations.
  - For Single Subject Credential candidates only, provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
  - Candidates must be advised by a designated faculty member as part of an admission interview prior to enrollment in the program. This occurs after the admission application has been completed and reviewed by the Office of Credentials and Student Placements for any missing program required documentation and verification of the Certificate of Clearance. Candidates will be notified by the department when an interview appointment may be scheduled.

Doctoral

Please refer to the doctoral program description for additional admission requirements.

International Students

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit: www.apu.edu/international.

Transition Point 2. Clinical Practice Clearance

There are several requirements that must be met before any clinical practice experiences can take place:

Applications for clinical practice must be submitted to the Office of Credentials and Student Placements by April 1 for fall term and October 1 for spring term.

In addition to the application for clinical practice, students must submit the following to the Office of Credentials and Student Placement by April 30 for fall term and October 31 for spring term:

- TB test that will be current throughout clinical practice
- Valid Certificate of Clearance throughout clinical practice
- Proof of U.S. Constitution coursework or exam
- Original, passing scores of CSET exams

  Please note: CSET subtest exams expire five years from their administration date unless the score is used for recommendation of an Intern Credential or above.

  a. Multiple Subject and Special Education, all three subsets

  b. Single Subject:

  i Proof of passage of Single Subject Assessment Examination, all required subtests, or

  ii Official verification of completion of CTC-approved subject-matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed.
- Students who have secured a contracted teaching position must submit a copy of their teaching contract for the appropriate school year and a principal letter on school letterhead.

Transition Point 3. Credential Application

To be eligible for a credential, candidates must demonstrate the following:

- Successful completion of coursework (i.e., competency on each student learning outcome and a course grade of *B* or better)
- Evaluation of TaskStream assignments
- Proficiency in the TPEs
- Passage of all state-required examinations. RICA is required for candidates who wish to become certified for teaching multiple subjects or special education.
- Completion of all other credential requirements.

It is candidates' responsibility to submit a credential application through the Office of Credentials and Student Placements upon completion of a credential program to receive their California Educator's Credential. This request may be submitted to the credentials office up to one month before completion of all credential requirements.

NOTE: Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Please contact the department for course elective listing.

Affiliated Programs

Bachelor's Degree Program

APU offers a number of CTC-approved subject-matter programs for candidates completing their bachelor degrees. The School of Education collaborates with other departments in the university that offer the traditional undergraduate Bachelor of Arts in Liberal Studies and the accelerated degree completion Bachelor of Arts in Liberal Studies (School of Adult and Professional Studies).

NOTE: Candidates with an incomplete bachelor's degree and a minimum of 60 transferable units may qualify for APU's liberal studies bachelor's degree completion program, an accelerated CTC-approved program that prepares candidates for taking the CSET prior to admission to a Master of Arts in Education: Special Education and Teaching Credential programs. Please contact the School of Adult and Professional Studies (APS) at (626) 815-5301 for more information.

School Librarianship Programs

APU offers programs in school librarianship. These programs are NCATE and CTC approved. For further information, please see the University Libraries section elsewhere in this catalog.

School Nurse Services Credential

APU offers a program in school nursing services. This program is NCATE and CTC approved. For further information, please see the School of Nursing section elsewhere in this catalog.

Department of Educational Leadership

Faculty

Chair and Professor: Pamela M. Christian, Ph.D.

Program Director, Doctoral Programs: Vacant

Program Director, Educational Leadership and Professional Administrative Services Credential (Tier I and Tier II); and Professor: Teri Marcos, Ed.D.

Professors: Patricia Bonner, Ph.D.; Randy Fall, Ph.D.; Ronald Foland, Ph.D; Ying Hong Jiang, Ph.D.; Hae Seong Park, Ph.D.; Jenny Yau, Ed.D.

PROGRAMS OFFERED

- Doctor of Education in Educational Leadership with emphases in Leadership, Teaching and Learning, and School Psychology
- Master of Arts in Educational Leadership
- Preliminary Administrative Services Credential, Tier I
- Preliminary Administrative Services Internship Credential, Tier I
- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential, Tier I
- Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential, Tier I
- Professional Administrative Services Credential, Tier II

For more detailed information about the Department of Educational Leadership, please visit www.apu.edu/education/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

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

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM OPTIONS

- MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (ALSO ONLINE)
- PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL, TIER I (ALSO ONLINE)
- PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP CREDENTIAL, TIER I (ALSO ONLINE)
- MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL, TIER I (ALSO ONLINE)
- MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP CREDENTIAL, TIER I (ALSO ONLINE)

Program Director: Teri Marcos, Ed.D.
(626) 815-5369, tmarcos@apu.edu

The Master of Arts in Educational Leadership and the Preliminary Administrative Services Credential program options prepare candidates to serve as effective, innovative school administrators. Graduates emerge well equipped to fill leadership roles in Pre-K–12 schools such as principal, assistant principal, teacher leader, curriculum leader, and department chair. The programs emphasize a strong Christian approach and incorporate the following themes throughout the programs: strengths-based leadership, reflective leadership practices as related to the California Professional Standards for Educational Leaders (CPSEL), and improving teaching and learning through best practices that build exemplary schools.

The programs are offered at the following locations and online:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura County

Intern Credential Candidate Requirements

1. Contract or letter verifying the offer of employment (on the Management Salary Schedule as an administrator not part of the teachers' bargaining unit)
2. Terms and Agreements signed by the superintendent or designee
3. Letter from the employing district superintendent or designee expressing willingness to collaborate with the university in the mentoring process.

Prerequisite

Candidates with a master's degree that did not include coursework equivalent to EDL 582 (Cornerstones of Educational Leadership) may be required to take that course.

Computer Requirements

To maintain a consistent and current level of instruction, each student is required to utilize a computer equipped with Microsoft Word and Internet access.

Course Requirements

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential, Tier I includes seven courses with field experience embedded:

EDL 580	Leadership Induction	1
EDL 581	Research and Leadership	6
EDL 582	Cornerstones of Educational Leadership (Not required of candidates with a master's degree in education.)	6
EDL 583	Educational Leadership and Change	6
EDL 584	Policy and Politics of Educational Leadership	6
EDL 585	Leadership in a Legal Culture	6
EDL 586	Leadership Performance Assessment	5

Credential and master's degree	**36 units**
Master's degree only	**36 units**
Tier I credential only	**24 units**
Intern program and master's degree	**36 units**
Intern credential program only	**24 units**
Second M.A. and Tier I for APU M.A. graduates	**24 units**

Program Features

Sequenced Course Design

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program, Tier I provides candidates with the opportunity to take courses with professionals who share similar goals. The course design affords the convenience and collegiality of studying with peers. The courses and accompanying requirements are designed to be completed during five APU nine-week terms in approximately 15 months. Courses may be taken completely online.

Standards-based Program

This program is built on the six California Professional Standards for Educational Leaders (CPSELs). Candidates use their strengths to develop a shared vision of learning (CPSEL 1) that focuses on maintaining high expectations for student achievement. They learn to develop and sustain a culture of teaching and learning (CPSEL 2) through analysis of content standards, the study of instructional delivery, data analysis, application of research, and by providing staff development for all employees. Management of the school in the service of teaching and learning (CPSEL 3) assists candidates as they learn the complexities of recruiting, training, and evaluating employees by providing a safe, productive environment, and by understanding legal mandates and constraints. Candidates learn to work with diverse families and communities (CPSEL 4) for improved student success by incorporating diverse family and community expectations in school decision making. Candidates enhance their personal ethics and leadership capacity (CPSEL 5) as they engage in conflict resolution, change management, decision making, and program assessment. Political, social, economic, legal, and cultural understanding (CPSEL 6) is enhanced through analysis of political forces, legal principles, economic dynamics, and cultural distinctions present in the school setting.

Field Experience

Highlighted within the Field Experience Handbook, which is distributed within the first course, EDL 580 Induction for Educational Leaders, EDL coursework and field experiences are immediately applicable as resources for curriculum planning, assessment of student achievement, decision making, and program improvement. The candidate assumes leadership responsibilities at a local school or district setting under the guidance of a site supervisor and university mentor throughout the program. Field experiences include intensive activities both in the day-to-day functions of administrators and in longer-term policy design and implementation. These experiences are closely related to the job performance requirements of administrators. Coursework and field experiences work together to expand the candidate's leadership capacity. While field experience activities are embedded into coursework through the alignment of Benchmark Assessments for Tier I Field Experience, candidates complete all requirements of the Tier I field experience by the completion of their final course EDL 586 Leadership Performance Assessment.

Case Study

A case study is developed by each candidate based on a current topic of interest specific to his or her local school or district. It is initiated in the first two courses and developed in each of the succeeding five courses. Candidates present their case studies before an evaluative panel during the final course, EDL 586 Leadership Performance Assessment.

Thesis Option

Candidates who seek the Master of Arts in Educational Leadership may elect to complete a master's degree thesis in lieu of the case study. Students meet with the program director prior to enrolling in the third course, EDL 583 Educational Leadership and Change, to present a rudimentary research proposal.

Once approved, the thesis typically follows the six-chapter research model that enables the student to conduct meaningful research or program development. The program director and/or other full-time faculty are available to advise students who may be considering the thesis option.

Master's-degree-only Candidates

Most candidates seek the combined program for the Master of Arts in Educational Leadership with the Preliminary Administrative Services Credential. Those desiring only the master's degree traditionally serve in Christian schools or other private school backgrounds where the basic California credential is not required.

Credential-only Candidates

Credential candidates who possess a master's degree in education may elect to complete five of the seven courses in the program for the Tier I credential. EDL 582 Cornerstones of Educational Leadership may be waived at the candidate's discretion, as this course includes basic curricular, instructional, historical, and philosophical study that is typically covered in master's degree courses in education.

Acquiring the Preliminary Administrative Services Certificate of Eligibility

Upon completion of the program, the candidate is encouraged to apply for the Preliminary Administrative Services Certificate of Eligibility. This certificate is evidence that the candidate has successfully met all developmental objectives and program standards to merit recommendation for the certificate. This document qualifies the candidate to apply for an entry-level administrative position in California school districts. Upon being offered an administrative position, the candidate applies for and acquires the Preliminary Administrative Services Credential. The administrator has five years to complete requirements for the Professional Administrative Services Credential, Tier II. Candidates who do not immediately secure an administrative position apply for the Certificate of Eligibility, as there is no expiration date on the certificate.

Preliminary Administrative Services Internship Credential

The Preliminary Administrative Services Internship Credential meets the need of school districts by allowing them to employ candidates who have not yet completed all credential requirements. Upon receiving an offer of employment, candidates can immediately acquire the Internship Credential. This two-year credential entitles them to assume the full responsibilities as a California school administrator while completing the university program. Candidates benefit from joint mentoring and supervision by the university and nominating districts.

Internship Program Requirements

Administrative interns participate in the administrative credential courses along with other candidates. The Internship Credential allows them two years to complete the program. Upon completion of the program, they apply for the Preliminary Administrative Services Credential, Tier I that, while remaining employed on a management contract, allows them five years to complete requirements for the Professional Administrative Services Credential, Tier II.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP WITH AN EMPHASIS IN EDUCATIONAL TECHNOLOGY AND LEARNING (EDUCATIONAL LEADERSHIP COURSES ALSO ONLINE)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP WITH AN EMPHASIS IN EDUCATIONAL TECHNOLOGY AND LEARNING AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL, TIER I (EDUCATIONAL LEADERSHIP COURSES ALSO ONLINE)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP WITH AN EMPHASIS IN EDUCATIONAL TECHNOLOGY AND LEARNING AND PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP CREDENTIAL, TIER I (EDUCATIONAL LEADERSHIP COURSES ALSO ONLINE)

Program Director: Teri Marcos, Ed.D.
(626) 815-5369, tmarcos@apu.edu

The Master of Arts in Educational Leadership and the Preliminary Administrative Services Credential with an emphasis in Educational Technology and Learning program option meets the needs of school districts desiring to hire administrators with a strong technology background. These programs meet an ever-growing demand of school districts for administrators who understand the 21st-century learner, as well as understanding and integrating the technology tools and learning strategies to meet the needs of all learners. The programs offer an increased opportunity for educators looking to utilize their talents and strengths in technology in a leadership role as they ensure equal access to technology for all students.

Course Requirements		**45 units**
EDL 580	Leadership Induction	1
EDL 581	Research and Leadership	6
EDL 582	Cornerstones of Educational Leadership (Not required of candidates with a master's degree in education from APU.)	6
EDL 583	Educational Leadership and Change	6
EDL 584	Policy and Politics of Educational Leadership	6
EDL 585	Leadership in a Legal Culture	6
EDL 586	Leadership Performance Assessment	5
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st Century	3
Total		**45 units**

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL, TIER II

Program Director: Teri Marcos, Ed.D.
(626) 815-5369, tmarcos@apu.edu

An advanced professional program for full-time administrators holding a Preliminary Administrative Services Credential, Tier I, the Professional Administrative Services Credential, Tier II program offers mentoring, support, and assistance based on the Tier II California Professional Standards for Educational Leaders (CPSELs). Through an Individualized Mentoring Plan (IMP) students' performance expectations, professional development objectives, and learning activities are identified. Artifacts which demonstrate student progress in meeting the IMP professional development objectives are maintained in a portfolio.

Throughout the two-year (four semester) program, students' advancement toward their objectives are assessed. A culminating assessment forms the basis for certifying that students have successfully met all professional development objectives in the IMP and have met the level of administrative competence to merit recommendation for the Professional Administrative Services Credential.

Candidates who have received the Preliminary Administrative Services Credential, Tier I and are employed in an administrative position have five years to obtain the Professional Administrative Services Credential.

The Tier II program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura County

Course Requirements		**10 units**
EDUC 661	Professional Field Experience I, Induction	2
EDUC 599	Readings in Education	3
EDUC 599	Readings in Education	3
EDUC 664	Professional Field Experience IV, Assessment	2
Total		**10 units**

Students enrolling in the Tier II program for the first time are required to register for EDUC 661 first. They should enroll in EDUC 664 immediately after their second EDUC 599 course or during their fourth semester.

Students may apply for the credential upon successful completion of the program and by providing a statement with supervisor and district signatures to verify at least two years of appropriate full-time administrative experience under the Preliminary Administrative Services Credential.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Program Director: Vacant

Admission

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055, international@apu.edu, or visit www.apu.edu/international/.

Program Outcomes

Graduates of APU's doctoral programs in education are expected to be change agents for students' learning: culturally aware, strengths-focused, outcomes-driven, and skilled in motivating diverse learners. To this end, the transition from the role of student to that of scholar involves diligent preparation, active participation in the community of scholars within the department, intellectual engagement, self-regulation, coherent professional writing, and collegiality. In addition, students are expected to give thoughtful commitment to application of principles of academic integrity in their academic work and professional practice.

Additional Admissions Requirements for Doctoral Applicants

In addition to the general admissions requirements described at the beginning of the School of Education section, the materials below are required of each applicant to the Ed.D. program. Each application is evaluated as a whole.

1. A master's degree in education or a closely related field from a regionally accredited institution
2. Minimum graduate GPA of 3.5 on a 4-point scale
3. Applicants who have a master's degree in a field other than education must submit evidence of satisfactory completion of graduate coursework in the corequisite areas listed for each emphasis. Corequisites not completed prior to admission must be completed by examination or coursework during the first year of doctoral study.
4. Three letters of recommendation on APU forms, two completed by individuals who have supervised the applicant and all from persons who can attest to the applicant's potential for doctoral study and leadership
5. Evidence of five years of relevant professional experience (Ed.D. applicants who lack appropriate experience but meet the other admissions criteria may be admitted provisionally and, subsequently, complete experiences to broaden their base of practical experience.)

   For the school psychology emphasis, in place of the five years of professional experience, a minimum of two years of full-time experience as a school psychologist or the equivalent is required.
6. A current professional résumé
7. A Statement of Intent, a double-spaced paper, five to seven pages in length, that details the applicant's 1) educational goals, 2) short- and long-term professional goals, 3) professional activities, 4) research interests to be pursued in the program, and 5) reasons for choosing the APU doctoral program.
8. A writing sample that demonstrates the applicant's ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g., a master's thesis, a scholarly article published in a journal, a comprehensive course paper, or a major district report)
9. Results of the Graduate Record Examination (GRE) taken within the last five years sent directly from the testing agency to the Graduate Center. While an applicant's entire application is considered as a whole, scores of 152 or higher on both the verbal and quantitative reasoning plus an analytical writing score of 4.5 have been predictive of success in the program.

10. For the school psychology emphasis, in addition to the GRE requirement, results of the School Psychology Praxis Exam taken within the last five years is required.
11. Other evidence of potential for leadership as the applicant desires
12. For international applicants who have graduated from a college or university where English was not the principle language, the following minimum international iBT (Internet-based TOEFL) scores are required.

Reading: 25	Speaking: 25
Writing: 25	Listening: 25

    If the latter results are not submitted prior to admission, students may be required to follow procedures described under Admission Policies in this catalog. International applicants have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email international@apu.edu.

All materials should be submitted to:

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

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

International applicants send forms to:

International Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax: (626) 815-3801
international@apu.edu
www.apu.edu/international

Application Deadlines

Completed applications with all supporting documentation must be received by June 1 for September admission and November 1 for January admission.

Interview

Upon invitation, doctoral applicants interview with at least two members of the doctoral faculty. The purpose of the interview is to meet the applicant, discuss educational and career goals, evaluate the match of the program to the applicant, and determine the applicant's potential for success in the program.

Admission Decisions

Applicants to the Ed.D. program must meet both the department and the university criteria for admission.

The department may offer provisional admission to students who do not meet all the admission criteria. In such cases, the requirements necessary for full admission and the time limit for completing them will be stated in writing. Failure to meet these requirements may result in dismissal from the program.

Upon notification of admission, applicants should confirm their intent to begin their doctoral studies at APU prior to the last day to register.

Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services in the Graduate Center at (626) 815-4570.

Residence Requirement and Study Load

Students must meet a residence requirement by completing a minimum of 36 units in the program.

Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor at least annually; once the student selects his/her Guided Inquiry Project Mentor, that person usually assumes the role of faculty advisor.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate Student Financial Services located in the Graduate Center. Students are advised to contact that office early in the admissions process.

In addition, the university offers a limited number of research assistantships to doctoral students able to serve as research assistants to doctoral faculty. Two types of assistantships are available, both on a competitive basis: a full-time assistantship is open to students who enroll in at least two courses per term and can devote 18 hours per week each term to research assistantship responsibilities. A part-time assistantship is open to students who enroll in at least one course per term and can devote nine hours per week each term to research assistantship responsibilities. Both assistantships involve a modest stipend.

Lillian B. Wehmeyer Scholarship Endowment
Applicants for this award must be currently enrolled in the School of Education doctoral program on a half- or full-time basis evidencing satisfactory academic progress. The Wehmeyer Scholarship grants annual awards of $500. Applicants must demonstrate academic ability, commitment to service, and financial need as determined by the Selection Committee. Applications are available through the School of Education and are to be received by May 1 for the following academic year. Recipients will be notified in writing of the award.

Program Overview

The doctor of education degree requires students to complete 48 units of coursework, pass the Early Review, complete a Guided Inquiry Project, attend two Issues in Education conferences, and attend two ethics symposia, presenting at one of the ethics symposia and successfully complete the dissertation.

Students select an emphasis in one of three areas and take the courses required for that emphasis when they are offered in the course sequence. The three emphases are **Leadership**, **Teaching and Learning**, and **School Psychology**.

Mission Statement

The Department of Educational Leadership offers an Ed.D. in educational leadership to a broad range of educators, particularly those in administrative, teaching, and school psychology roles who wish to expand and deepen their knowledge and enhance their capacity to lead, inspire, and educate. This is accomplished through a common core of courses including those in research, strengths, and ethics from a Christian perspective and through one of three possible emphases: Teaching and Learning, Leadership, and School Psychology. The mission of the department is to enable students to become:

1. Scholarly practitioners who are able to gather and generate information, examine it critically, communicate results effectively, and use conclusions appropriately as lifelong learners.
2. Values-driven leaders and educators who are strengths-focused, possessing moral, ethical, and spiritual commitments that are reflected in lives of integrity and congruence.
3. Culturally aware change agents who are outcomes-driven and skilled in motivating diverse learners through visionary instructional leadership.

Schedule

Three-unit courses meet eight times face-to-face or 80 percent of the time with an additional 20 percent of the instruction conducted online. Cohorts begin in the fall and meet each Wednesday evening in even numbered years and on alternate Saturdays in odd-numbered years. Check with the program office to determine meeting dates and times.

Course Prerequisites

Students who do not have a master's degree in an education-related field are expected to complete master's-level coursework or pass a competency exam in the following areas prior to enrolling in specific courses in the doctoral program. All students are required to pass the statistics review examination prior to enrolling in EDUC 740 Intermediate Statistics.

- Educational Psychology is a prerequisite for EDUC 730 Theories of Learning.
- Curriculum Foundations is a prerequisite for EDUC 733 Seminar in Curriculum Research.
- Educational Research and Statistics is a prerequisite for EDUC 740 Intermediate Statistics.
- History and Philosophy of Education is a prerequisite to enrolling in the second year of doctoral study.

Competency in these courses can be demonstrated through a master's-level course or a competency examination. A review packet is available to students who wish to take a competency exam to demonstrate mastery in any of these requirements.

Transfer of Tier II Courses to the Ed.D. Program

Students who have completed some or all of their Tier II Professional Administrative Services Credential through regionally accredited university coursework prior to beginning the Ed.D. program may petition to transfer up to 12 units of academic work for transfer to the doctoral degree. Supervised field experience and induction units are not accepted for transfer. Transfer courses must have been earned with a grade of *B* or better within the preceding 10 years. In some cases, experienced educational leaders may petition for an extension of the 10-year limit, with justification on a course-by-course basis. Acceptance of such transfer units reduces the number of units required for the Ed.D. at Azusa Pacific University.

Students who receive transfer credit for courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 or equivalent may receive a waiver for EDUC 714, EDUC 715, EDUC 717, or EDUC 728 for degree credit.

Please seek academic advising for this program, as state requirements may change.

Program of Study

Courses are offered in a specified sequence of two 3-unit courses per term, three terms per year. Students take all required courses, choosing between EDUC 734 and EDUC 737, for a total of 33 units. Each student selects an emphasis with 15 units of coursework: Leadership, Teaching and Learning, or School Psychology. By the second term, students must determine their choice of emphasis in order to register for the appropriate courses.

Required Courses for All Emphases ***33 units***

EDUC 700	Proseminar in Doctoral Study	3
EDUC 701	Strengths-based Leadership for Teaching and Learning	3
EDUC 705	Ethical Dilemmas in Educational Leadership	2
EDUC 715	Diversity and Equity	2
EDUC 731	Achievement Motivation	3
EDUC 734	Teaching Strategies for Diverse Learners*	3
	— or —	
EDUC 737	Teaching and Learning in Higher Education*	3
EDUC 740	Intermediate Statistics	3
EDUC 741	Research Design	3
EDUC 742	Qualitative Research	3
EDUC 746	Advanced Data Analysis	3
EDUC 748–749	Guided Inquiry Project I, II	2
EDUC 790	Doctoral Seminar in Research Studies	3

*Students take either EDUC 734 or EDUC 737.

Required Courses for Leadership Emphasis ***15 units***

EDUC 714	Leading Change in Organizations	3
EDUC 717	Leadership Theories and Strategies in K–12 Education	3
EDUC 728	Building and Sustaining Community	3
EDUC 739	Professional Development and Adult Learning	3
EDUC 747	Standards-based Assessment	3

Required Courses for Teaching and Learning Emphasis ***15 units***

EDUC 730	Theories of Learning	3
EDUC 733	Seminar in Research on Curriculum Studies	3
EDUC 739	Professional Development and Adult Learning	3
EDUC 747	Standards-based Assessment	3
EDUC 750	Writing for Publication	3

Required Courses for School Psychology Emphasis ***15 units***

EDUC 751	Research-based Interventions in the Classroom	3
EDUC 753	School Neuropsychology I: Foundations and Theory	3
EDUC 755	School Neuropsychology II: Assessment and Applications	3
EDUC 757	Assessment of Young Children: Theory and Research	3
EDUC 759	Legal Issues and Crisis Management in School Psychology	3

Elective Courses

Students may petition to substitute a 700-level elective course for either of the two courses below. In addition, students who have completed all coursework for the degree may take additional courses in the Doctoral Studies in Education program (except EDUC 794 or EDUC 795) at half tuition.

EDUC 798	Special Topics	1–3
EDUC 799	Readings in Educational Leadership	1–3
EDUC 780	Global Communities of Learning	2–3

EDUC 780 is an elective course in which a student may participate, typically offered each spring. Units do not count toward the 48 units required for the degree.

Dissertation Courses

After completing EDUC 790, students should enroll in EDUC 794 for one semester and in EDUC 795 for each semester thereafter, until the dissertation has been successfully defended. Enrollment in these courses entitles a student to access faculty and university resources, including library databases and services. These courses do not count toward the total unit requirement for the Ed.D.

EDUC 794, 795	Dissertation Research	3, 3

Other Degree Requirements

Residence and Study Load

Doctoral students are expected to complete a minimum of 9 units per year. Continuous enrollment is required until the dissertation is successfully defended.

Grading and Grade-point Average

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' studies. For doctoral students, the grade of *B-* is considered minimally acceptable. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated.

A doctoral student whose cumulative grade-point average falls below 3.0 may be disqualified from further doctoral studies, or placed on academic probation and given one enrollment period to raise the cumulative grade-point average to the satisfactory level. Students on probation for more than a total of two terms throughout their doctoral study may be dismissed from the Ed.D. program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and to take appropriate action.

Early Review
To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Education, the program design includes procedures for quality control and assessment. These include an Early Review to be completed when students have completed 12 units in the program at the 700 level. The first-year review calls for a self-assessment, a portfolio of coursework, and a written qualifying exam. The student's academic performance is also reviewed. Students must have passed EDUC 740 Intermediate Statistics and Data Analysis before participating in the Early Review. Continuation in the program is contingent upon successfully passing the Early Review.

Guided Inquiry Project
Upon successfully passing the Early Review, students begin the Guided Inquiry Project, enroll in EDUC 748, and select a faculty mentor to oversee the project. The Guided Inquiry Project provides the doctoral student the opportunity to demonstrate the ability to prepare a review of literature that focuses on an approved topic and identifies, analyzes, and synthesizes relevant research. As an exploratory review of literature, the Guided Inquiry Project may help establish the foundation for the student's chapter two of the dissertation. Students enroll in EDUC 749 to complete the Guided Inquiry Project. They may enroll for a maximum of two semesters in order to complete the Guided Inquiry Project. Students must complete the Guided Inquiry Project before enrolling in EDUC 790.

Issues in Education Conference/Ethics Symposium
Christian perspectives and moral and ethical issues in educational leadership form an essential strand in the doctoral program and are embedded within many courses and activities. The course specifically dedicated to this topic, EDUC 705, is required of all students. Students present at one and attend a total of two student symposia where the papers developed in EDUC 705 are shared.

In addition, students must attend two annual program conferences.

Advancement to Candidacy
Following successful completion of all coursework and the Guided Inquiry Project, approval of the dissertation proposal, and recommendation by appropriate advisors, students are advanced to doctoral candidacy status.

Dissertation
The final step in the doctoral program is to design, conduct, and write a report of a research study completed by the student. Standards and procedures for the dissertation are defined by the doctoral faculty who provide students with the APU Standards and Dissertation Handbook. Continuous enrollment in EDUC 795 is expected until the dissertation is successfully defended.

The student defends the dissertation in a meeting with the faculty committee. Subsequently, the student participates in a public presentation of the research.

Students who have completed all program requirements, successfully defended their dissertation, and fulfilled all obligations to the university will have their doctoral degree posted and then will be entitled to use the term 'doctor.'

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the chair of the Department of Educational Leadership and the dean of the School of Education 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, or after two consecutive semesters of non-enrollment, will be considered no longer in pursuit of an advanced degree and must petition for re-admission if they choose to continue their doctoral studies. If readmitted at a later date, students must meet any new program requirements.

Degree Completion Time

Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the eight-year limit may be granted at the discretion of the department chair and the dean of the School of Education. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension, a timetable for completion of requirements, and the expected date of degree completion.

Department of School Counseling and School Psychology

Faculty

Chair and Professor: David Morrison, Ed.D.

Program Director, School Counseling; and Professor: Michael Block, Ph.D.

Program Director, School Psychology; and Associate Professor: Pedro Olvera, Psy.D.

Coordinator for Fieldwork and Internship; and Professor: Robert Martin, Ph.D.

Professors: Lewis Bonney, Ph.D.; Randy Fall, Ph.D.

Associate Professor: Michelle Cox, Ph.D.

Assistant Professors: Paul Bernard, M.A.; Rema Reynolds, Ph.D.

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

PROGRAMS OFFERED

- Master of Arts in Education: Educational Counseling with an Embedded School Counseling Credential
- PPS: School Counseling Credential
- Master of Arts in Education: Educational Psychology and Educational Specialist Degree (Ed.S.) in School Psychology with embedded Pupil Personnel Credential in School Psychology
- PPS: School Psychology Credential
- Master of Arts in Education: Educational and Clinical Counseling
- Respecialization of Clinical Counseling Certificate

For more detailed information about the Department of School Counseling and School Psychology, please visit www.apu.edu/education/counselingpsych/.

ADMISSIONS

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Mission Statement

The Department of School Counseling and School Psychology offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises field work leading to the Master of Arts in Education: Educational Counseling and the Master of Arts in Education: Educational Psychology. In addition, the department offers a credential-only program for those who hold a master's degree and seek certification in school counseling or school psychology.

Student Dispositional Expectations

All candidates in the Department of School Counseling and School Psychology will be evaluated on their professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. (NCATE 2008)

Student Dispositional Assessment

All candidates will be evaluated by faculty with regards to student dispositions three times throughout their program. The School of Education Candidate Disposition Rubric will be utilized to assess each candidate.

Student Dispositional Remediation

Any candidate who does not meet minimal expectations on the Candidate Disposition Rubric will be required to meet with the Department Student Remediation Team to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

TaskStream

Candidates in the School Counseling and School Psychology programs will be required to sign up for a TaskStream account at the onset of their program. All courses, including field experiences, have required Signature Assignments which will be evaluated by faculty.

MASTER OF ARTS IN EDUCATION: EDUCATIONAL COUNSELING WITH AN EMBEDDED SCHOOL COUNSELING CREDENTIAL

Program Director: Michael Block, Ph.D.
(626) 815-5436, mblock@apu.edu

APU's Master of Arts in Education: Educational Counseling offers students an efficient path to a school counseling career by embedding within the master's program all requirements for the Pupil Personnel Services Credential: School Counseling.

A requirement in completing the program includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after all 10 prerequisites have been met. An internship credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school counseling.

Course Sequence

Please obtain academic advising prior to initial registration.

Semester 1

EDCO 533	Counseling Theories and Techniques*	3
EDCO 550	Crisis/Trauma Response and Interventions*	3
EDCO 557	Human Growth, Development, and Learning*	3
EDCO 593	Historical Development of School Counseling and School Psychology*	3

Semester 2

EDCO 545	Positive Behavior Supports and Classroom Intervention*	3
EDCO 555	Group Counseling Skills*	3
EDCO 575	Clinical Practica*	3
EDCO 592	Foundations and Ethics in Research*	3

Semester 3

EDCO 528	Community, Family, and School Collaboration*	3
EDCO 535	Professionalism, Ethics, and Law*	3

Semester 4

EDCO 534	Assessment, Measurements, and Testing of Individuals	3
EDCO 549	Career Development Theories and Techniques	3
EDCO 579	Sociocultural Competence	3
EDCO 587	PPS Leadership, Ethics, and Professionalism	3

*Prerequisites for fieldwork/internship

Supervised Field Experience/Fieldwork Internship

EDCO 564	School Counseling Fieldwork 1 (300 hours)	3
EDCO 568	School Counseling Fieldwork 2 (300 hours)	3
— or —		
EDCO 594	School Counseling Internship 1 (300 hours)	3
EDCO 595	School Counseling Internship 2 (300 hours)	3
Total		**48 units**

Additional Requirements

1. Students must pass a Praxis exam to demonstrate their competence in school counseling prior to completion of the program.
2. Students prepare a Graduate Research Project EDCO 592 which includes a formal research paper. The Graduate Research Project content summarizes a topic which the student chooses to study in depth.
3. All candidates admitted to the Master of Education: Educational Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
4. Student must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Educational Counseling program (with an embedded School Counseling credential). Students can register to take the test at www.cbest.nesinc.com.

Advisory Notes

Educational psychology can be pursued as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately.

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.

- The practicum experience included in the educational counseling program is required by the State of California Commission on Teacher Credentialing and consists of 100 hours completed in a K–12 setting. These hours will be verified in the EDCO 575 Clinical Practica course which must be taken prior to fieldwork or internship. This course provides students the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.

- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.
- Students in an educational counseling or educational psychology program may request to waive a course (see "Waivers" in the Academic Policies and Procedures section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see "Transfer Credit"), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the Department of Teacher Education. Students must complete all credential requirements to apply for the credential.
- Notify graduate registrar of intent to graduate 90 days before intended graduation. Students approaching graduation must obtain an Intent to Graduate form from the graduate registrar. The graduate registrar will determine whether the student has met all requirements.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.

THE RESPECIALIZATION OF CLINICAL COUNSELING CERTIFICATE (THROUGH 2014)

The School Counseling program is pleased to offer the Respecialization of Clinical Counseling Certificate. This certificate equips candidates with an in-depth understanding of the numerous issues and pressures facing students and their families today. The program also prepares students for California state licensure as a Licensed Professional Clinical Counselor (LPCC) to counsel students, individually and in groups, who are in the process of personal, educational, and career development.

The Respecialization of Clinical Counseling Certificate is offered as a four course elective sequence designed to assist candidates in meeting the educational requirements for licensure as a Licensed Professional Clinical Counselor (LPCC).

Semester 1

EDCO 571	Introduction to Clinical Practice: Basic Skills	3
EDCO 572	Psychobiology and Psychopharmacology	3

Semester 2

EDCO 573	Addictions, Assessment, and Interventions	3
EDCO 574	Introduction to Clinical Practice: Advanced Skills	3

Note: Admission requirements for the Respecialization of Clinical Counseling Certificate's four-course sequence require students to have a master's degree in counseling, clinical psychology, or a related field. The courses offered through this program are designed to assist students in meeting eligibility requirements for the Licensed Professional Clinical Counselor designation in the state of California. Simply taking these four courses will not ensure licensure. Each student is responsible to adhere to specific education and experience requirements, as well as take the required examinations in order to obtain licensure. It is recommended that students review the California Coalition for Counselor Licensure at http://caccl.org, for the most current and accurate information about LPCC licensure requirements. Please contact a faculty advisor in the Department of School Counseling and School Psychology for further information.

PPS: SCHOOL COUNSELING CREDENTIAL

Faculty Advisor: Robert Martin, Ph.D.
(626) 815-6000, Ext. 5131, rhmartin@apu.edu

Prerequisite: Master of Arts in Education: Educational Psychology and PPS Credential in School Psychology

A required transcript evaluation of students' current PPS school psychology courses will determine which courses will count toward the PPS: School Counseling Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Counseling with an Embedded School Counseling Credential program with the exception that no Graduate Research Project is required.

MASTER OF ARTS IN EDUCATION: EDUCATIONAL AND CLINICAL COUNSELING

Program Director: Michael Block, Ph.D.
(626) 815-5361, mblock@apu.edu

The Master of Arts in Education: Educational and Clinical Counseling degree is offered as a 60-semester-unit program that encompasses the existing 48-semester-unit M.A.Ed. in Educational Counseling degree and 12 additional semester units required by the State Board of Behavioral Sciences for Licensed Professional Clinical Counselor (LPCC) eligibility. The program prepares candidates to obtain a Pupil Personnel Services Credential necessary to work in the K–12 school setting. The program also provides a clinical emphasis and will satisfy the coursework requirements set forth by the California state licensure as a Licensed Professional Clinical Counselor (LPCC). Please contact the program director for specific information pertaining to the benefits of this particular degree option.

Course Sequence

Please obtain academic advising prior to initial registration.

Semester 1

EDCO 533	Counseling Theories and Techniques*	3
EDCO 550	Crisis/Trauma Response and Interventions*	3
EDCO 557	Human Growth, Development, and Learning*	3
EDCO 593	Historical Development of School Counseling and Psychology*	3

Semester 2

EDCO 545	Positive Behavior Supports and Classroom Intervention*	3
EDCO 555	Group Counseling Skills*	3
EDCO 575	Clinical Practica*	3
EDCO 592	Foundations and Ethics in Research*	3

Semester 3

EDCO 528	Community, Family, and School Collaboration*	3
EDCO 535	Professionalism, Ethics, and Law*	3

Semester 4

EDCO 534	Assessment, Measurements, and Testing of Individuals	3
EDCO 549	Career Development Theories and Techniques	3
EDCO 579	Sociocultural Competence	3
EDCO 587	PPS Leadership, Ethics, and Professionalism	3

*Prerequisites for fieldwork/internship

Semester 5

Supervised Field Experience/Fieldwork Internship

EDCO 564	School Counseling Fieldwork 1 (300 hours)	3
EDCO 568	School Counseling Fieldwork 2 (300 hours)	3
	— or —	
EDCO 594	School Counseling Internship 1 (300 hours)	3
EDCO 595	School Counseling Internship 2 (300 hours)	3

Students completing the Master of Arts in Educational and Clinical Counseling must complete the following prior to receiving degree:

Term 1

EDCO 571	Introduction to Clinical Practice: Basic Skills	3
EDCO 572	Psychobiology and Psychopharmacology	3

Term 2

EDCO 573	Addictions, Assessment, and Interventions	3
EDCO 574	Introduction to Clinical Practice: Advanced Skills	3

Total **60 units**

MASTER OF ARTS IN EDUCATION: EDUCATIONAL PSYCHOLOGY (M.A.ED.) AND EDUCATIONAL SPECIALIST (ED.S.) DEGREE IN SCHOOL PSYCHOLOGY WITH EMBEDDED PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL PSYCHOLOGY

Program Director: Pedro Olvera, Psy.D.
(626) 815-6000, Ext. 5124, polvera@apu.edu

Overview

Azusa Pacific University's Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology equips school psychology candidates with distinctive and marketable skills and competencies. The school psychology program is fully approved by the National Association of School Psychologists (NASP), and accredited by the National Council for Accreditation of Teacher Education (NCATE) and the California Teacher Commission (CTC). Both the M.A.Ed. and the Ed.S. programs are completed in three years and comprise 66 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of both programs, candidates can apply to become Nationally Certified School Psychologists (NCSP) pending successful passing of the PRAXIS II (school psychology) Exam with a score of 165 or greater.

Program Outcomes

The Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S) equips candidates for career advancement opportunities and gives them a highly marketable specialty. All coursework is taught by expert faculty that are recognized leaders in the profession with years of clinical experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program seeks to develop compassionate practitioners that will apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention

- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (response to intervention)
- Individual and systemic collaboration (family-school partnerships)
- Individual and group counseling
- Crisis prevention and intervention
- Promotion of safe and nurturing environments
- Development and learning

Program Structure

Years 1 and 2 (M.A.Ed.)

Candidates complete a total of 51 units and 450 hours of practicum during the first two years of the program. Upon completion of all coursework, practicum, and the Graduate Research Project, the candidate is granted the Master of Arts in Education in Educational Psychology and may participate in the commencement.

Year 3 — Post-master's Year (Ed.S.)

During the post-master's year, candidates complete an additional 9 units of special focus coursework and 6 units of fieldwork/internship (1,200 hours). Candidates applying for an internship credential may submit their application for the internship credential once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework, fieldwork/internship, and successful passing of the PRAXIS II (school psychology), the candidate is granted the Educational Specialist (Ed.S.) degree in School Psychology and may file for the PPS Credential.

Additional Admission Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. The GRE must have been taken within the last 12 months prior to application. All three scores, with an emphasis on the writing score, are used as one consideration for approving an application. Although a minimum score is not required, the GRE is one element in the application process. Admission is competitive and not all students who meet the minimum requirements will be admitted. Information on the administration of this test is available at www.ets.com and the Department of School Counseling and School Psychology.
2. After all above materials have been received by the Office of Graduate Admissions, the Department of School Counseling and School Psychology reviews the file and notifies the applicant by mail to schedule an admission interview. The prospective candidate should come prepared to be interviewed by two members of the department's faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.
3. All candidates that are admitted to the Master of Education: Educational Psychology program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
4. Student must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Educational Psychology (with an embedded School Psychology Credential). Students can register to take the test at www.cbest.nesinc.com.

Scope and Sequence

Students take courses in the following sequence.

(Students are required to seek academic advisement prior to initial registration.)

YEAR 1

Semester 1		
EDCO 533	Counseling Theories and Techniques*	3
EDCO 557	Human Growth, Development, and Learning*	3
EDPY 624	Disabilities in Children*	2
EDCO 593	Historical Development of School Counseling and School Psychology*	3
Semester 2		
EDCO 545	Positive Behavioral Supports and Classroom Intervention*	3
EDCO 572	Psychobiology and Psychopharmacology	3
EDPY 556	Academic Assessment and Intervention*	2
EDCO 592	Foundations and Ethics in Research*	3
Semester 3		
EDCO 535	Professionalism, Ethics, and Law*	3
EDCO 528	Community, Family, and School Collaboration*	3

Students will have located a practicum site.

YEAR 2

Semester 1

EDPY 681	Psychoeducational Assessment I*	3
EDPY 690	Advanced Educational Research *	3
EDPY 682	Psychoeducational Assessment II*	3
EDPY 636	Research and Evaluation*	3
EDPY 635A	Role and Function: Practicum—Positive Behavior Supports*	1

Semester 2

EDPY 683	Psychoeducational Assessment III*	3
EDPY 637	Child Psychopathology*	3
EDCO 550	Crisis/Trauma Response and Interventions* (9 week)	3
EDPY 633	Multicultural and Bilingual Assessment and Intervention	3
EDPY 635B	Role and Function: Practicum—Individual/Group Counseling *	1

Semester 3

EDPY 635C	Role and Function: Practicum—Assessment*	1

Total Units for Year 1 and 2 **55**

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.).

- Completion of designated M.A.Ed. coursework (49 units)
- Graduate research project
- 450 hours of practicum

Student may participate in commencement.

YEAR 3

(Post-master's Studies)

Semester 4

EDPY 697	Readings in School Psychology	1
EDPY 655	School Psychology Internship 1 (600 hours)	5
— or —		
EDPY 656	School Psychology Internship 2 (600 hours)	5

Semester 5

EDPY 695	School Psychology Fieldwork 1 (600 hours)	5
— or —		
EDPY 696	School Psychology Fieldwork 2 (600 hours)	5

Total **11**

Students will complete the following in order to earn the Educational Specialist (Ed.S.) degree in School Psychology:

- Completion of designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship hours
- Passing the PRAXIS (school psychology) with a 165 or higher

Student may participate in commencement.

*Prerequisites must be completed prior to internship/fieldwork.

Additional Requirements

1. Students must earn a passing score of 165 on the Praxis 2 exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the Praxis 2 with a score of 165, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project which includes a formal research paper and a program evaluation. The Graduate Research Project content summarizes a topic which the student chooses to study in depth. The evaluation is a reflection on professional growth during the program. The research portion of the project will be completed in EDPY 636 for students entering the program in fall 2010 and later. In addition to the Graduate Research Project, students are required to present their research paper to a panel.
3. Students will complete a performance-based portfolio during Internship/Fieldwork.

Advisory Notes

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.

Students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist.

- The practicum experience at APU consists of 450 hours (required by the State of California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K–12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinic) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than two years of experience.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.

- Students in an educational counseling or educational psychology program may request to waive a course (see "Waivers" in the Academic Policies and Procedures section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see "Transfer Credit"), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the Department of Teacher Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Graduate Form from the graduate registrar at least 90 days before intended graduation. The graduate registrar will determine whether the student has met all requirements.
- Remediation will be required for grades lower than a *B* in any course. The remediation does not change the course grade, but demonstrates competency that allows the school counseling or school psychology candidate to proceed.

PPS: SCHOOL PSYCHOLOGY CREDENTIAL

Faculty Advisor: Robert Martin, Ph.D.
(626) 815-6000, Ext. 5131, rhmartin@apu.edu

Prerequisite: Master of Arts in Education: Educational Counseling and PPS Credential in School Counseling

A required transcript evaluation of students' current PPS school counseling courses will determine which courses will count toward the PPS: School Psychology Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S) with the exception that no Graduate Research Project (GRP) is required. Student must successfully pass the PRAXIS II (school psychology) Exam with a score of 165 or greater. Credential-only candidates are not eligible to become Nationally Certified School Psychologists (NCSP).

Student must successfully pass the PRAXIS II (School Psychology) Exam with a score of 165 or greater. Credential-only candidates **are not eligible** to become a Nationally Certified School Psychologist (NCSP).

Department of Teacher Education

Faculty

Chair, and Professor: Gregory Kaiser, Ph.D.

Assistant Chair, General Education Credential Programs, and Assistant Professor: Janine Ezaki, M.A.

Assistant Chair, Special Education Credential Programs, and Assistant Professor: Litzy Ruiz, M.A.

Assistant Chair, Master's in Teaching Programs, and Associate Professor: Jessica Cannaday, Ph.D.

Program Director, Single Subject Credential Program; Induction Program Director: Vacant

Program Director, Multiple Subject Credential Program; PDS Program Director; and Assistant Professor: Janine Ezaki, M.A.

Program Director, Master of Science in Physical Education and Master of Arts in Physical Education with Single Subject Credentials and Adapted Physical Education Added Authorization; and Associate Professor: Cindy Tanis, Ph.D.

Program Director, Online Master of Arts in Educational Technology; and Professor: Kathleen Fletcher Bacer, Ed.D.

Program Coordinator, Master of Arts in Education: Digital Teaching and Learning, and Assistant Professor; Jennifer Courduff, Ph.D.

CTEL/CLAD Coordinator: Vacant

PDS Coordinator; and Assistant Professor, Amber Parks, Ed.D.

CalTPA Coordinator; CalTPA Lead Assessor/Trainer; Associate Professor: JoAnn Jurchan, Ed.D.

Program Coordinator for the M.A. in Education: Teaching and GATE, and Associate Professor; Jessica Cannaday, Ph.D.

Program Director, Moderate/Severe Credential Programs, and Assistant Professor: Litzy Ruiz, M.A.

Program Director, Mild/Moderate Credential Programs: Vacant

Program Coordinator, M.A. in Education: Special Education, Assistant Professor: Glenn Green, Ed.D.

Professors: Linda Chiang, Ed.D.; Chinaka DonNwachukwu, Ph.D.; Joanne Gilbreath, Ed.D.; Ruth Givens, Ed.D,; S. Malia Kirkland, Ph.D.; Hee Kap Lee, Ph.D.; Bennett Nworie, Ph.D.; Gail Reeder, Ph.D.; Kathryn Scorgie, Ph.D.; Nilsa Thorsos, Ph.D.; Susan Warren Ph.D.

Associate Professors: Donna Block, M.Ed.; Ann Bradley, Ed.D; Stephen Cochrane, Ph.D.; Nancy Contrucci, Ph.D.; Yvette Latunde, Ed.D.; Jeffrey Lee, Ed.D.; Christopher Quinn, Ed.D.; Gregory Richardson, M.Ed.; Christopher Yoon, Ph.D.

Associate Professor (part time): James Milhon, M.Ed.

Assistant Professors: Craig W. Bartholio, Ed.D.; Donna Block, M.A., Ed.S.; Jennette Diamond, M.Ed.; Diana Dobrenen, M.Ed.; Barbara Flory, Ed. S.; Ronald Foland, Ph.D; Jan Forsse, M.S.; Ie May Freeman, Ed.D., Sandra Richards Mayo, Ph.D.

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

PROGRAMS OFFERED

- Adapted Physical Education Added Authorization
- Added Authorization in Special Education: Autism Spectrum Disorders (also online)
- Added Authorization in Special Education: Resource Specialist
- Added Authorization in Special Education: Emotional Disturbance
- Board Certified Behavioral Analyst Certificate
- English Language Learner (ELL)/California Teachers for English Learners (CTEL) program leading to a Cross-Cultural Language and Academic Development Certificate (CLAD) (online)
- Gifted and Talented Education Certificate (online)
- Induction Program (Tracks A, B, C)
- Master of Arts in Education: Digital Teaching and Learning and Multiple Subject Teaching Credential (Non-Intern and Intern)
- Master of Arts in Education: Digital Teaching and Learning and Single Subject Teaching Credential (Non-Intern and Intern)
- Master of Arts in Education: Special Education (noncredential) (also online)
- Master of Arts in Education: Special Education and Educational Technology (noncredential)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Preliminary Credential (Non-Intern and Intern)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Specialist Preliminary Credential (Non-Intern and Intern) (also online)
- Master of Arts in Education: Teaching
- Master of Arts in Education: Gifted and Talented Education (GATE) and Multiple Subject Teaching Credential
- Master of Arts in Education: Gifted and Talented Education (GATE) and Single Subject Teaching Credential
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (Non-Intern and Intern)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (Non-Intern and Intern)
- Master of Arts in Educational Technology (online)
- Master of Arts in Physical Education and Single Subject Teaching Credential (Non-Intern and Intern)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education
- Master of Science in Physical Education (also online)
- Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Preliminary Credential (Non-Intern and Intern)
- Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Preliminary Credential (Non-Intern and Intern)
- Mild/Moderate Disabilities (K–12) Specialist Preliminary Credential (Non-Intern and Intern)
- Mild/Moderate or Moderate Severe Disabilities Specialist Clear Credential (with or without Master of Arts in Education: Special Education)
- Moderate/Severe Disabilities (K–12) Specialist Preliminary Credential (Non-Intern and Intern)

For more detailed information about the Department of Teacher Education, please visit www.apu.edu/education/teacher/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

FACULTY AFFILIATIONS

The Department of Teacher Education faculty engage in research, present at regional, national, and international conferences, and maintain membership in:

- American Association for Chinese Studies (AACS)
- American Association of Higher Education (AAHE)
- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- Comparative and International Education Society (CIES)
- Learning Forward
- National Association for Bilingual Education (NABE)
- National Council of Teachers of English (NCTE)
- National Association for Multicultural Education (NAME)
- Phi Delta Kappa International (PDK)
- Western Social Science Association (WSSA)

MISSION STATEMENT

The Department of Teacher Education produces teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They will model servanthood as a means to clarify and practice their faith and knowledge.

ABOUT CREDENTIAL CANDIDATES

The Department of Teacher Education prepares candidates to become school teachers and to know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P–12 students learn. As a result, APU credential candidates are highly sought after because of the fulfillment of these professional standards. The Department of Teacher Education assesses candidates from admission through recommendation of credentials in these credential standards including dispositions.

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- All 2042 credential standards and requirements for Multiple Subject, and Single Subject are subject to CTC, NCATE, and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.
- The department reserves the right to: change the admission process and requirements as needed; withhold credential recommendation due to candidate's failure to meet and/or maintain APU professional and ethical behavior standards and dispositions; expel a candidate at any time in the program due to candidate's failure to meet and/or maintain APU professional and ethical standards and dispositions.
- Please refer to published general application requirements for credential programs.

PROFESSIONAL DEVELOPMENT SCHOOL (PDS) PROGRAM

APU's Professional Development School (PDS) Credential program offers candidates an alternative format in which to earn their teaching credential. Conducted entirely at a school campus, the credential program can be completed in one school year. Candidates enrolled in the PDS program become part of the school community as they engage in fieldwork, student teaching, and courses onsite. Expert faculty combined with a supportive cohort structure make for a high quality, meaningful credential program. PDS program cohorts are based in Azusa.

For more information on the Professional Development School Credential program, please contact Program Director Janine Ezaki, M.A., at (626) 387-5435 or jezaki@apu.edu.

NON-INTERN – TRADITIONAL CANDIDATES WITHOUT FULL-TIME TEACHING EMPLOYMENT

The Multiple Subject and Single Subject Credential programs offer a Non-Intern track specifically designed for the candidate who is **not** teaching full time in a K–12 school.

INTERN – TEACHER CANDIDATES WITH FULL-TIME TEACHING EMPLOYMENT

The Multiple Subject and Single Subject Credential programs offer an Intern track specifically designed for the candidate who is teaching full time in an appropriate setting in a public K–12 school, verified and approved by the program director prior to course registration.

NOTE: Must be an appropriate setting as verified by the program director.

NOTE: In both Non-Intern and Intern tracks, candidates will complete the credential first, prior to deciding on a completion date for the master's degree.

STEPS TO BECOMING A TEACHER

Step 1: Successful completion of TEP coursework and two additional EDUC courses.

NOTE: Candidates must earn a *B* or better in all TEP coursework. Candidates who earn a *B-* or below must retake the course before they can move on to the next module. For EDUC prefix coursework, candidates must maintain a *B* average. Provisional Program Admittance candidates must maintain a 3.0 GPA and may not receive any grade lower than a *B-* during the first 12 units of the program.

Step 2: Completion of each of the following program requirements:

- GPA of 2.5 or higher from an accredited university
- Verification of passage of CBEST
- U.S. Constitution requirement (course or exam)
- Verification of subject matter competency (CSET exam or completion of a state-approved subject matter program)

  Please note: Once students pass a subtest of the CSET, they do not have to take that subtest again as long as they use the score to earn certification within five years of the test date on which it was achieved.

- Verification of negative results from a Mantoux TB skin test
- Completion of English Language Learner coursework or preservice training
- Continuing verification from instructors of positive dispositions characteristic of the teaching profession (emotional stability, strong interpersonal relations, good mental and physical health, and other character standards listed on the application)
- Receipt of favorable results of Certificate of Clearance

NOTE: Candidates must report any changes in character standings, including unresolved issues with the law and/or CTC to the credential analyst. Failure to do so may result in expulsion from the program.

Step 3: Successful completion of fieldwork and clinical practice. Fieldwork is required of those credential candidates who are not in contracted teaching positions. Clinical practice is met traditionally with a master teacher; however, candidates who hold contracted teaching positions will complete clinical practice in their own classrooms.

Step 4: Before applying for a preliminary credential, credential candidates must:

- Verify successful completion of CPR for infants, children and adults.
- Show mastery of all Teacher Performance Assessments as designated by CTC.
- **Multiple Subject and Special Education candidates** must show proof of passage of the Reading Instruction Competence Assessment (RICA).

Step 5: Application for a credential.

- Preliminary credentials are valid for five years and are nonrenewable. Contact the credential analyst for information on applying after steps 1 through 4 are completed.
- A clear credential is obtained through a CTC-approved SB2042 Induction Program through either a California public school district or through a California university.

The Master of Arts in Education: Teaching is offered in combination with the credential program in the Department of Teacher Education.

Educational Technology Program

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY (ONLINE)

Program Director: Kathleen Fletcher Bacer, Ed.D.
(626) 815-5355; (626) 815-5369
kbacer@apu.edu

The Online Master of Arts in Educational Technology is an advanced degree program for educators seeking to become leaders of new and innovative methods for the 21st century, equipped to infuse technology-embedded instruction effectively into P–14 teaching/learning environments and online learning communities.

Candidates gain expertise in digital teaching and e-learning, managing tech-supported curricular tools, global learning and cross-cultural literacy, applications of information and instructional design, Internet technologies, digital imagery and digital communications for learning environments, and emerging trends in technologies. The program encompasses a scholarly and constructivist dynamic online learning environment that capitalizes on the most relevant pedagogy on technology-infused teaching.

The coursework is sequenced and integrated to progressively develop content, professional and pedagogical knowledge, and dispositions in the field. Students admitted into the online program must complete all coursework online.

Prerequisites

Twelve semester units of undergraduate or graduate coursework in education.

For each year of verified full-time teaching, 3 units of prerequisites may be waived.

Course Requirements and Sequence

Term 1		
EDTC 511	Foundations in Educational Technology	3
EDTC 571	Curriculum Foundations*	3
Term 2		
EDTC 517	Digital Communications	3
EDTC 527	Special Topics in Educational Technology	3
Term 3		
EDTC 518	Global Learning/Cross-Cultural Classrooms	3
EDTC 524	Instructional Design and Development	3
Term 4		
EDTC 521	Digital Imagery for Learning Environments	3
EDTC 523	Educational Applications of Information Design and Hypermedia	3
Term 5		
EDTC 515	Emerging Trends in Technology	3
EDTC 520	Managing Tech-Supported Curricular Tools	3
Term 6		
EDTC 526	Practicum in Educational Applications of Technology	3
EDTC 572	Advanced Educational Psychology*	3
Total		**36 units**

*Up to 6 approved units may be transferred in.

Additional Requirements

- Letter to the program director

  Email a letter describing the student's technology proficiencies, technology goals, and learning styles that may be suitable to the online learning environment and educational technology degree. Also include the model and brand of the computer, as well as the Internet service provider the student will use for the program. Send this email to Kathleen Bacer, Ed.D., program director of the Online Master of Arts in Educational Technology, at kbacer@apu.edu.
- A résumé or statement of experience
- Students may not enroll in more than 7 units per nine-week term.

Computer and Software Requirements

- A Mac or PC computer that meets the minimum requirements (contact the program director for specifications)
- Current Mac or PC operating system and latest versions of Firefox, Safari, and Chrome
- Adobe Acrobat Pro XI, Microsoft Office suite, Adobe Photoshop Elements and Premiere Elements X

For more complete information, visit www.apu.edu/education and/or contact Kathleen Fletcher Bacer, Ed.D., director, Online Educational Technology, (626) 815-5355, or kbacer@apu.edu.

Please use the following program code when applying to this program: **EDTC04**.

Physical Education Programs

MASTER OF SCIENCE IN PHYSICAL EDUCATION (ALSO ONLINE)

Program Director: Cindy Tanis, Ph.D.

(626) 815-6000, Ext. 5230, ctanis@apu.edu

The Master of Science in Physical Education equips candidates with the knowledge and skills needed to instruct physical education, administrate athletic programs, and coach at the K–12, junior college, and four-year university levels. The goal of this academic program is to develop candidates' awareness of the process involved in effecting a change in the lives of people whom they will serve in the years to come. This is achieved through the mastery of professional skills and knowledge and the integration of teaching, coaching, and administrative techniques and strategies.

Mission Statement

The Master of Science in Physical Education program at Azusa Pacific University comprises a Christian community of scholarly believers who seek to advance the work of God in schools of all levels by effectively training physical educators, coaches, athletic administrators, and exercise science professionals in knowledge and skills through academic excellence and a Christian perspective of truth and life.

This program is offered at the following locations:

- Azusa
- Inland Empire
- High Desert
- Murrieta
- Orange County
- San Diego
- Ventura County
- Online

Prerequisites

- Twelve semester units of undergraduate coursework in education, or a baccalaureate degree or concentration in physical education
- For each year of verified, full-time teaching or coaching experience, 3 units of prerequisites may be waived.
- Students pursuing a teaching credential should refer to the Department of Teacher Education prior to applying to the physical education program.

Course Requirements

Core Courses		***12 units***
PE 551	Curriculum Theory and Design in Physical Education	3
PE 552	History and Philosophy of Physical Education	3
PE 582	Seminar in Professional Literature in P.E. and Sport	3
PE 584	Assessment, Evaluation, and Technology in Physical Education and Exercise Science	3
Research Project Component		***3 units***
PE 589	Physical Education and Exercise Science Capstone	3
Content Courses		***21 units***
PE 555	Sociological and Ethical Issues in Sport	3
PE 560	Sport Medicine	3
PE 565	Physical Education, Athletics, and the Law	3
PE 570	Leadership and Administration of Physical Education and Athletics	3
PE 575	Advanced Principles of Physical Conditioning	3
PE 578	Sport Psychology	3
PE 580	Wellness and Fitness for Life	3
Approved transfer units		3–6
Total		**36 units**

NOTES:

1. Students must take PE 584 and PE 589 during the last two terms prior to graduation.
2. Graduate physical education students must maintain a cumulative GPA of *B* (3.0) or better, and may not earn lower than a *C* (2.0) in any PE core or elective course. Students enrolled in PE 589 must earn a *B* (3.0) or better in each course.

Additional Requirements

- Students may not enroll in more than 7 units per nine-week term.

MASTER OF ARTS IN PHYSICAL EDUCATION AND SINGLE SUBJECT TEACHING CREDENTIAL (NON-INTERN AND INTERN)

Program Director, Single Subject Teaching Credential: Vacant

Program Director, Master of Arts in Physical Education
Cindy Tanis, Ph.D.
(626) 815-6000, Ext. 5230, ctanis@apu.edu

Please check with the Department of Teacher Education for credential requirements and locations in which the credential program track is offered.

Mission Statement

The Master of Arts in Physical Education with a Single Subject Teaching Credential program equips students with the skills and knowledge needed to teach physical education and coach at the K–12, junior college, and four-year university levels. The goal of this academic program is to develop each student's awareness of the process involved in effecting a change in the lives of the people they will serve in the years to come through the mastery of professional skills, knowledge, teaching techniques and strategies, as well as social and ethical considerations.

Credential Total		**30 units**
Required Courses for Master of Arts in Physical Education		**6 units**
PE 551	Curriculum Theory and Design in Physical Education	3
PE 582	Seminar in Professional Literature in Physical Education and Sport	3
Content Courses		**6 units**
Elective	Choose One (PE 555, 565, 570, 578)	3
Elective	Choose One (PE 560, 575, 580)	3
Final Required Courses		**6 units**
(To be taken after all other coursework/student teaching are completed)		
PE 584	Assessment, Evaluation, and Technology in Physical Education	3
PE 589	Physical Education and Exercise Science Capstone	3
Master's Total		**18 units**
Total units for credential and master's		**48 units**

ADAPTED PHYSICAL EDUCATION ADDED AUTHORIZATION

Program Director: Cindy Tanis, Ph.D.
(626) 815-6000, Ext. 5230, ctanis@apu.edu

The Adapted Physical Education Added Authorization enables the physical education teacher to teach students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process. Upon completion, the candidate who entered the APEAA program with a K–12 Single Subject Physical Education Credential will be able to teach general physical education as well as adapted physical education. The 21-unit program includes 15 units of coursework and 6 units of fieldwork.

Professionals who currently possess an SPED credential or a Multiple Subject Credential are also welcome to apply, but must first either complete 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CBEST). The following classes are available to meet this prerequisite:

PE 452	Adapted Physical Education (undergraduate course)	3
PE 551	Curriculum Theory and Design in Physical Education	3
PE 597	Structural Kinesiology	3
PE 598	Motor Learning, Development, and Control	3

Required Courses for the Adapted Physical Education Added Authorization		**21 units**
Core Courses		**12 units**
PE 600	Physical Education Teaching Methods for Individuals with Mild/Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe/Profound Disabilities	3
PE 604	Motor Assessment for Students Living with Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3
Student Teaching (all courses required)		***6***
PE 606A	Student Teaching in Adapted Physical Education	3
PE 606B	Student Teaching in Adapted Physical Education	3
Elective (Select one of the following.)		***3***
SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 509	Technology in Special Education	3
SPED 511	Language Development for All Students	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3

MASTER OF ARTS IN PHYSICAL EDUCATION WITH AN ADDED AUTHORIZATION IN ADAPTED PHYSICAL EDUCATION

Program Director: Cindy Tanis, Ph.D.
(626) 815-6000, Ext. 5230, ctanis@apu.edu

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education is designed for candidates who possess a teaching credential in physical education and are seeking to teach adapted/physical education in the pre-K–12 and community college systems. The program combines the curricula of the adapted physical education added authorization and master's programs to deliver a unique comprehensive educational package. Upon completion, the graduate will earn an added authorization in adapted physical education and a Master of Arts in Physical Education. Professionals who currently possess an SPED credential are also welcome to apply, but must first either complete 12 units of upper-division physical education prerequisites prior to entering the program, or successfully pass the CSET.

Course Requirements **39 units**

The adapted physical education program includes four core classes, one elective course in special education, and two courses in adapted physical education student teaching (Tracks A and B). The student may concurrently complete the two core and two content courses in physical education. Students may not enroll in more than 7 units per nine-week term. PE 584 and PE 589 are completed after all other APE and M.A. in PE coursework are fulfilled.

Adapted Physical Education requirements
Core (all courses required) ***12***

PE 600	Physical Education Teaching Methods for Individuals with Mild/Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe/Profound Disabilities	3
PE 604	Motor Assessment for Students Living with Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3

Student Teaching (all courses required) ***6***

PE 606A	Student Teaching in Adapted Physical Education	3
PE 606B	Student Teaching in Adapted Physical Education	3

Elective (Select one of the following.) ***3***

SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 509	Technology in Special Education	3
SPED 511	Language Development for All Students	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3

Master of Arts in Physical Education requirements
Core (all courses required) ***6***

PE 551	Curriculum Theory and Design in Physical Education	3
PE 582	Seminar in Professional Literature in Physical Education and Sport	3

Content courses in Physical Education, Coaching, and Administration
(Select one of the following.) ***3***

PE 555	Sociological and Ethical Issues in Sport	3
PE 565	Physical Education, Athletics, and the Law	3
PE 570	Leadership and Administration of Physical Education and Athletic Programs	3
PE 578	Sport Psychology	3

Content courses in Health Science ***3***
(Select one of the following.)

PE 560	Sports Medicine	3
PE 575	Advanced Principles of Physical Conditioning	3
PE 580	Wellness and Fitness for Life	3

Capstone Courses ***6***
(taken after all other course requirements are fulfilled)

PE 584	Assessment, Evaluation, and Technology in Physical Education	3
PE 589	Physical Education and Exercise Science Capstone	3

Special Education Programs

The Department of Teacher Education offers two Preliminary Education Specialist K–12 Mild/Moderate Disabilities and Moderate/Severe Disabilities Credential tracks. The non-Intern track is for special education teacher candidates without full-time teaching contracts. The intern track is for special education contracted teacher candidates who are employed full time in a public or WASC-approved private K–12 school. All preliminary credential program courses are approved by the California Commission on Teacher Credentialing (CTC).

If desired, candidates may also qualify to enter one of the credential and master's degree combined programs, which work with the same Preliminary Non-Intern and Preliminary Intern credentials as described above. Credential courses are combined with selected courses required for a Master of Arts in Education: Special Education. Master's degree coursework follows completion of credential programs. These courses are approved by the California Commission on Teacher Credentialing (CTC) for preliminary credentials.

All teacher candidates must participate in field experience, supervised clinical practice, and develop an ePortfolio in TaskStream.

The Preliminary Education Specialist Moderate/Severe Disabilities Credential program courses are offered online or face-to-face at APU regional centers with sufficient enrollment. Please contact the Department of Teacher Education for additional information regarding course offerings.

The Department of Teacher Education offers the Education Specialist Clear Credential. Candidates must begin work on their Individual Induction Plan after they receive their Preliminary Education Specialist K–12 Credential. Admittance requires a Change of Program and advising for the Individual Induction Plan (IIP) process. During this advisement, the IIP is developed and permission is given to the candidate to register for Clear Credential coursework. (See Clear Induction Credential program for more information).

The Department of Teacher Education offers a Master of Arts in Education: Special Education (noncredential) with five available areas of emphases: classroom interventions, bilingual special education, educational technology, behavior interventions, autism spectrum disorders, and resource specialist. This Master of Arts program is designed for students not pursuing a teaching credential.

Application Requirements

University graduate admission and program acceptance requirements must be met before the admission to the Department of Teacher Education is complete. (See the "Graduate Admission to the University" section of this catalog.)

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or international@apu.edu, or visit www.apu.edu/international.

Teacher candidates must participate in an admissions interview and advisement by a designated faculty member, prior to enrollment in the program. The university admissions process must be completed and reviewed by the Office of Credentials and Student Placement for any missing program required documentation. Candidates will be notified by the department for an admissions interview appointment.

About the Credential Candidates

APU candidates prepare to work in schools as education specialists. Candidates must demonstrate the content, pedagogical, and professional knowledge, writing skills, including dispositions necessary to help all children learn. As a result, APU candidates are highly sought after because of the fulfillment of these professional standards. The Department of Teacher Education assesses all candidates at the beginning admission, throughout their program, and up to the recommendation of credentials. The assessment areas include but are not limited to, the Commission on Teacher Credentialing (CTC) Education Specialist Standards, CTC Teacher Performance Expectations for Education Specialists (TPEs), APU Student Learning Outcomes (SLOs), and Teacher Candidate Dispositions.

Candidates are expected maintain a high level of professional and ethical behavior throughout the program and in all areas described on the Teacher Candidate Disposition Forms. Failure to do so may result in expulsion from the program.

- All credential standards and requirements for special education are subject to Commission on Teacher Credentialing, Council for the Accreditation of Educator Preparation (previously NCATE), and federal policy changes, as well as graduate education policy. These entity standards supersede catalog descriptions of prior programs and requirements.
- The department reserves the right to change the admission process and requirements.
- Please refer to published general application requirements for credential and master's programs.
- Clinical practice requirement for non-interns: 18 weeks full-time, voluntary work.

SPECIAL EDUCATION SPECIALIST CREDENTIALS–COMMON INFORMATION

Non-Intern—Traditional Candidates **without** Full-time Teaching Employment and/or Subject-matter Competence

The special education credential program contains a non-intern program specifically designed for the candidate who is not teaching full time in a K–12 school and/or who lacks subject-matter competence. This track is appropriate for adults making career changes, as well as for those who are entering the program in Module 1 without fulfilling subject-matter competence.

Intern – Teacher Candidates **with** Full-time Teaching Employment and Subject-matter Competence

Intern Credential Eligibility Requirements (valid for two years):

- Passage of CSET (subject-matter competence)*
- Job Verification (copy of teaching contract)
- U.S. Constitution (passage of exam or course)
- 120 pre-service hours

Prerequisite for intern credential English language learner pre-service requirement: Any special education teacher candidate desiring to begin an internship in the fall or spring semester must complete the special education program digital modules' pre-service hours. This digital module will be available during fall, spring, and summer. For more information, please contact the Department of Teacher Education, Special Education Programs office.

The education specialist intern credential program is designed for full-time contracted teacher candidates who are serving in a WASC-approved K–12 school. Candidates in a full-time contracted teaching position at a non-WASC school must complete an additional four to six weeks of clinical practice. The teacher candidate will work with the Office of Credentials and Student Placements to secure the additional clinical practice requirements.

NOTE: Candidates who are enrolled in the Preliminary Education Specialist Intern program must complete a minimum of 15 units of coursework. Course waivers must be reviewed and approved by the program director before a candidate is allowed to complete less than the total coursework required for the credential. Admittance to the program is required before the director will review the waiver forms.

Candidates are strongly encouraged to complete their credential coursework and requirements before starting their master's coursework. Candidates may apply for the Preliminary Education Specialist K–12 Credential upon completion of all the above criteria. The Preliminary Education Specialist Credential is valid for five years and is nonrenewable. For additional information please contact the office of Credentials and Student Placements for application materials by the end of the fourth module at (626) 815-5346.

Non-Intern Requirements

The Special Education Credential programs have two entry points (Module 1): Fall I and Spring I terms. Candidates who would like to enter during any other term must be advised about course enrollment prior to the next Module 1 entry. A maximum of 9 units may be taken per term with the department approval for additional units.

Candidates need to meet the following requirements in order to apply for a Preliminary Education Specialist Credential:

Preliminary Credential (valid for five years)

- CSET (subject matter)*
- U.S. Constitution (exam or course)
- RICA
- Completion of modules 1 through 4 of coursework including clinical practice, and TaskStream ePortfolio transition plan, and verification of CPR

*CSET valid for five years; must complete credential before expiration.

Clear Credential – Candidates who complete their Preliminary Credential must begin work on their Clear Credential. Admittance requires a Change of Program and advising for the Individual Induction Plan (IIP) process. During this advisement, the IIP is developed and permission is given to register for Clear Credential coursework. (See Clear Credential program for more information).

Candidates must verify through the school district qualification for Beginning Teacher Support and Assistance (BTSA).

NOTE: Candidates in the credential/master's programs are allowed to continue with their master's coursework while they are completing their Clear Credential program.

CREDENTIAL AND ADDED AUTHORIZATION PROGRAMS

• MILD/MODERATE DISABILITIES (K–12) SPECIALIST CREDENTIAL (PRELIMINARY, NON-INTERN AND INTERN)

Program Director: Vacant

Module 1

SPED 506/505	Educational Foundations and Classroom Management	3
SPED 516/515	Clinical Experience of Teaching Reading and Writing*	3
SPED 566A/565A	Field Experience I**	1

*Students must complete this course before taking the RICA. The RICA must be passed before applying for the Education Specialist Preliminary Credential.
**This is a mentor-based course with two seminar meetings scheduled by each regional center SPED site coordinator. Coursework is assessed and signature assignments are posted via TaskStream. Teacher candidate must be able to complete observation hours in order to receive credit for this course.

Apply for enrollment in clinical practice by April 1 for spring and October 1 for fall as well as clearance and placement by Office of Credentials and Student Placements with master teacher. Non-interns must complete Track A requirements and interns must complete Track B requirement on the application. The Office of Credentials and Student Placements does not secure placement for contracted (intern) teaching.

Module 2

SPED 530	Introduction to Individual Differences and Strengths-based Education*	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 566B/565B	Fieldwork II**	1

*Assessment fee of 1 unit automatically charged with registration of SPED 530. If course is waived, fee will be moved to another course.
**This is a mentor-based course with two seminar meetings scheduled by each regional center SPED site coordinator. Coursework is assessed and signature assignments are posted via TaskStream. Teacher candidate must be able to complete observation hours.

Candidates must meet with faculty advisor by the end of Module 2 to develop a Transition Plan.

Module 3

SPED 531	Assessment Issues and Methodologies Related to Student Learning	3
SPED 540	RtI/Brain-based Teaching and Learning: Math Disorders	3
SPED 576A/575A	Clinical Practice I* (student teaching/intern teaching)	1

*Candidates may not register for this course without clearance from the Office of Credentials and Student Placements. This is a mentor-based course without regular class sessions. Candidates must attend a mandatory clinical practice orientation meeting.

Module 4

SPED 536	RtI/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3
SPED 537	Theories and Intervention in Behavioral Disorders	3
SPED 576B/575B	Clinical Practice II* (student teaching/intern teaching)	1

*Candidates may not register for this course without clearance from the Office of Credentials and Student Placements. This is a mentor-based course without regular class sessions. Candidates must attend a mandatory Clinical Practice Orientation meeting. Coursework is a continuation of SPED 576/575A.

Additional Credential Courses (Summer II or as advised)

SPED 511	Language Development for All Students	3

In order to apply for the Mild/Moderate (K–12) Education Specialist Preliminary Credential, all courses, fieldwork, clinical practice, and TaskStream ePortfolio requirements, including the completion of the Transition Plan and verification of CPR (infant, child, and adult), must be met.

Total units for credential: 31

MODERATE/SEVERE DISABILITIES (K–12) SPECIALIST CREDENTIAL (PRELIMINARY, NON-INTERN AND INTERN)

Program Director: Litzy Z. Ruiz, M.A.
626-815-6000, Ext. 5168, lruiz@apu.edu

Module 1

SPED 511	Language Development for All Students	3
SPED 574	Literacy and Reading Instruction for Students With Moderate/Severe Disabilities*	3

*Students must complete this course before taking the RICA. The RICA must be passed before applying for the Education Specialist Preliminary Credential.

Apply for enrollment in clinical practice by April 1 for spring and October 1 for fall as well as clearance and placement by Office of Credentials and Student Placement with master teacher. Non-interns must complete Track A requirements and interns must complete Track B requirements on the application. The Office of Credentials and Student Placement does not secure placement for contracted (intern) teaching.

Module 2

SPED 521	Collaboration, Inclusion, and Community Integration for Students with Moderate/Severe Disabilities	3
SPED 530	Introduction to Individual Differences and Strengths-based Education*	3

*Assessment fee of 1 unit automatically charged with registration of SPED 530. If course is waived, fee will be moved to another course.

Candidates must meet with faculty advisor by the end of Module 2 to develop a Transition Plan.

Module 3

SPED 501	Instructional Strategies for Student with Moderate/Severe Disabilities	3
SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED586A/585A	Clinical Practice/Seminar for Moderate/Severe Disabilities I** (student teaching/intern teaching)	1

**Candidates cannot register for this course without clearance from the Office of Credentials and Student Placements. This is a mentor-based course. Teacher candidates do not attend classes. However, clinical practice seminars may be required and held face-to-face and/or online. Teacher candidates must attend a mandatory clinical practice orientation meeting before the beginning of the clinical practice term.

Module 4

SPED 502	Diagnostic and Prescriptive Intervention for Students with Moderate/Severe Disabilities	3
SPED 507	Assessment and IEP Development for Students with Moderate/Severe Disabilities	3
SPED 586B/585B	Clinical Practice/Seminar for Moderate/Severe Disabilities II* (student teaching/intern teaching)	1

*Candidates may not register for this course without clearance from the Office of Credentials and Student Placements. This is a mentor-based course without regular class sessions. TaskStream is used for verifying clinical practice. Candidates must attend a mandatory Clinical Practice Orientation meeting. Coursework is a continuation of SPED 585A/586A.

In order to apply for the Mild/Moderate (K–12) Education Specialist Preliminary Credential, all courses, fieldwork, clinical practice, and TaskStream ePortfolio requirements, including the completion of the Transition Plan and verification of CPR (infant, child, and adult), must be met.

Total units for credential: 27

MILD/MODERATE OR MODERATE/ SEVERE DISABILITIES SPECIALIST CLEAR CREDENTIAL (WITH OR WITHOUT A MASTER'S DEGREE)

Program Directors
Mild/Moderate: Vacant

Moderate/Severe: Litzy Ruiz, M.A.
(626) 815-6000, Ext. 5168, lruiz@apu.edu

Clear credential candidates must hold a Level I or Preliminary Credential in order to begin their Clear Credential. A Change of Program Form must be submitted in order for a candidate to be admitted and advised for the Individual Induction Plan (IIP) process. During an advisement session, the IIP is developed and permission is given to register for Clear Credential coursework.

NOTE: Those in the credential/master's programs are allowed to continue with their master's coursework while they are completing their clear credential program.

Criteria for Admission

Admission into the Mild/Moderate (M/M) or Moderate/Severe (M/S) Special Education Clear Credential requires that a candidate have:

- A Level I or Preliminary Mild/Moderate or Moderate/Severe Disabilities Specialist Credential.
- Employment is desirable in a special education M/M or M/S position. However, a credential holder who is not currently employed, can develop an IIP to obtain a clear credential and must meet specific requirements. An Individual Induction Plan is to be developed and completed.

STEPS:

Contact the Office of Graduate Admissions at (626) 815-4570 for admission to the program. A change of program must be submitted for those already admitted into the APU graduate program. Otherwise, full admission procedures must be initiated.

Once the file is received, the candidate will be contacted regarding admissions, advising, and the initiation of the Individual Induction Plan. This is usually the SPED site coordinator at the closet regional center.

NOTE: Candidates may not begin any clear credential coursework until the above steps are completed and the admission requirements are met.

Criteria for the Clear Induction Credential Program

In order to receive the Clear Credential, candidates must complete the following requirements:

Development and Administration of the Individual Induction Plan (IIP)

The Individual Induction Plan (IIP) shall be developed in consultation among the candidate, employer (optional), and APU academic advisor. The IIP shall identify and address individual candidate needs, college or university requirements, consultations and other activities with a district-assigned service provider, APU advisor, and assessment of the plan's completion.

Individual Induction Plan: Menu of Options

The clear induction process requires that the candidate complete a minimum of 3 units selected from the menu of options, and the CTC requires 180 hours of professional development. The 180 hours may consist of either coursework (up to 12 units), professional development, or a combination of coursework plus professional activities (Note: 3 units = 45 hours). The IIP may include other professional development activities sponsored by organizations other than APU. Completion of approved non-university activities may be included in the Clear Induction IIP. BTSA can account for 20 hours of professional development.

Support Activities

Consultations will be provided with an assigned service provider from the candidate's district, or an APU advisor to be established during the IIP process, who will meet periodically with the candidate.

A verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent (verified by Form CL-41 EXP, signed by the district's director of human resources) in a public school or private school equivalent status while holding the Level I or Preliminary Mild/Moderate or Moderate/Severe Credential is optional. An unemployed candidate will work with an APU advisor to develop an appropriate plan.

Academic Requirements

NOTE: Candidates may not begin Clear Credential coursework until the above steps are completed and the admission requirements are met. Level I candidates who opt for the Clear Credential must complete the following requirements:

- Technology Class – CTC-approved list
- Health Class – CTC-approved list
- CPR (infant, child, adult)

Complete the core courses plus other experiences as defined below:

SPED 582	Theories in Learning and Research in Disabilities Studies	3
SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3

Areas of Emphasis:

Candidates for the Clear Credential choose one area of emphasis in which to complete their clear credential coursework.

Emotional Disturbance (Behavior Analysis)

Prerequisite: SPED 503 is required for this emphasis.

SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Design: Measurement and Experimental Evaluation of Behavior	3

Bilingual Special Education Strategies

SPED 511	Language Development for All Students	3
SPED 513	Prescriptive Literacy and Math with Assistive Technology	
SPED 532	Bilingual Special Education	3
SPED 536	Rtl/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3
– plus –		
SPED 509	Technology in Special Education	3
SPED 547	Implementation of Special Education Legislation	3

Autism Spectrum Disorders

SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorder	3

CREDENTIAL ADDED AUTHORIZATIONS

The California Commission on Teacher Credentialing (CTC) has approved the Department of Teacher Education, Special Education Programs to offer add-on teaching authorizations in the areas of autism spectrum disorders, resource specialist, and emotional disturbance for teachers who possess a Mild/Moderate (Level 1) Education Specialist Credential to expand the scope of instruction for current teachers. The added authorizations programs consist of 12 units (4 courses) in each area. The program courses are offered online or at APU regional centers with sufficient enrollment.

Eligible candidates are those with a current CTC-designated Education Specialist Credential, Mild/Moderate (before Summer 2010)

- Level 1 Credential
- Level 2 Credential

Program Requirements

1. A 3.0 grade-point average
2. Appropriate Mild/Moderate (K–12) Education Specialist Credential. Students should contact a credential analyst prior to initiating a program.

For additional information, please contact the Department of Teacher Education, Special Education Programs office.

Resource Specialist (RSP)		**12 units**
SPED 546	Resource Specialist Communication Skills	3
SPED 547	Implementation of Special Education Legislation	3
SPED 548	RSP: Staff Development and Parent Education Techniques	3
SPED 549	Supervised Field Experience: Resource Specialist	3

Added Authorization in Special Education: Autism Spectrum Disorders		**12 units**
SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorders	3

Added Authorization in Special Education: Resource Specialist		**12 units**
SPED 546	Resource Specialist Communication Skills	3
SPED 547	Implementation of Special Education Legislation	3
SPED548	Staff Development and Parent Education Techniques	3
SPED 549	Supervised Field Experience: Resource Specialist	3

Added Authorization in Special Education: Emotional Disturbance **12 units**

SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Application and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Designs: Measurement and Experimental Evaluation of Behavior	3

CERTIFICATE

Board Certified Behavior Analyst (BCBA®) **15 units**

NOTE: A Board Certified Behavior Analyst (BCBA®) coordinator must approve admission to this emphasis. Admission to the BCBA program course sequence requires a separate application with the Graduate Center and interview with the BCBA® committee.

The following five-course sequence in applied behavior analysis, in its entirety, meets the 225 classroom hours of graduate-level instruction in the specified content areas established by the Behavior Analyst Certification Board. Graduate students in the program must successfully complete all of the courses listed below to qualify to sit for the Board Certified Behavior Analyst (BCBA®) exam. Individual courses taken with a non-BCBA® instructor, or outside or APU's BCBA® five-course sequence, may not meet BCBA® requirements. Please contact the BCBA® for additional information.

SPED 503	Behavior Support to Students with Moderate/Severe Disabilities*	3
— or —		
SPED 537	Theories and Intervention in Behavior Disorders*	3
SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Designs: Measurement and Experimental Evaluation of Behavior	3

*Prerequisite for this emphasis

SPECIAL NOTE: A behavior analyst is certified by the BACB® after passing the BCBA® certification exam. To sit for the exam, a candidate must apply directly to the BACB® and provide evidence of having a minimum of a master's degree, completion of 225 classroom hours of graduate-level instruction in the specified content areas established by the BACB®, and completion of 1,500 hours of supervised independent fieldwork in behavior analysis supervised by a BCBA®. Azusa Pacific University does not provide this supervision. For more specific information regarding the certification process, please visit the BACB® website at www.bacb.com.

Master's Programs

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MILD/MODERATE DISABILITIES SPECIALIST PRELIMINARY CREDENTIAL (NON-INTERN AND INTERN)

Program Director: Glenn Green, Ed.D.
(626) 815-5371
ggreen@apu.edu

Candidates enrolled in the Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Preliminary Credential (Non-Intern and Intern) will take an additional 5 courses (15 units) after the credential courses to receive a Master of Arts in Education.

Required Courses for Master of Arts in Education: Special Education (for those in combination programs only):

SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 548B	Guided Research Project: Findings	3

Comprehensive Exam
(offered November, March, and June)
Submit Intent to Graduate Form to Graduate Registrar

Total units for both credential and master's **46**

NOTE: Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Please contact the department for course elective listing.

Completion of all credential requirements, including all examinations, coursework, and other requirements must be met before the master's degree will be posted. An Intent to Graduate form must be completed and fees paid by the deadlines set by the Office of the Graduate Registrar.

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MODERATE/SEVERE DISABILITIES SPECIALIST PRELIMINARY CREDENTIAL (NON-INTERN AND INTERN)

Program Coordinator, Master of Arts in Education: Special Education: Glen Green, Ed.D.
(626) 815-5371, ggreen@apu.edu

Program Director, Moderate/Severe Disabilities Specialist Preliminary Credential (Non-Intern and Intern): Litzy Z. Ruiz, M.A.
(626) 815-6000, Ext. 5168, lruiz@apu.edu

Candidates enrolled in the Master of Arts in Education: Special Education and Moderate/Severe Disabilities Specialist Preliminary Credential (Non-Intern and Intern) will take an additional 6 courses (18 units) after the credential courses to receive a Master of Arts in Education.

Required Courses for Master of Arts in Education: Special Education (for those in combination programs only):

SPED 532	Bilingual Special Education	3
SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 548B	Guided Research Project: Findings	3

Comprehensive Exam
(Offered November, March, and June)
Submit Intent to Graduate Form to Graduate Registrar

Total units for both credential and master's 45

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements must be met before the master's degree will be posted. An Intent to Graduate form must be completed and fees paid by the deadlines set by the Office of the Graduate Registrar.

MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING AND MILD/MODERATE DISABILITIES SPECIALIST PRELIMINARY CREDENTIAL (NON-INTERN AND INTERN)

Program Coordinator, Master of Arts in Education: Digital Teaching: Jennifer Courduff, Ph.D.
jcourduff@apu.edu

Program Director, Mild/Moderate Disabilities: Vacant

Candidates enrolled in Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Preliminary (Non-Intern and Intern) will take an additional 6 courses (15 units) after the credential courses to receive a Master of Arts in Education.

Laptop required for EDUC courses.

Required Courses for Masters of Arts in Education:

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st Century	3
EDUC 526	Capstone in Educational Technology and Learning	2

Comprehensive Exam
(Offered November, March, and June)
Submit Intent to Graduate Form to Graduate Registrar

Total units for both credential and master's 49

NOTE: Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Please contact the department for course elective listing.

Completion of all credential requirements, including all examinations, coursework, and other requirements must be met before the master's degree will be posted. An Intent to Graduate form must be completed and fees paid by the deadlines set by the Office of the Graduate Registrar.

MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING AND MODERATE/SEVERE DISABILITIES SPECIALIST PRELIMINARY CREDENTIAL (NON-INTERN AND INTERN)

Program Coordinator, Master of Arts in Education: Digital Teaching: Jennifer Courduff, Ph.D.
jcourduff@apu.edu

Program Director, Moderate/Severe: Litzy Z. Ruiz, M.A.
(626) 815-6000, Ext. 5168, lruiz@apu.edu

Candidates enrolled in the Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Preliminary (Non-Intern and Intern) will take an additional 6 courses (15 units) after the credential courses to receive a Master of Arts in Education. Laptop required for EDUC courses.

Required Courses for Masters of Arts in Education:

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st Century	3
EDUC 526	Capstone in Educational Technology and Learning	2

Comprehensive Exam
(Offered November, March, and June)
Submit Intent to Graduate Form to Graduate Registrar

Total units for both credential and master's 42

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION

Program Director: Glen Green, Ed.D.
(626) 815-5371
ggreen@apu.edu

The Master of Arts in Education: Special Education is designed for individuals eager to pursue a Master of Arts with emphases: classroom interventions, bilingual special education strategies, emotional disturbance (behavior analysis), autism spectrum disorders, or resource specialist. This program does not lead to a California teaching credential. Students can opt to take classes on campus or online.

Criteria for Admission

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

The candidate must be advised by a designated faculty member as part of an admissions interview prior to enrollment in the program. This occurs after the admissions application has been completed and reviewed for any missing program-required documentation. The department will notify candidates when an interview appointment can be made.

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Applicants must provide proof of passage for the following exams:

- CBEST
- CSET: one multiple-subject subtest or a single-subject exam

  PLEASE NOTE: Once students pass a subtest of the CSET, they do not have to take that subtest again as long as they use the score to earn certification within five years of the test date on which it was achieved.

— or —

- GRE: (Graduate Record Examination): Minimum score of 1,000 for verbal and quantitative sections; must be taken within 12 months prior to application

The candidate must be advised by a designated special education faculty member as part of an admissions interview prior to enrollment in the program. This is usually done by the SPED site coordinator at the closest regional center.

NOTE: Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Please contact the department for course elective listing.

Candidates should not take more than two courses (6 units) per term.

Completion of all requirements, including all examinations and coursework, must be met before a candidate may participate in the graduation ceremony or have their master's degree posted. An Intent to Graduate form must be completed by deadlines set by the graduate registrar and fees paid whether the candidate wished to participate in the ceremony or not.

Course Requirements

Master of Arts in Education: Special Education — 42–45 units

Core Coursework		**15 units**
SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 548B	Guided Research Project: Findings	3

Required Advanced Courses*		**15 units**
SPED 509	Technology in Special Education	3
SPED 510	Research-based Learning Theories	3
SPED 538	Special Education Issues: Mild to Moderate Disabilities	3
SPED 547	Implementation of Special Education Legislation	3
SPED 558	Advanced Theory and Research-based Practices for Supporting Students with Disabilities	3

*May use credential courses for advanced course requirements.

Required Emphasis Courses* — 12 units

Student selects one emphasis area

*15 units for emphasis in Emotional Disturbance (Behavioral Analysis)

Emphasis in Classroom Interventions		**12 units**
SPED 513	Prescriptive Literacy and Math with Assistive Technology	3
SPED 515	Clinical Experience of Teaching Reading and Writing	3
SPED 540	Rtl/Brain-based Teaching and Learning: Math Disorders	3
SPED 546	Resource Specialist Communication Skills	3

Emphasis in Bilingual Special Education Strategies		**12 units**
SPED 511	Language Development for All Students	3
SPED 532	Bilingual Special Education	3
Electives to be selected and approved by advisor.		6

Emphasis in Emotional Disturbance/Board Certified Behavior Analyst (BCBA®) 15 Units

NOTE: A Board Certified Behavior Analyst (BCBA®) coordinator must approve admission to this emphasis. Admission to the BCBA® program course sequence requires a separate application with the Graduate Center and interview with the BCBA® committee.

The following five-course sequence in applied behavior analysis, in its entirety, meets the 225 classroom hours of graduate-level instruction in the specified content areas established by the Behavior Analyst Certification Board. Graduate students in the program must successfully complete all of the courses listed below to qualify to sit for the Board Certified Behavior Analyst (BCBA®) exam. Individual courses taken with a non-BCBA® instructor, or outside or APU's BCBA® five-course sequence, may or may not meet BCBA® requirements. Please contact the BCBA® for additional information.

SPED 503	Behavior Support to Students with Moderate/Severe Disabilities*	3
— or —		
SPED 537	Theories and Intervention in Behavior Disorders*	3
SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Designs: Measurement and Experimental Evaluation of Behavior	3

*Prerequisite for this emphasis

SPECIAL NOTE: A behavior analyst is certified by the BACB® after passing the BCBA® certification exam. To sit for the exam, a candidate must apply directly to the BACB® and provide evidence of having a minimum of a master's degree, completion of 225 classroom hours of graduate-level instruction in the specified content areas established by the BACB®, and completion of 1,500 hours of supervised independent fieldwork in behavior analysis supervised by a BCBA®. Azusa Pacific University does not provide this supervision. For more specific information regarding the certification process, please visit the BACB® website at www.bacb.com.

Emphasis in Autism Spectrum Disorders Coursework 12 units

SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorders	3

Emphasis in Resource Specialist Coursework 12 units

SPED 546	Resource Specialist Communication Skills	3
SPED 547	Implementation of Special Education Legislation	3
SPED 548	Staff Development and Parent Education Techniques	3
SPED 549	Supervised Field Experience: Resource Specialist	3

May use 6 units of electives to be chosen from below and approved by advisor:

EDPY 633	Multicultural and Bilingual Assessment and Intervention	3
EDUC 500	Advanced Computer Education	3
EDUC 501	Language Structure and Use	3
EDUC 502	Foundations of Literacy Development and Content Instruction for English Learners	3
EDUC 503	Practical Approaches and Methods to Literacy Development for English Learners	3
EDUC 504	Teaching and Cultural Diversity*	3
EDUC 507	Family, Community, and School Connections	3
EDUC 574	Current Issues in Education	3
SPED 500	Special Topics in Education (varied)	3
SPED 505	Educational Foundations and Classroom Management (K–12)	3
SPED 509	Technology in Special Education	3
SPED 511	Language Development for All Students*	3
SPED 515	Clinical Experience in Teaching Reading and Writing*	3
SPED 530	Introduction to Individual Differences and Strengths-based Education*	3
SPED 531	Assessment Issues and Methodologies Related to Student Learning*	3
SPED 535	Counseling, Collaboration, and Consultation*	3
SPED 536	RtI/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders*	3
SPED 537	Theories and Interventions in Behavior Disorders*	3
SPED 538	Special Education Issues: Mild/Moderate Disabilities*	3
SPED 540	RtI/Brain-based Teaching and Learning: Math Disorders*	3
SPED 547	Implementation of Special Education Legislation*	3
SPED 554	Advanced Study Teaching Special Populations*	3
Total elective units		**6**
Total units for master's		**42–45**

*Preliminary mild/moderate credential courses

Other Requirements

- Comprehensive Exam offered three times a year: November, March, and June.
- Submit Intent to Graduate form to graduate registrar by deadline.

MASTER OF EDUCATION IN SPECIAL EDUCATION AND EDUCATIONAL TECHNOLOGY (NONCREDENTIAL)

Program Director: Glen Green, Ed.D
(626) 815-5371
ggreen@apu.edu

Master of Arts in Education: Digital Teaching: Vacant

This program focuses on research-proven instructional strategies and the integration of technology into the curriculum for special needs populations. Coursework prepares students to be competent users of technology in both the curricular and data management areas of professional practice.

All levels of technology competence (including beginners) are encouraged to enroll in this program. Coursework provides the opportunity for students to earn a unique degree that emphasizes technology use in the special-needs classroom. The demand for special education teachers who are competent users of technology is at an ever-increasing level within school districts throughout California.

NOTE: Up-to-date schedule of course offerings can be found through the university's Web portal, home.apu.edu, or with the assistance of the SPED site coordinator.

Candidates should not take more than two courses (6 units) per term.

Completion of all requirements, including all examinations and coursework, must be met before a candidate may participate in the graduation ceremony or have their master's degree posted. An Intent to Graduate form must be completed by deadlines set by the graduate registrar and fees paid whether the candidate wished to participate in the ceremony or not.

Course Requirements

Term 1

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
SPED 513	Prescriptive Literacy and Math with Assistive Technology	3

Term 2

EDUC 522	Learning in the 21st Century	3
SPED 547	Implementation of Special Education Legislation	3

Term 3

EDUC 514	Digital Video in the Classroom	3
SPED 538	Special Education Issues	3

Term 4

EDUC 515	Evolving Educational Technologies	3
SPED 509	Technology for Special Needs	3

Term 5

SPED 511	Language Development for all Students	3
SPED 554	Advanced Study Teaching Special Populations	3

Term 6

EDUC 526	Capstone Experience in Educational Technology and Learning	2
SPED 558	Advanced Theory and Research Based Practices for Supporting Students with Disabilities	3

Total units for master's **36**

Other Requirements

- Comprehensive Exam offered three times a year: November, March, and June.
- Submit Intent to Graduate form to graduate registrar by deadline.

Teacher Education Programs

INDUCTION PROGRAM (TRACKS A, B, C)

Program Director for the Clear Credential
Dave Landers, M.Ed.
(626) 815-5458, jdlanders@apu.edu

Azusa Pacific University's Induction Program comprises 12 units offered as four nine-week practicum courses completed in the participating teacher's own classroom and/or through fieldwork. The program focuses on the complexity of teaching and learning in California classrooms, and is tailored to meet the needs of individual teachers, providing opportunities to review teaching practices, gain expert feedback, and refresh their approach to the classroom.

Track A for noncontracted teaching jobs.

Track B for contracted teaching jobs.

Required Induction Program Courses		**12 units**
EDUC 600	Practicum Instructional Planning and Classroom Management	3
EDUC 601	Practicum Assessment and Diagnostic Instruction	3
EDUC 602	Practicum Teaching Special Populations	3
EDUC 603	Practicum Using Community Resources to Reduce the Achievement Gap	3
Total Induction Program		**12 units**

Track C is for clearing both a general education and a special education credential. Candidates can clear both credentials concurrently from a menu of options that requires an Individual Induction Plan (IIP).

Development and Administration of the Individual Induction Plan (IIP)

The Individual Induction Plan (IIP) shall be developed in consultation with the candidate, employer (optional), and APU academic advisor. The IIP shall identify and address individual candidate needs, college or university requirements, consultations and other activities with a district-assigned service provider, APU advisor, and assessment of the plan's completion.

Support Activities

Consultations will be provided with an assigned service provider from the candidate's district, or an APU advisor to be established during the IIP process, who will meet periodically with the candidate.

A verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent (verified by Form CL-41 EXP, signed by the district's director of human resources) in a public school or private school equivalent status while holding the Level I or Preliminary Mild/Moderate or Moderate/Severe Credential is optional. An unemployed candidate will work with an APU advisor to develop an appropriate plan to be approved by the university's IIP Review Team.

Individual Induction Plan: Menu of Options

The clear induction process requires that the candidate complete a minimum of 3 units selected from the menu of options, and the CTC requires 180 hours of professional development. The 180 hours may consist of either coursework (up to 12 units), professional development, or a combination of coursework plus professional activities (Note: 3 units = 45 hours). The IIP may include other professional development activities sponsored by organizations other than APU. Completion of approved non-university activities may be included in the Clear Induction IIP. BTSA can account for 20 hours of professional development.

Academic Requirements

NOTE: Candidates may not begin Clear Induction coursework until the above steps are completed and the admission requirements are met. Level I candidates who opt for the Clear Credential must complete the following requirements:

- Technology Class – CTC-approved list
- Health Class – CTC-approved list
- CPR (infant, child, adult)

Complete the core courses plus other experiences as defined below:

SPED 582	Theories in Learning and Research in Disabilities Studies	3
SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3

Areas of Emphasis:

Candidates for the Clear Credential choose one area of emphasis in which to complete their clear credential coursework.

Emotional Disturbance (Behavior Analysis)

Prerequisite: SPED 503 is required for this emphasis.

SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Design: Measurement and Experimental Evaluation of Behavior	3

Bilingual Special Education Strategies

SPED 511	Language Development for All Students	3
SPED 513	Prescriptive Literacy and Math with Assistive Technology	
SPED 532	Bilingual Special Education	3
SPED 536	Rtl/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3
– plus –		
SPED 509	Technology in Special Education	3
SPED 547	Implementation of Special Education Legislation	3

Autism Spectrum Disorders

SPED 503	Behavior Support to Students with Moderate to Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorder	3

Resource Specialist (RSP)

SPED 546	Resource Specialist Communication Skills	3
SPED 547	Implementation of Special Education Legislation	3
SPED 548	Staff Development and Parent Education Techniques	3
SPED 549	Supervised Field Experience: Resource Specialist	3

Master's Programs

MASTER OF ARTS IN EDUCATION: GIFTED AND TALENTED EDUCATION (GATE) AND MULTIPLE SUBJECT TEACHING CREDENTIAL

Program Director, Multiple Subject Teaching Credential
Janine Ezaki, M.A.
(626) 815- 5435, jezaki@apu.edu

Program Coordinator, Master of Arts in Education: Gifted and Talented Education (GATE):
Jessica Cannaday, Ph.D.
jcannaday@apu.edu

Azusa Pacific University's 2042 Multiple Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses that are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments. All coursework and instruction are delivered from a distinctly Christian perspective, instilling in each candidate a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving candidates the invaluable advantage of a personalized education.

Upon completion, the credential candidate will have earned both a 2042 Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Gifted and Talented Education (GATE). The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

Please check with the Department of Teacher Education for locations at which the credential program track is offered.

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of eight units may be taken per term.

Non-Intern Requirements

Module 1

TEP 506	Educational Foundations and Classroom Management	3
TEP 516	Methods of Teaching Reading and Writing (K–8)	3
TEP 566A	Field Experience I	1

Pass RICA Exam

Module 2

TEP 526	Methods of Teaching Mathematics (K–8)	3
TEP 556	Methods of Teaching English Language Learns (K–8)	3
TEP 566B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 536	Methods of Teaching Science (K–8)	3
TEP 586	Student Teaching Seminar	3
TEP 576A	Clinical Practice I (Student Teaching, K–8)	2

Module 4

TEP 546	Methods of Integrating the Humanities (K–8)	3
TEP 576B	Clinical Practice II (Student Teaching, K–8)	2

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**33**

Required Courses for Master of Arts in Education: Gifted and Talented Education (GATE)

TEG 500	Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE)	3
TEP 501	Identification and Characteristics of Gifted and Talented Students	3
TEP 502	Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students	3
TEP 505	Supporting the Emotional Needs of Gifted and Talented Learners	3
Total Units		**12**
Total Credential and Master's		**45**

Intern Requirements

Candidates who possess an accredited bachelor's degree, subject-matter competency (CSET) and full-time teaching employment may be eligible for APU's innovative Master of Arts in Education: Gifted and Talented Education (GATE) and Multiple Subject Internship Teaching Credential program. Designed for candidates already teaching in the field, the program combines curricula of the credential and master's programs to deliver a unique educational package. More than 150 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

English Language Learner (ELL) Preservice Requirement for Interns in Fall

Any Multiple Subject credential candidate planning to begin an internship in the fall semester must complete preservice training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Application for Intern Credential requires:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the intern program).

Module 1

TEP 505	Educational Foundations and Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing (K–8)	3
TEP565A	Field Experience I	1

Module 2

TEP 525	Clinical Experiences in Teaching Mathematics (K–8)	3
TEP 555	Methods of Teaching English Language Learners (K–8)	3
TEP 565B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply* and *be cleared by the Department of Teacher Education.

Module 3

TEP 535	Clinical Experiences in Teaching Science (K–8)	3
TEP 575A	Clinical Practice I	1
TEP 585	Intern Teaching Seminar	3

Module 4

TEP 545	Methods of Integrating the Humanities (K–8)	3
TEP 575B	Clinical Practice II	1

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**31**

Required Courses for Master of Arts in Education: Gifted and Talented Education (GATE)

TEG 500	Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE)	3
TEP 501	Identification and Characteristics of Gifted and Talented Students	3
TEP 502	Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students	3
TEP 505	Supporting the Emotional Needs of Gifted and Talented Learners	3
Total Units		**12**
Total Credential and Master's		**43**

MASTER OF ARTS IN EDUCATION: GIFTED AND TALENTED EDUCATION (GATE) AND SINGLE SUBJECT TEACHING CREDENTIAL

Program Director, Single Subject Teaching Credential : Vacant

Program Coordinator, Gifted and Talented Education (GATE): Jessica Cannaday, Ph.D. jcannaday@apu.edu

Azusa Pacific University's 2042 Single Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12) and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

All Single Subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC approved subject-matter program or passage of CSET in a content area appropriate for the field of teaching.

Upon completion, the credential candidate will have earned both a 2042 Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

In addition, to further prepare themselves as highly marketable educators, Single Subject candidates are encouraged to obtain a supplementary authorization along with their credential.

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Non-Intern Requirements

Module 1

TEP 508	Educational Foundations and Classroom Management 7–12	3
TEP 518	Methods of Teaching Reading and Writing 7–12	3
TEP 568A	Field Experience I	1

Module 2

TEP 528	Teaching Strategies 7–12	3
TEP 558	Methods of Teaching English Language Learners 7–12	3
TEP 568B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply* and *be cleared by the Department of Teacher Education.

Module 3

TEP 548	Curriculum and Assessment 7–12	3
TEP 578A	Clinical Practice I (Student Teaching, 7–12)	2

Module 4

TEP 588	Student Teaching Seminar 7–12	3
TEP 578B	Clinical Practice II (Student Teaching, 7–12)	2

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**30**

Required Courses for Master of Arts in Education: Gifted and Talented Education (GATE)

TEG 500	Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE)	3
TEP 501	Identification and Characteristics of Gifted and Talented Students	3
TEP 502	Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students	3
TEP 505	Supporting the Emotional Needs of Gifted and Talented Learners	3
Total Units		**12**
Total Credentials and Master's		**42**

Intern Requirements

This track is tailored to the working professional with subject-matter competence, offers classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the credential candidate will have earned both a 2042 Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Gifted and Talented Education (GATE) degree. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

Designed for candidates already teaching in the field, the program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 170 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

All Single Subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through their subject-matter program or passage of CSET tests. In addition, to further prepare themselves as highly marketable educators, Single Subject candidates are encouraged to obtain a supplemental authorization along with their credential. This optional addition to the credential program authorizes educators, through additional coursework In another NCLB-approved specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please contact the Credential Analyst Office.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

English Language Learner (ELL) Preservice Requirement for Interns in Fall

Any Single Subject Credential candidate planning to begin an internship in the fall semester must complete preservice training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Application for Intern Credential must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the intern program).

Module 1

TEP 507	Education Foundations and Classroom Experiences (7–12)	3
TEP 517	Clinical Experiences in Teaching, Reading and Writing (7–12)	3
TEP 567A	Field Experience I	1

Module 2

TEP 527	Clinical Experience in Teaching Strategies (7–12)	3
TEP 557	Clinical Experience in Teaching English Language Learners (7–12)	3
TEP 567B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply* and *be cleared by the Department of Teacher Education.

Module 3

TEP 547	Clinical Experience in Curriculum and Assessment (7–12)	3
TEP 577A	Clinical Practice I (Contract Teaching)	1

Module 4

TEP 577B	Clinical Practice II (Contract Teaching, 7–12)	1
TEP 587	Intern Teaching Seminar (7–12)	3

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**28**

Required Courses for Master of Arts in Education: Gifted and Talented Education (GATE)

TEG 500	Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE)	3
TEP 501	Identification and Characteristics of Gifted and Talented Students	3
TEP 502	Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students	3
TEP 505	Supporting the Emotional Needs of Gifted and Talented Learners	3
Total Units		**12**

Credential and Master's **40**

MASTER OF ARTS IN EDUCATION: TEACHING

The Master of Arts in Education: Teaching is offered in combination with the credential program in the Department of Teacher Education. This combined program applies credential courses toward the master's degree. All required credential courses should be completed prior to taking advanced master's courses; however, students may not take EDUC 571 prior to completing their credential coursework with permission from the program director.

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
EDUC 574	Current Issues in Education	3

Option A:
(Taken at the end of the master's degree)

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

Options are available for nonclassroom teachers. Please contact the program director.

Option B:
(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

MASTER OF ARTS IN EDUCATION: TEACHING AND MULTIPLE SUBJECT TEACHING CREDENTIAL

Program Director,
Multiple Subject Teaching Credential:
Janine Ezaki, M.A.
(626) 815- 5435, jezaki@apu.edu

Azusa Pacific University's 2042 Multiple Subject Teaching Credential program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

Upon completion, the credential candidate will have earned both a 2042 Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

Please check with the Department of Teacher Education for locations at which the credential program track is offered.

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Non-Intern Requirements

Module 1

TEP 506	Educational Foundations and Classroom Management (K–8)	3
TEP 516	Methods of Teaching Reading and Writing (K–8)	3
TEP 566A	Field Experience I	1

Pass RICA Exam

Module 2

TEP 526	Methods of Teaching Mathematics (K–8)	3
TEP 556	Methods of Teaching English Language Learners (K–8)	3
TEP 566B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 536	Methods of Teaching Science (K–8)	3
TEP 586	Student Teaching Seminar (K–8)	3
TEP 576A	Clinical Practice I (Student Teaching, K–8)	2

Module 4

TEP 546	Methods of Integrating the Humanities (K–8)	3
TEP 576B	Clinical Practice II (Student Teaching, K–8)	2

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**33 units**

Required Courses for Master of Arts in Education: Teaching

Core Courses		**6–9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology (if not taken for credential)	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select one)		**3 units**
EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required **3–7 units**

(To be taken after credential is completed.)

Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total **45–49 units**

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before a candidate may participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

Intern Requirements

Candidates who possess an accredited bachelor's degree, subject-matter competency (CSET), and full-time teaching employment may be eligible for APU's innovative Master of Arts in Education: Teaching and Multiple Subject Internship Teaching Credential program. Designed for candidates already teaching in the field, the program combines curricula of the credential and master's programs to deliver a unique educational package. More than 150 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

English Language Learner (ELL) Preservice Requirement for Interns in Fall

Any Multiple Subject Credential candidate planning to begin an internship in the fall semester must complete preservice training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Application for Intern Credential requires:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern program).

Module 1

TEP 505	Educational Foundations and Classroom Management (K–8)	3
TEP 515	Clinical Experiences in Teaching Reading and Writing (K–8)	3
TEP 565A	Field Experience I	1

Pass RICA Exam

Module 2

TEP 525	Clinical Experiences in Teaching Mathematics (K–8)	3
TEP 555	Clinical Experiences in Teaching English Language Learners (K–8)	3
TEP 565B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 535	Clinical Experiences in Teaching Science (K–8)	3
TEP 575A	Clinical Practice I	1
TEP 585	Intern Teaching Seminar (K–8)	3

Module 4

TEP 545	Clinical Experiences with Integrating the Humanities (K–8)	3
TEP 575B	Clinical Practice II	1

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **31 units**

Required Courses for Master of Arts in Education: Teaching

Core Courses **6–9 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology (if not taken for credential)	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select one) **3 units**

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required **3–7 units**

(To be taken after credential is completed.)

Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total **43–50 units**

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before candidates can participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

MASTER OF ARTS IN EDUCATION: TEACHING AND SINGLE SUBJECT TEACHING CREDENTIAL

Program Director, Single Subject Teaching Credential: Vacant

Azusa Pacific University's 2042 Single Subject Teaching Credential program prepares teachers for positions at the middle and high school levels (7–12), and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

All Single Subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program or passage of CSET in a content area appropriate for the field of teaching.

Upon completion, the credential candidate will have earned both a 2042 Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

In addition, to further prepare themselves as highly marketable educators, Single Subject candidates are encouraged to obtain a supplementary authorization along with their credential.

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Non-Intern Requirements

Module 1

TEP 508	Educational Foundations and Classroom Management (7–12)	3
TEP 518	Methods of Teaching Reading and Writing (7–12)	3
TEP 568A	Field Experience I	1

Module 2

TEP 528	Teaching Strategies (7–12)	3
TEP 558	Methods of Teaching English Language Learners (7–12)	3
TEP 568B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 548	Curriculum and Assessment (7–12)	3
TEP 578A	Clinical Practice I (Student Teaching, 7–12)	2

Module 4

TEP 588	Student Teaching Seminar (7–12)	3
TEP 578B	Clinical Practice II (Student Teaching, 7–12)	2

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **30 units**

Required Courses for Master of Arts in Education: Teaching

Core Courses **6–9 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology (if not taken for credential)	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select two) **6 units**

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required **3–7 units**

(To be taken after credential is completed.)

Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total **45–52 units**

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before candidates can participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

Intern Requirements

This track is tailored to the working professional with subject-matter competence, offers classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the credential candidate will have earned both a 2042 Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

Designed for candidates already teaching in the field, the program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 170 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

All Single Subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through their subject-matter program or passage of CSET tests. In addition, to further prepare themselves as highly marketable educators, Single Subject candidates are encouraged to obtain a supplemental authorization along with their credential. This optional addition to the credential program authorizes educators, through additional coursework in another NCLB-approved specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please contact the credential analysts' office.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

English Language Learner (ELL) Preservice Requirement for Interns in Fall

Any Single Subject Credential candidate planning to begin an internship in the fall semester must complete preservice training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Application for Intern Credential must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program).

Module 1

TEP 507	Educational Foundations and Classroom Experiences (7–12)	3
TEP 517	Clinical Experiences in Teaching Reading and Writing (7–12)	3
TEP 567A	Field Experience I	1

Module 2

TEP 527	Clinical Experiences in Teaching Strategies (7–12)	3
TEP 557	Clinical Experiences in Teaching English Language Learners (7–12)	3
TEP 567B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 547	Clinical Experiences in Curriculum and Assessment (7–12)	3
TEP 577A	Clinical Practice I (Contract Teaching, 7–12)	1

Module 4

TEP 577B	Clinical Practice II and Seminar (Contract Teaching, 7–12)	1
TEP 587	Intern Teaching Seminar (7–12)	3

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **28 units**

Required Courses for Master of Arts in Education: Teaching

Core Courses **6–9 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology (if not taken for credential)	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select two) **6 units**

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required **3–7 units**

(To be taken after credential is completed.)

Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total **43–50 units**

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before candidates may participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING AND MULTIPLE SUBJECT TEACHING CREDENTIAL

Program Director,
Multiple Subject Teaching Credential:
Janine Ezaki, M.A.
(626) 815- 5435, jezaki@apu.edu

Program Director, Master of Arts in Education:
Digital Teaching and Learning:
Jennifer Courduff, Ph.D.
jcourduff@apu.edu

Azusa Pacific University's 2042 Multiple Subject Teaching Credential program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving candidates the time and training needed to develop subject-specific skills and activities. Candidates demonstrate their understanding of technology-embedded instruction in the final capstone project.

Upon completion, the credential candidate will have earned both a 2042 Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

Please check with the Department of Teacher Education for locations in which the credential program track is offered.

Non-Intern Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Module 1

TEP 506	Educational Foundations and Classroom Management	3
TEP 516	Methods of Teaching Reading and Writing (K–8)	3
TEP 566A	Field Experience I	1

Pass RICA Exam

Module 2

TEP 526	Methods of Teaching Mathematics (K–8)	3
TEP 556	Methods of Teaching English Language Learns (K–8)	3
TEP 566B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 536	Methods of Teaching Science (K–8)	3
TEP 586	Student Teaching Seminar	3
TEP 576A	Clinical Practice I (Student Teaching, K–8)	2

Module 4

TEP 546	Methods of Integrating the Humanities (K–8)	3
TEP 576B	Clinical Practice II (Student Teaching, K–8)	2

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**33 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning **15 units**

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st-century	3
EDUC 526	Capstone in Educational Technology and Learning	2
Total		**48 units**

Intern Requirements

The program is tailored to the working professional, offering classes at the Azusa campus and regional centers throughout Southern California. Upon completion, the credential candidate will have earned both a 2042 Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all requirements and coursework for the Preliminary Credential. This is a 2042 Preliminary Credential with ELL authorization.

Candidates who possess an accredited bachelor's degree, subject-matter competency (CSET), and full-time teaching employment may be eligible for APU's Master of Arts in Education: Digital Teaching and Learning and 2042 Multiple Subject Internship Teaching Credential program. Designed for candidates already teaching in the field, the program combines curricula of the credential and master's programs to deliver a unique educational package. More than 150 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

English Language Learner (ELL) Preservice Requirement for Interns in Fall

Any Multiple Subject Credential candidate planning to begin an internship in the fall semester must complete preservice training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Application for Intern Credential must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern program).

Module 1

TEP 505	Educational Foundations and Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing (K–8)	3
TEP565A	Field Experience I	1

Pass RICA Exam

Module 2

TEP 525	Clinical Experiences in Teaching Mathematics (K–8)	3
TEP 555	Clinical Experiences in Teaching English Language Learners (K–8)	3
TEP 565B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 535	Clinical Experiences in Teaching Science (K–8)	3
TEP 575A	Clinical Practice I	1
TEP 585	Intern Teaching Seminar (K–8)	3

Module 4

TEP 545	Clinical Experiences with Integrating the Humanities (K–8)	3
TEP 575B	Clinical Practice II	1

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**31 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning 15 units

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st century	3
EDUC 526	Capstone in Educational Technology and Learning	2
Total		**46 units**

MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING AND SINGLE SUBJECT TEACHING CREDENTIAL (NON-INTERN AND INTERN)

Program Director,
Single Subject Teaching Credential: Vacant

Program Director,
Master of Arts in Education: Digital Teaching and Learning with Single Subject Teaching Credential:
Jennifer Courduff, Ph.D.
jcourduff@apu.edu

Azusa Pacific University's 2042 Single Subject Teaching Credential program prepares teachers for positions at the middle and high school levels (7–12) and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving candidates the time and training needed to develop subject-specific skills and activities. Candidates demonstrate their understanding of technology-embedded instruction in the final capstone project.

Upon completion, the credential candidate will have earned both a 2042 Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with ELL authorization.

All Single Subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program or passage of CSET in a content area appropriate for the field of teaching.

In addition, to further prepare themselves as highly marketable educators, Single Subject candidates are encouraged to obtain a supplementary authorization along with their credential.

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Non-Intern Requirements

Module 1

TEP 508	Educational Foundations and Classroom Management (7–12)	3
TEP 518	Methods of Teaching Reading and Writing (7–12)	3
TEP 568A	Field Experience I	1

Module 2

TEP 528	Teaching Strategies (7–12)	3
TEP 558	Methods of Teaching English Language Learners (7–12)	3
TEP 568B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 548	Curriculum and Assessment (7–12)	3
TEP 578A	Clinical Practice I (Student Teaching, 7–12)	2

Module 4

TEP 588	Student Teaching Seminar (7–12)	3
TEP 578B	Clinical Practice II (Student Teaching, 7–12)	2

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**30 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning **15 units**

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st-century	3
EDUC 526	Capstone in Educational Technology and Learning	2
Total		**45 units**

Intern Requirements

This program track, tailored to the working professional with subject-matter competence, offers classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the credential candidate will have earned both a 2042 Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all coursework. This is a 2042 Preliminary Credential with ELL authorization.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

English Language Learner (ELL) Preservice Requirement for Interns in Fall

Any Single Subject Credential candidate planning to begin an internship in the fall semester must complete preservice training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Application for Intern Credential must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program).

Module 1

TEP 507	Education Foundations and Classroom Experiences (7–12)	3
TEP 517	Clinical Experiences in Teaching, Reading and Writing (7–12)	3
TEP 567A	Field Experience I	1

Module 2

TEP 527	Clinical Experience in Teaching Strategies (7–12)	3
TEP 557	Clinical Experience in Teaching English Language Learners (7–12)	3
TEP 567B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 547	Clinical Experience in Curriculum and Assessment (7–12)	3
TEP 577A	Clinical Practice I (Contract Teaching)	1

Module 4

TEP 577B	Clinical Practice II (Contract Teaching)	1
TEP 587	Intern Teaching Seminar (7–12)	3

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Credential Total		**28 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning **15 units**

EDUC 511	Essentials in Educational Technology and Learning	1
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21st Century	3
EDUC 526	Capstone in Educational Technology and Learning	2
Total		**43 units**

CERTIFICATE PROGRAMS

• ENGLISH LANGUAGE LEARNER (ELL)/CALIFORNIA TEACHERS OF ENGLISH LANGUAGE LEARNERS (CTEL) PROGRAM LEADING TO CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) CERTIFICATE (ONLINE)

Coordinator: Vacant

The CTEL Certificate program is designed to meet the needs of second language children in California by equipping teachers with the tools to understand the process of language and academic development, and the sensitivity and specific skills necessary to facilitate learning in a multicultural classroom. Teachers who complete the 12 specific units of CTC-approved courses at APU, covering the 10 standards of knowledge, skills, and abilities, are not required to take the state CTEL examination for the CLAD Certificate. Candidates can either take all CTEL courses at APU, or utilize a combination of APU CTEL courses and passing CTEL examination scores to earn the CLAD Certificate. Those interested in completing their Bilingual Cross-Cultural Language and Academic Development (BCLAD) Certificate for a specific language should contact the program coordinator for more information.

NOTE: The CLAD Certificate, which prepares credentialed teachers to work with second-language learners, continues to be useful for Ryan Credential candidates (admitted prior to July 1, 2002), special education teachers, and out-of-state credentialed teachers. This certificate provides teachers with greater depth of knowledge, strategies, and capabilities in serving English Language Learners. *All 2042 Multiple Subject and Single Subject Teacher Candidates will receive authorization to teach English-language learners as part of their Preliminary Credentials and will not need to earn the CLAD Certificate.*

Candidates should check with their credential or master's program department to verify the embedding of CTEL coursework in their chosen program.

Course Requirements		**12 units**
EDUC 501	Language Structure and Use	3
EDUC 502	Foundations of Literacy Development and Content Instruction for English Learners	3
EDUC 503	Practical Approaches and Methods to Literacy Development for English Learners	3
EDUC 544	Educational Equity and Cultural Diversity in a Pluralistic Society	3
Total		**12 units**

When it is time to apply for the CLAD Certificate, credentialed teachers may contact the credential analysts' office for assistance. All four courses of the CLAD Certificate (12 units) may be applied toward a Master of Arts in Education program.

CERTIFICATE IN GIFTED AND TALENTED EDUCATION (GATE) (ONLINE)

GATE Coordinator: Jessica Cannaday, Ph.D.
jcannaday@apu.edu

The Certificate in Gifted and Talented Education (GATE) program empowers educators to effectively address the challenges of the 21st-century classroom. Designed for candidates interested in gaining GATE competency without earning a master's degree, the 12-unit certificate program enables educators to maximize student learning.

Course Requirements		
TEG 500	Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE)	3
TEG 501	Identification and Characteristics of Gifted and Talented Students	3
TEG 502	Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students	3
TEG 505	Supporting the Emotional Needs of Gifted and Talented Learners	3
Total		**12 units**

Educational and Clinical Counseling

EDCO 528 Community, Family, and School Collaboration (3)
Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; and knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, and grant writing to support school/community collaborations.

EDCO 533 Counseling Theories and Techniques (3)
This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student demonstrates knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes are studied. It focuses on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. *A prerequisite for EDCO 550 and EDCO 583*

EDCO 534 Assessment, Measurements, and Testing of Individuals (3)
This course helps students understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

EDCO 535 Professionalism, Ethics, and Law (3)
This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal laws and regulations pertaining to children and their families. The implications and legal applications of due process and legal requirements that determine and protect pupil rights are emphasized.

EDCO 545 Positive Behavior Supports and Classroom Intervention (3)
This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized.

EDCO 549 Career Development Theories and Techniques (3)
This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the national standards. This includes computer-based technology, data management systems and data-based research which support career development services.

EDCO 550 Crisis/Trauma Response and Interventions (3)
Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment are examined within an ecosystemic context. *Prerequisite: EDCO 533*

EDCO 555 Group Counseling Skills (3)
This course provides a combination of history, theory, techniques, and applications pertaining to group counseling processes. Training requirements include the practice and demonstration of group techniques. Candidates observe, participate in, and conduct a personal-growth group composed of class members and observed by an experienced group supervisor. *Prerequisites: Current Certification of Clearance and evidence of passed CBEST; corequisite: EDCO 583*

EDCO 557 Human Growth, Development, and Learning (3)
Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

EDCO 564 School Counseling Fieldwork 1 (3)
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 568 School Counseling Fieldwork 2 (3)
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 571 Introduction to Clinical Practice: Basic Skills (3)
This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, and role-play, and student audio/videotaped clinical practice explores differential diagnosis and the use of current diagnostic tools, such as the DSM-IV-R and the treatment modalities and placement criteria within the continuum of care.

EDCO 572 Psychobiology and Psychopharmacology (3)
This course introduces the biological and neurological bases of human behavior, as well as psychotropic medications, as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of therapeutic practice.

EDCO 573 Addictions, Assessment, and Interventions (3)
This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment, and available resources. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered.

EDCO 574 Introduction to Clinical Practice: Advanced Skills (3)
This course is designed to further develop the psychotherapeutic tools of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and making contracts with clients for change. Additionally, students are trained to work with diverse populations and encouraged to begin developing a theoretical and conceptual understanding of cases. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection. *Prerequisite: EDCO 571*

EDCO 575 Clinical Practica (3)
This course provides counseling graduates with an in-the-field counseling experience prior to fieldwork or internship. Students obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented in various education and community settings under supervision of faculty and site supervisors. *Prerequisites: EDCO 533, EDCO 550, EDCO 557, and EDCO 593*

EDCO 579 Sociocultural Competence (3)
School counselors require awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students to develop a multicultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

EDCO 583 Intervention through Consultation (3)
This course examines (1) the strengths and weaknesses of several prominent models of consultation as they relate both to setting requirements and the individual consultant's style of functioning; (2) the roles of consultant, consultee, and client systems; and (3) the consultative role and techniques contrasted with those involving supervision, assessment, teaching, and counseling/therapy. A collaborative model of consultation is emphasized. Further areas of emphasis include, but are not limited to, the following: types of consultative intervention, evaluation of consultation, relevant research, legal, and ethical issues, consultation with minority groups, resistance to consultation, and specific communication skills and staff development. *Prerequisites: EDCO 533 and EDCO 550*

EDCO 587 PPS Leadership, Ethics, and Professionalism (3)
This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDCO 592 Foundations and Ethics in Research (3)
Candidates demonstrate familiarity with contemporary issues and pertinent research and research methods in the field of educational psychology. Candidates study the areas of human growth and development, learning theory and motivation, including humanist, behaviorist, and cognitive approaches. The course emphasizes research and the practical application of special topics.

EDCO 593 Historical Development of School Counseling and School Psychology (3)
This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

EDCO 594 School Counseling: Internship 1 (3)
(*300 hours*)
Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDCO 595 School Counseling: Internship 2 (3)
(*300 hours*)
Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils

Educational Leadership

EDL 580 Leadership Induction (1)
This course introduces candidates to the Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program. Candidates develop a personal leadership profile through self-assessment in leadership abilities, and are introduced to case study research methods and expectations of their individual case studies. Candidates receive training in appropriate educational technology for data-driven decision making.

EDL 581 Research and Leadership (6)
Candidates are introduced to the leadership and instructional standards that are foundational to the Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program. Basic research design methods are introduced. Through qualitative and quantitative research methods, candidates make data-driven decisions for the development, implementation, and evaluation of instructional programs. They apply their individual strengths to develop their visions for the improvement of teaching and learning, staff development, staff recruitment, and increasing community involvement. Elements of this course are built into the candidate's individual case study and leadership performance assessment.

EDL 582 Cornerstones of Educational Leadership (6)
Candidates examine historical, philosophical, ethical, and psychological principles that are essential to effective 21st-century leadership, teaching, and learning. They examine instructional models, curriculum design, learning theory, and educational philosophies that will assist them with becoming effective leaders as they support and mentor teachers for optimal student achievement.

EDL 583 Educational Leadership and Change (6)
Candidates apply their personal strengths and leadership styles to the implementation of programs designed to maximize student achievement. They review and apply change theory for organization development in diverse cultural settings and research effective teaching and learning. Candidates research and apply principles of effective staff development that support group processes and team ownership of schooling outcomes. Models for effective instructional coaching are introduced and applied. Elements of this course are built into the candidate's case study. Field experience is embedded in this course.

EDL 584 Policy and Politics of Educational Leadership (6)
Candidates examine the operation and governance of schools within the parameters of federal, state, and local policies and regulations. They analyze their roles as effective team leaders within those parameters utilizing their personal strengths in problem solving. Candidates become knowledgeable about shared decision making, change, and fiscal management that support student learning. They explore strategies for providing a culture of ethics and efficiency including a safe environment, school partnerships, accountability, and parent involvement in a diverse community. Elements of this course are built into the candidate's case study. Field experience is embedded in this course.

EDL 585 Leadership in a Legal Culture (6)
Candidates develop a vision of organizational effectiveness by acquiring knowledge of federal, state, local, and personnel law. They research landmark court cases, legal opinions, and legal principles related to youth conduct, and the legal constraints and statutory requirements of school funding. Candidates develop their leadership skills by learning historical and current practices in human resource administration. They explore strategies of effective leadership in diverse cultural settings. Elements of this course are built into the candidate's case study. Fieldwork is embedded in this course.

EDL 586 Leadership Performance Assessment (5)
This course leads candidates to synthesize the learning they experienced throughout the previous courses. Candidates finalize the leadership case studies that have evolved with input from each course. They develop an analysis of how their personal strengths will serve them in leadership positions. As a capstone experience during this final course, candidates present to an evaluative panel the case study and their own leadership performance assessment. They are assessed on the CTC standards through rubrics.

Educational Psychology

EDPY 556 Academic Assessment and Intervention (3)
This course covers the foundations of curriculum-based measurement, evidenced-based interventions, progress monitoring, and response to intervention. Students learn problem-solving skills in the identification and prevention of skill deficits, development of goals based on assessment data, progress monitoring, and determining the responsiveness to intervention.

EDPY 624 Disabilities in Children (Mild, Moderate, and Severe) (3)
School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases, and developmental psychopathology in order to achieve sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

EDPY 633 Multicultural and Bilingual Assessment and Intervention (3)
This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDPY 635A Role and Function of a School Psychologist: Positive Behavior Supports (1)
This is a supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments (FBA) and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours. *Corequisites: EDPY 624 and 681*

EDPY 635B Role and Function of a School Psychologist: Individual/Group Counseling (1)
This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours. *Corequisites: EDPY 637 and 682*

EDPY 635C Role and Function of a School Psychologist: Assessment (1)
This is a supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social emotional assessments. Students also conduct Curriculum-Based Assessments (CBA) within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours. *Corequisites: EDPY 633 and 683*

EDPY 636 Research and Evaluation in School Psychology (3)
Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDPY 637 Child Psychopathology Assessment and Treatment (3)
This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children most commonly encountered in the delivery of school psychological services.

EDPY 651 School Psychology Internship 1 (3)
(*300 hours*) ***For cohorts starting prior to 2010–11***
With State Department of Education approval of a candidate's application for an internship credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 652 School Psychology Internship 2 (3)
(*300 hours)*
Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern refines skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 653 School Psychology Internship 3 (3)
(*300 hours*) ***For cohorts starting prior to 2010–11***
Regularly coached by on-site and university staff, the intern accepts increasing responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern gains experience in planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 654 School Psychology Internship 4 (3)
(*300 hours*)
Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 655 School Psychology Internship 1 (5)
(*600 hours*)
Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 656 School Psychology Internship 2 (5)
(*600 hours*)
With continued on-site supervision, field-experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 681 Psychoeducational Assessment I (3)
This course is the first in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 682 Psychoeducational Assessment II (3)
This course is the second in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of scales in assessing intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 683 Psychoeducational Assessment III (3)
This course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 685 School Psychology Fieldwork 1 (3)
Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDPY 686 School Psychology Fieldwork 2 (3)
Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment; writing reports; consulting with staff and parents; designing prevention, interventions, and postvention strategies; working with exceptional students; completing progress evaluations; and interacting with community agencies.

EDPY 687 School Psychology Fieldwork 3 (3)
With continued on-site supervision, field experience students acquire increasing responsibility for planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 688 School Psychology Fieldwork 4 (3)
With continued on-site mentoring, field experience students take independent responsibility for planning, implementing, and reporting psychoeducational assessment of pupils. Students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 690 Advanced Individual Research (3)
In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within this course include: development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

EDPY 695 School Psychology Fieldwork 1 (5)
(*600 hours*)
Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 696 School Psychology Fieldwork 2 (5)
(*600 hours*)
With continued on-site supervision, field experience students become increasingly independent with regard to planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 697 Readings in School Psychology (3)
This course assists the student in research of current literature in the field of school psychology. Literature is one of the vehicles that bridges the gap between theory and practice. Thus, this intensive course in current professional literature allows the student to remain on the cutting edge of the profession. *Prerequisites: Completion of program requirements and approval of program director*

Online Educational Technology

EDTC 511 Foundations in Educational Technology (3)
This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

EDTC 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.

EDTC 517 Digital Communications (3)
This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518 Global Learning/Cross-cultural Classroom (3)
This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520 Managing Tech-Supported Curricular Tools (3)
This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

EDTC 521 Digital Imagery for Learning Environments* (3)
This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523 Educational Applications of Information Design and Hypermedia (3)
The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/global learning projects.

EDTC 524 Instructional Design and Development (3)
This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

EDTC 526 Practicum in Educational Applications of Technology (3)
The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework. *Prerequisite: all coursework in educational technology completed*

EDTC 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.

EDTC 571 Curriculum Foundations (3)
This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDTC 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.

EDTC 573 Philosophy/Ethics and History of Education (3)
This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

*This course is also available as an elective to students not enrolled in the Online M.A. in Educational Technology program.

Education – Master's

EDUC 500 Advanced Computer Education (3)
This course is designed for K–12 educators and focuses on the appropriate use of technology to facilitate the teaching and learning process. The course builds on the CTC Level I Technology Proficiencies that are met in the preliminary credential programs. Instructional methods explored utilize a variety of technology for collaboration and communication. This course covers 1) designing, optimizing, and analyzing technology-enriched lessons and learning environments, 2) the use of computer applications to manipulate and analyze data, 3) determining the authenticity, reliability, and bias of data gathered, 4) the use of technology-enhanced curriculum for developing information literacy and problem-solving skills, 5) the use of technology as a tool for student assessment and parent communication, and 6) the acquisition and use of technology resources at the site and district level. This course is approved by the California Commission on Teacher Credentialing to meet the technology requirements for the Professional Clear Credential (Level II Proficiencies).

EDUC 501 Language Structure and Use (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 Foundations of Literacy Development and Content Instruction for English Learners (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 Practical Approaches and Methods to Literacy Development for English Learners (3)
This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

EDUC 504 Teaching and Cultural Diversity (3)
This course focuses on a reflective examination of the interaction of several variables which affect educational success and failure for students who are linguistically and culturally different: the students' cultural background, including ethnic, racial, religious, and gender issues; the school's cultural format of an educational setting; and the social forces in the wider community. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development. The educational system plays a critical role in nurturing multiculturalism, creating instructional environments which encourage tolerance and praise for cultural diversity, and honoring cultural differences as assets rather than deficiencies. Educators have a moral and civic responsibility to ensure that multicultural attitudes and values permeate the total school curriculum and learning environment. Students study the nature of culture and learn to appreciate the strong influence that a student's culture has on learning behavior and values. They also develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate responses and strategies which enhance learning opportunities.

EDUC 505 Advanced Literacy Development (3)
This course explores exemplary models of literacy development for elementary and secondary level students who are advancing in their reading and writing processes and learning to value narrative, informational, and poetic language uses across a widening range of literacy functions. Students examine and experience process-sensitive approaches to readers' and writers' workshops, book sharing circles, writing across the curriculum, content-area reading, and other structured formats which engage maturing readers/writers more fully in using written language to construct meaning in their lives. Included in the course are investigations into multiple literacies, reflective self-assessment, cross-age literacy programs, and other social, collaborative contexts for literacy growth.

EDUC 507 Family, Community, and School Connections (3)
This course focuses on community dynamics, community building, and parent involvement as essential components in education. Students engage in utilizing asset-based community building strategies in educational practice as they map their school communities, conduct capacity inventories, and develop action plans for parent/community involvement. Students also discuss and define their role in building strong partnerships with all families, especially those in low-income communities of color. Successful school reform models of parent involvement are examined along with their connection to higher student achievement.

EDUC 508 Assessment and Evaluation in Multicultural Classrooms (3)
This course reviews the uses, demands, and limitations of formal, standardized testing practices and builds on theoretical principles of teachers assessing more fully their own students' growth in academic knowledge and communication abilities. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and other authentic approaches to assessing the development of language, literacy, and academic concepts. Students also explore ways to assess and improve their own instructional programs and teaching.

EDUC 509 Special Topics in Education (3)
Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 511 Essentials in Educational Technology and Learning (1)
This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Educational Technology and Learning. Working in face-to-face, synchronous, and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program. The research process is introduced and begun in this class along with each student's baseline assessment of his/her own technology skills and experiences. Students explore philosophy of education foundations in order to articulate their own educational philosophy and vision statements. *This course must be taken in the first term of the program.*

EDUC 512 Instructional Applications of Productivity Software (3)
Students take the functional knowledge of productivity software and learn how to implement its use in instruction and projects including a final thematic project into their own classroom. The projects are designed to match the California State Content Standards and ISTE NETS standards of their own grade, and are appropriate for the technology environment in which the project will be implemented.

EDUC 513 Digital-age Literacies (3)
Information, communication, and technological (ICT) literacies provide the foundation for effective classroom technology integration. The knowledge, skills, and applications explored in this course prepare students to access, organize, and communicate beyond traditional classroom practices through the use of Web 2.0 technologies for more engaging instructional experiences.

EDUC 514 Digital Video in the Classroom (3)
Students are exposed to basics in video project composition. Activities include learning how to build visually effective shots, how to use music to enhance the feel of the presentation, and how to create a movie project that is designed to keep a student's attention in the context of teaching standards-based material.

EDUC 515 Evolving Educational Technologies (3)
This course looks at the evolution of educational technologies in their present and historical contexts. Students explore how and why some technologies endure while others do not. Attention is given to current technologies and how they can be successfully implemented into the classrooms in order to enhance both teaching and learning strategies.

EDUC 516 Technology for the School Administrator (3)
This course is an overview of the use of technology for the administration of the school and in the instructional processes. The course introduces commercially available software designed to handle various administrative tasks routinely, and enhance the use of information technology for school management. Needs assessment, hardware and software selection, classroom applications of various technologies, and Web-based instruction are covered. This course includes discussion of the role of the school administrator as an instructional leader for faculty, parents, and community members, facilitating the successful implementation of cross-cultural instructional technology. *Prerequisites: Ability to use word processing, database, and spreadsheet programs*

EDUC 517 Digital Imaging in the Classroom (3)
This course covers the basic operating concepts of digital imaging software, an essential component for creating quality video and Web-based products. Working through several projects, students learn how to create, design, manipulate, and alter images that can be integrated into digital products. Supporting hardware used in digital imaging such as cameras, scanners, and printers are also explored.

EDUC 518 Connecting with Global Learning Communities (3)
This course focuses on the use of technology to make connections with global learning communities in order to strengthen cultural, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and 21st century.

EDUC 519 Document Design for the Classroom (3)
Students learn how to use the power and flexibility of document design software to enhance their teaching environment. To accomplish this, students familiarize themselves with document design terminology and learn how to use document design software in classroom-based scenarios. Students also develop methods to use document design tools to facilitate classroom teaching and learning.

EDUC 520 Creating Web Media (3)
This course explores the use of Web-based technologies in an educational context. The class focuses on the implementation of these technologies successfully in the classroom. Attention is in the areas of audio and video podcasting as well as developing strong collaboration between students using Web 2.0 technologies. *Open to Educational Technology and Learning students only.*

EDUC 522 Learning in the 21st Century (3)
Working with digital natives requires an understanding of how they acquire and process information. This course assists educators in bridging the gap between static curriculum and multi-model instruction. A key component of this course is designing unit plans that embed technology and differentiated instruction with a focus on multiple intelligences and learning styles to meet the needs of today's learners.

EDUC 523 Hypermedia-enhanced Learning Environments (3)
The basics of hypermedia are studied, and students are introduced to an authoring program. Topics include mechanics of the program and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of hypermedia with school curricula is emphasized. Students learn how to develop multimedia in conjunction with increasing the creativity, impact, and effectiveness of their presentation skills.

EDUC 524 Curriculum Design and Delivery (3)
This course engages students in the instructional design process for developing and delivering effective learning experiences in the classroom. In collaboration with classmates, students create technology-enhanced curricula with written justification of design decisions.

EDUC 525 Web Design for the Classroom (3)
Students learn and apply the educational uses of Web design. Emphasis is placed on making website design a teaching and learning tool. Effective design is accentuated in the course and is assessed by usability tests.

EDUC 526 Capstone Experience in Educational Technology and Learning (2)
The primary focus of this capstone experience is a research-designed interactive portfolio that showcases skills and concepts the student has acquired in the Educational Technology and Learning program. This program-culminating course incorporates each student's research, use of applied software and educational technology, a growth assessment, comprehensive portfolio, and an oral defense. This course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

EDUC 527 Emerging Topics in Educational Technology and Learning (3)
The current technologies, trends, or topics in educational technology and learning are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into classroom and school instructional practices. Different topics may be taken and repeated for credit.

EDUC 534 Advanced Study of the English Learner (3)
This course builds upon the knowledge, skills, and abilities gained during the coursework for a preliminary credential. The course covers several specific areas for advanced study of English learner instruction: delivery of comprehensive, specialized instruction for English learners; school organizational structures and resources needed to implement the adopted instructional programs for English learners; methods and strategies to promote success and achievement of second language acquisition and core content; assessment techniques for diagnosis and placement; and communication techniques to work with English learner parents and families. *This course fulfills the CTC Standard for Advanced English Learner coursework required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

EDUC 535 Advanced Health Education (3)
This course increases the clear credential candidate's understanding of health and safety issues pertaining to the classroom. Recognizing the impact the classroom teacher has on students, development of the whole person is emphasized through decision making, practices leading to a healthy lifestyle, and choices based on physical, emotional, intellectual, social, and spiritual considerations. Candidates acquire information, methods, and strategies to help those students they will be teaching. Moreover, candidates learn how to integrate health and safety into their own school situations. *This course fulfills the CTC Standard for School Health Topics coursework (including nutrition, substance abuse, and CPR) required for the 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

EDUC 541 Emerging Literacy, K–12 (3)
This course focuses on the emerging literacy needs of K–12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinct literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions that help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 542 Bilingual Methods for Primary Language Instruction (3)
This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; they also 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 544 Educational Equity and Cultural Diversity in a Pluralistic Society (3)
The focus of this course is a reflective examination of several variables affecting educational success and failure for students who are linguistically, culturally, and economically different, as well as the special needs students. These variables include ethnicity, race, religion, exceptionality, language, socio-economic status, geographical region, and sexual orientation issues. It addresses the school's cultural format of an educational setting, and the social forces in the wider community, all of which impact students' ability to learn. Teacher candidates develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate response strategies that enhance learning opportunities. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development.

EDUC 553 Personalized Learning (3)
This course assists the teacher with creating learning centers in the classroom. Included are ways to organize oneself, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

EDUC 554 Instructional Principles and Practices (3)
This course examines ways teachers can more effectively organize time, space, resources, students, and activities that embody standards of sound practices while creating a strong sense of community collaboration among learners and genuinely student-centered classrooms. Course investigations focus on integrative units, grouping strategies, multiple modes of learning representation, workshop formats, reflective assessment, and other promising approaches which nurture motivation and inquiry and provide authentic learning experiences for culturally, academically, and linguistically diverse students. Students also explore models of peer coaching, teacher study groups, and other processes that enhance reflective teaching.

EDUC 555 Comparative Education: A Global Perspective (3)
This course examines the philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and community members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

EDUC 560 Supervised Administrative Internship Field Experience I (1–4)
This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and schools. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 561 Supervised Administrative Internship Field Experience II (1–4)
This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and schools. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 565 Supervised Field Experience in School Administration I (3)
This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 566 Supervised Field Experience in School Administration II (3)
This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and schools.

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 AB 3075 mandates.

EDUC 570 Sociology of Education (3)
Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

EDUC 571 Curriculum Foundations (3)
This master's degree core course is designed to prepare candidates with both a practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572 Advanced Educational Psychology (3)
Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 Philosophy/Ethics and History of Education (3)
This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

EDUC 574 Current Issues in Education (3)
Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUC 575 Educational Research, Statistics, and Program Evaluation (3)
This course introduces students to the basic techniques of conducting and analyzing educational research and educational program evaluation. The course is designed to: provide students with basic information needed to understand the process involved in conducting research, enable students to design and conduct their own educational research projects, and permit students to read, understand, and critique the literature of educational research. Candidates are exposed to applications of statistical techniques, including descriptive, correlational, and inferential techniques as they apply to educational research and evaluation. Candidates develop skills in applying knowledge of basic processes and methodologies of developing a research proposal and carrying out a research project.

EDUC 580 Organization and Administration of American Education (3)
This course introduces students to how the organization of public schools in the United States is studied, including patterns of public school governance, educational finance, and the making of federal, state, county, and local educational policy. The course focuses on ways in which responsive, visionary leaders can harness human dynamics and motivation for improved student success and accountability when built on a foundation of moral and ethical leadership.

EDUC 581 Curriculum Leadership (3)
Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service presenters. Emphasis is on research, implementation, and evaluation in planning and decision making.

EDUC 582 Schools and the Law (3)
Students in this course acquire background 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. Moral/ethical truth seeking and visionary leadership principles informed by California and national statute are offered as tools for the reflective and responsive instructional leader.

EDUC 584 Supervision of Curriculum and Instruction (3)
The role of the school administrator is explored relative to the supervision of curriculum and instruction. Differentiated supervision, instructional program evaluation, and instructional team building are studied. Strategies for developing and planning curriculum are reviewed and analyzed. Historical development and current trends, as well as state legislative and educational requirements on curriculum and instruction, are considered. Students are supported in becoming critical thinkers who reflect carefully about responsive service to students, parents, faculty, and community members. Moral/ethical decision-making processes and concerns are emphasized.

EDUC 585 Leadership in Human Resource Administration (3)
The role of the school leader is studied as it relates to human resource administration. Skills are developed in collaboration with professionals in education. Included is a focus on personnel recruitment and selection, evaluation, professional development, collective bargaining, and personnel law. As future instructional leaders, candidates are trained in effective procedures for documenting performance for both classified and certificated employees in ways that are legal and ethical. Special attention is given to problem solving in conflict situations, collaborating with diverse ethnic and cultural groups, and developing trust in working with organizations.

EDUC 586 School Site Leadership (3)
Future responsive educational leaders study strategies for effective decision making, long- and short-range planning, policy administration, improving community relations, personnel management, improvement of school climate, stress management, conflict resolution, and intradistrict communication. School-level budgeting and accountability, including federal and state categorical fund programs, are explored. Leadership is studied from a foundation of high ethical and professional standards.

EDUC 589A Research for Educators: Beginning Process (2)
This advanced course enables teachers to become more informed users and designers of educational research. Teachers begin the process of planning and implementing their own classroom or school-based inquiry. Through activities integrated in their own research process, teachers learn more about how to locate, value, and synthesize other relevant research; select and employ appropriate types of qualitative or quantitative methods of data gathering; and analyze a variety of descriptive data. Teachers complete the process in EDUC 589B. *Prerequisite: Completion of student teaching if in Teacher Credential program*

EDUC 589B Research for Educators: Finish Reporting (1)
This course is a sequel to EDUC 589A, enabling teachers to complete their own research inquiry process and submit a final research report. Teachers work independently and conference with a faculty member and peers in order to review fully their data gathering, analyses, and results, and to revise and edit effectively their completed research reports. *Prerequisite: EDUC 589A*

EDUC 590 Seminar in Research Methods (3)
The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.

EDUC 591 Thesis (4)
Students choosing the thesis option must register for this course. Entrance into this option is not automatic. Students must meet eligibility requirements and must be approved by the program director. *Prerequisite: EDUC 590*

EDUC 599 Readings in Education (1–3)

EDUC 600 Practicum Instructional Planning and Classroom Management (3)
Participating teachers work closely with their university support provider to critique, analyze, and progressively improve their practices in instructional planning, classroom management, use of technology, and other areas of teaching to enhance learning. Professional development plans are developed with the assistance of the support provider to target the specific area of need. The plan is completed within the first three weeks of module two of the program so as to be effectively implemented throughout the program. *Prerequisites: Completion of a Preliminary Teacher Credentialing program and a California K–12 teaching position*

EDUC 601 Practicum Assessment and Diagnostic Instruction (3)
Participating teachers work closely with their university support provider to collect, review, and analyze assessment data from their preliminary credential program, their current classroom assessment activities, and assessment data from the school site with the goal of developing competency in student assessment, self-evaluation, and diagnostic instruction. *Prerequisites: Completion of a Preliminary Teacher Credentialing program and a California K–12 teaching position*

EDUC 602 Practicum Teaching Special Populations (3)
Participating teachers work closely with their university support provider and other university and school site support providers to enhance their skills in developing strategies for planning and teaching to meet the needs of English Language Learners, students with disabilities, gifted and talented students, and all other student populations. *Prerequisites: Completion of a Preliminary Teacher Credentialing program and a California K–12 teaching position*

EDUC 603 Practicum Using Community Resources to Reduce the Achievement Gap (3)
Participating teachers carry out specific projects under the supervision of their university support provider, utilizing a variety of community resources to meet specific needs in their student population with the goal of reducing the achievement gap. They become more familiar with health-related issues in the P–12 setting and the resources for meaningful intervention toward meeting individual student needs. This practicum requires participation in community-based workshops and other programs to expand the participating teacher's horizon on resources and opportunities in the community. *Prerequisites: Completion of a Preliminary Teacher Credentialing program and a California K–12 teaching position*

EDUC 604 Teaching across Cultures (3)
This course investigates cultural values underlying national, organizational and community behaviors that are crucial to effective teaching in a global context and prepares American teachers to function effectively in non-Western educational and social contexts outside of the USA. Students are introduced to ethno-pedagogical theories and practices, cross-cultural and worldview issues that one must confront in cross-cultural interactions.

EDUC 661 Professional Field Experience I, Induction (1–2)
Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II program.

EDUC 664 Professional Field Experience IV, Assessment (2)

Education – Doctoral

EDUC 700 Proseminar in Doctoral Study (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 701 Strengths-based Leadership for Teaching and Learning (3)
This course is a critical analysis of strengths-based educational theory and practice with an emphasis on how awareness and application of strengths can increase teaching, learning, and leadership effectiveness. Using case studies of excellence in educational practice, students develop and evaluate theoretical principles of strengths-based education and how to move an educational organization towards being a strengths-based institution. Research protocols are implemented and findings analyzed in a study of excellent teachers, learners, and educational leaders.

EDUC 705 Ethical Dilemmas in Educational Leadership (2)
Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and "calling" in the leadership roles assumed. *Students who enroll in the doctoral program after fall 2006 will take EDUC 705 for 2 units.*

EDUC 714 Leading Change in Organizations (3)
This course examines leadership, organizational development, and change theories as they apply to public and private education in the U.S. and around the world, giving attention to four themes: leadership, behavior, organizational development, and change. The course explores leadership roles and functions, organizational development principles and practices, and educational reform. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions. *Students who have taken EDUC 620 or its equivalent should not enroll in this course.*

EDUC 715 Diversity and Equity (2)
This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross-cultural patterns in schools. The course raises issues related to justice, excellence, equity, diversity, and other topics that call for reflection and the student's ability to intervene as needed. *Students who have taken EDUC 610 or its equivalent or EDUC 726 should not enroll in this course. Students who enroll in this course after fall 2006 will take EDUC 715 for 2 units.*

EDUC 717 Leadership Theories and Strategies in K–12 Education (3)
This course explores the topic of leadership in contemporary public and private schools and districts. Theoretical as well as practical perspectives relative to leadership are incorporated. In particular, the roles and political pressures of governing boards, superintendents, administrative staff, parent and community groups, state and federal legislative bodies are examined. Various strategies for development and selection of leaders are examined. The concepts of stewardship, servant leadership, gender, and ethnicity in leadership are themes throughout the course. *Students who have taken EDUC 615 or its equivalent should not enroll in this 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 individuals 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 728 Building and Sustaining Community (3)
This course prepares candidates with the necessary understandings to build community/school relationships and/or partnerships. Student inquiry focuses on research of political/economic formation of their school community, connections between schools and communities, forces that impact the quality of community within the school, strategies for developing learning communities, and the impact of diversity on school/community relationships. Students who successfully complete this course will have the knowledge, skills, and dispositions to become change agents for school/community partnerships. *Students who have taken EDUC 600 or its equivalent should not enroll in this course*.

EDUC 730 Theories of Learning (3)
A critical appraisal of learning theories is applied to a range of educational settings. The early connectionist theories of Thorndike, Guthrie, Hull, and Skinner are explored. Other approaches to learning include the cognitive theories of the gestaltists, Tolman, and Piaget; information processing; Gagne's conditions of learning; Bandura's social cognitive theory; and Vygotsky's cultural-historical theory of psychological development. Additional topics include intelligence, meta-cognition, cognitive styles, constructivism, and the brain and learning. *Prerequisite: EDUC 572 or equivalent or a master's degree in an education-related field*

EDUC 731 Achievement Motivation (3)
This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including attribution, perceived control, self-efficacy, intrinsic and extrinsic motivation, and goal theory, as well as how different student characteristics (e.g., age, gender, ethnicity) and classroom characteristics (e.g., teacher expectations, teacher behavior, classroom organization) may be related to students' motivation. *Prerequisite: EDUC 572 or equivalent or master's degree in education-related field*

EDUC 733 Seminar in Curriculum Research (3)
In this seminar students examine current areas of inquiry within the field of curriculum studies. Students critically analyze and synthesize research on a curriculum issue and give direction for further research. Seminal works in curriculum studies, as well as current research reports published in academic journals, are analyzed and discussed. *Prerequisite: EDUC 571 or equivalent or master's degree in education-related field*

EDUC 734 Teaching Strategies for Diverse Learners (3)
The focus of the course is on instructional models and strategies which have been researched and refined to produce student learning in a variety of settings, subjects, and grade levels. In addition to the families of models, the course introduces specific research-based, subject-matter strategies for teaching reading, writing, mathematics, oral communication, civics, geography, history, and science. The course identifies issues related to teaching a diverse student population by considering learning styles, gender, ethnicity, socioeconomic backgrounds, immigrant and second language children, homeless children, and students with literacy difficulties.

EDUC 737 Teaching and Learning in Higher Education (3)
Given the ultimate purpose of higher education is student learning, this course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

EDUC 739 Professional Development and Adult Learning (3)
This course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's andragogy and self-directed learning, Maslow's theory of perspective transformation, McClusky's theory of margin, and Cross's characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K–12 staff development are considered. *Prerequisite: EDUC 572 or equivalent*

EDUC 740 Intermediate Statistics and Data Analysis (3)
The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Students must pass this course in order to take the Early Review. Prerequisites: EDUC 575 or equivalent and passing score on the review examination; NOTE: An optional 12-hour review is provided to prepare for the required entrance exam prior to the beginning of the course.*

EDUC 741 Research Design (3)
This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design and in assessing the technical adequacy of research. *Prerequisites: EDUC 575 or equivalent and EDUC 700 and EDUC 740*

EDUC 742 Qualitative Research Methods (3)
In this doctoral-level course, students are introduced to the perspectives, purposes, designs, analysis, interpretation and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis and interpretation will be studied and practiced.

EDUC 743 Program Evaluation in Education (3)
This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability to 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 744 Advanced Qualitative Research (3)
This advanced course is designed for doctoral students who have taken an introductory course in qualitative research. Students study in depth the middle and final stages of a qualitative research study. They focus on ethical and theoretical approaches to interviewing, data analysis, representation of findings, analysis of findings, and writing a research report for publication. *Prerequisite: EDUC 742*

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 742 (recommended)*

EDUC 747 Standards-based Assessment (3)
This course introduces educational measurement theories, applications, and their relationships with standards-based assessment. It emphasizes the practical applications of standards-based assessment in the areas of improving instruction and evaluating programs. The course also addresses computer applications using testing research databases.

EDUC 748–749 Guided Inquiry Project I–II (1 unit each)
This course enables students to complete their Guided Inquiry Project in their fourth and sixth terms of the program. During this course, students select a mentor and a second faculty member to form a team for their Guided Inquiry Project. Working with the team, students complete a Guided Inquiry Project that lays the foundation for their dissertation; such projects are to be either a comprehensive literature review or a pilot study. An oral defense of the project accompanies the written product. The course may be repeated until the student passes the oral defense. This is a Credit/No Credit course. *Prerequisites: EDUC 700, EDUC 740, EDUC 741, and passing the Early Review*

EDUC 750 Writing for Publication (3)
In this course, students have an opportunity to sharpen their writing skills, develop their writing style, and examine strategies for publishing their work. They explore writers' work habits, study elements of grammar and style, analyze writing in professional journals, and participate in an ongoing writers' workshop during which they share and evaluate drafts of their own and others' writing. By the end of the course they are expected to complete publishable drafts of a book review and a nonfiction manuscript, each targeted to a professional journal.

EDUC 751 Research-based Interventions in the Classroom (3)
Students analyze educational psychology theories and create evidence-based practices pertinent to improving K–12 pupil academic, interpersonal, and career success. Students analyze contemporary evidence-based theories pertinent to developing basic skills, creating the school-wide climate for fostering success, and effectively transferring academic success to on-the-job settings. Students explore the theoretical bases for models of classroom intervention, consultation, and professional roles. The course prepares students for leadership in implementing evidenced-based practices incorporated in the 2005 re-authorization of the Individuals with Disabilities Education Act.

EDUC 752 Research Seminar I (1)
In this seminar, students explore a field of inquiry as the preliminary step in preparation for the *Qualifying Examination*. Under the direction of the course instructor and a project mentor, students identify a field of inquiry with related areas, plan a series of three papers, and develop a proposal, bibliography, and documentation of literature search for each paper. During class meetings, students report on their progress and participate in continuing dialogue on their respective projects.

EDUC 753 School Neuropsychology I: Foundations and Theory (3)
This course provides students with a research base in contemporary neuropsychology. Students develop an understanding of neurological systems that are implicated in academic learning, and the major neurodevelopmental disorders that affect school-age children and adolescents. The seminar blends theory and practice in the areas of school neuropsychological assessment, interpretation, and intervention relating to school-age children within the school environment.

EDUC 754 Research Seminar II (1)
In this seminar, students explore a field of inquiry as the preliminary step in preparation for the *Qualifying Examination*. Under the direction of the course instructor and a project mentor, students identify a field of inquiry with related areas, plan a series of three papers, and develop a proposal, bibliography, and documentation of literature search for each paper. During class meetings, students report on their progress and participate in continuing dialogue on their respective projects. *Prerequisite: EDUC 752*

EDUC 755 School Neuropsychology II: Assessment and Applications (3)
Students build on their knowledge from EDUC 753, developing skills in analyzing, interpreting, synthesizing, and disseminating neuropsychological assessment results. The seminar focuses on the neurological and pedagogically-based research at the leading edge of school neuropsychological practice. The course emphasizes connections between literacy research and brain research and their educational and behavioral manifestations. Students also refine and broaden their skills in writing neuropsychological findings in comprehensive psychoeducational reports. *Prerequisite: EDUC 753*

EDUC 756 Advanced Quantitative Research Methods Seminar (3)
In this advanced quantitative research methods course, students are introduced to concepts, applications, and issues of Structural Equation Modeling (SEM) and Hierarchical Linear Modeling (HLM). Students learn to utilize SEM and HLM to answer complex research questions where sophisticated statistical designs are justified. Emphasis is placed on applications of statistical software such as LISREL, AMOS, and HLM in social science settings. *Prerequisite: EDUC 746*

EDUC 757 Assessment of Young Children: Theory and Research (3)
This course provides students with knowledge and skills related to critical concepts and current issues in infant/toddler/early childhood assessment and intervention in public school settings. The seminar blends theory and practice with a focus on the need for family participation and an interdisciplinary approach to evaluation and intervention.

EDUC 759 Legal Issues and Crisis Management in School Psychology (3)
This course is an in-depth examination of current legal issues and their educational implications. Students acquire a solid foundation regarding how state and federal law serve as a guide to education law as well as the management of crisis issues in the context of diverse children, schools, and communities.

EDUC 780 Global Communities of Educational Practice (2–3)
This course affords doctoral students an opportunity to examine educational policy and practice in a region of the world outside the United States. Students examine social policy as it relates to educational systems, pedagogical approaches in educational practice, and funding and governance of educational systems at both the national and institutional level. The course involves a one-day seminar in January, assigned readings, a five-to-seven day visit to the region being studied, a research paper related to some aspect of the course, and a one-day culmination seminar at the end of the term. This course is an elective that does not count toward the 48 required units for the Ed.D. It may be taken multiple times at the discretion of the instructor and/or advisor.

EDUC 790 Doctoral Seminar in Research Studies (3)
During this course, students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee, and develop an action plan for completing the dissertation. Students may not enroll in EDUC 790 until they have completed 42 of the required 48 units for the Ed.D. *Prerequisites: EDUC 700, 740, 741, and successful completion of the Guided Inquiry Project*

EDUC 794 Dissertation Research (3–6)
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit the first semester. *Prerequisite: EDUC 790*

EDUC 795 Dissertation Research (3–6)
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. After enrolling in EDUC 794 for one semester, students enroll for at least three units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisite: EDUC 794*

EDUC 798 Special Topics (1–3)
In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of six units applied toward the Ed.D.; each course must address a different topic.

EDUC 799 Readings in Educational Leadership (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 department chair.

Physical Education

PE 509 Special Topics in Physical Education (3)
Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 551 Curriculum, Theory and Design in Physical Education (3)
This course offers a practical study of physical education and athletic programs in the K–12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

PE 552 History and Philosophy of Physical Education (3)
This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 555 Sociological and Ethical Issues in Sport (3)
This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

PE 560 Sports Medicine (3)
This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

PE 565 Athletics and the Law (3)
This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

PE 570 Leadership and Administration of Physical Education and Athletic Programs (3)
This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

PE 575 Advanced Principles of Physical Conditioning (3)
This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

PE 578 Sport Psychology (3)
This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

PE 580 Wellness and Fitness for Life (3)
This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

PE 582 Seminar in Professional Literature in Physical Education and Sport (3)
This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

PE 584 Assessment, Technology and Evaluation in Physical Education (3)
This course provides physical education and exercise science practitioners with theoretical and practical knowledge in assessment, technology, and evaluation techniques. Assessment tools are introduced and practiced, including basic statistical concepts, computer/technology applications, and validity/reliability theories. This course allows each student to master and apply the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science.

PE 589 Physical Education and Exercise Science Capstone (3)
This advanced course enables physical educators to become more informed consumers and designers of educational research with the planning and implementation of classroom or site-based inquiry. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research. A variety of descriptive data, as well as qualitative and quantitative methods of data gathering, are analyzed resulting in an extensive research project.

PE 597 Structural Kinesiology (3)
This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

PE 598 Motor Learning, Development, and Control (3)
This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

PE 599 Readings in Physical Education (1–3)
This course is an independent study, arranged with a faculty member of the physical education staff.

PE 600 Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities (3)
This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with mild-to-moderate disabilities. Such disabilities include minor-to-moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included. *Prerequisite: PE 452*

PE 602 Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities (3)
This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with severe-to-profound disabilities. Such disabilities include severe-to-profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included. *Prerequisite: PE 452*

PE 604 Motor Assessment for Students Living with Disabilities (3)
This course is designed to teach the techniques for the evaluation and diagnosis of current motor ability levels for individuals with disabilities. Included are assessment methods and development and implementation of Individual Education Plans (IEP) in accordance with state physical education standards. *Prerequisites: PE 600, PE 602; Anatomy and Physiology*

PE 605 Management of Adapted Physical Education Programs (3)
This course prepares the adapted physical education specialist to manage the APE Program. This includes modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers. *Prerequisite: PE 452*

PE 606A Student Teaching in Adapted Physical Education (3)
This is the first student teaching course for APE candidates seeking authorization, and is for students who already hold a current teaching credential. The course includes 45 hours of supervised practice in teaching individuals with disabilities in small-to-large groups in public or private agencies or schools. *Prerequisites: PE 600 and PE 602; may be taken concurrently with PE 604 and PE 605*

PE 606B Student Teaching in Adapted Physical Education (3)
This is the second student teaching course for APE candidates seeking authorization, and is for students who already hold a current teaching credential. The course includes 45 hours of supervised practice in teaching individuals with disabilities in small-to-large groups in public or private agencies or schools. *Prerequisites: PE 600, PE 602, and PE 606A; may be taken concurrently with PE 604 and PE 605*

Special Education

SPED 500 Special Topics (1–3)
This course allows students to complete unit requirements for their credential or degree in special education.

SPED 501 Instructional Strategies for Students with Moderate/Severe Disabilities (3)
This course examines the instructional strategies, instructional methodology, and materials for teaching individuals with moderate/severe disabilities. It focuses on research-based instructional strategies that permit access to the CORE curriculum and grade-level standards, functional academics, life skills, and adaptations and modifications to Core curriculum and California State Standards.

SPED 502 Diagnostic and Prescriptive Intervention for Students with Moderate/Severe Disabilities (3)
This course provides candidates with the knowledge and skills about assessment procedures and remediation strategies to support students with moderate/severe disabilities. The student develops skills by gathering information from a variety of formal and informal sources. Each candidate demonstrates knowledge of principles and strategies of assessment, curriculum, and instruction, and utilizes assessment data to develop IEP goals, objectives, adaptations, and instructional plans.

SPED 503 Behavior Support to Students with Moderate/Severe Disabilities (3)
This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with moderate/severe disabilities. Candidates examine the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis. This course is a requirement for the Moderate to Severe Disabilities Specialist credential.

SPED 504 Introduction to Behavior Analysis in Applied Settings (3)
This course is an introduction to the theory, principles, processes, concepts, and terminology of applied behavior analysis (ABA), and the learning principles on which ABA is based within applied educational settings. Topics include assumptions of ABA, choosing and defining target behaviors, positive and negative reinforcement, schedules of reinforcement, extinction, positive and negative punishment, stimulus control, discrimination, generalization, and verbal behavior.

SPED 505 Educational Foundations and Classroom Experiences (K–12) (3)
This course introduces students to the art and science of teaching special education as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by special education intern teachers in a collaborative context implementing inclusion. *Prerequisite: Admission to special education credential program*

SPED 506 Educational Foundations and Classroom Management (K–12) (3)
This course introduces students to the art and science of teaching special education as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by special education intern teachers in a collaborative context implementing inclusion. *Prerequisite: Admission to special education credential program*

SPED 507 Assessment and IEP Development for Students with Moderate/Severe Disabilities (3)
This course is a study of the basic principles and strategies of assessment and their application to the development of effective instruction for students with moderate/severe disabilities. The candidate learns how to administer and interpret assessment tools, identify instructional needs based on assessment results, effectively communicate assessment results to other professionals and parents, and develop standards-based IEPs.

SPED 509 Technology in Special Education (3)
This course introduces the use of media and technology and its impact on the delivery of services for students with disabilities. Devices (hardware and software) that may be used to adapt computers to the needs of the disabled child are considered such as audiovisual production equipment, commercial instructional materials, and augmentative communication devices, as well as other devices that may be necessary to provide an appropriate education for students with disabilities. *(Level II students only)*

SPED 510 Research-based Learning Theories (3)
This course engages students in practitioner research to connect multi-intelligence and universal design theories into their special education practices. Students design unit plans to embed technology and differentiated instruction.

SPED 511 Language Development for All Students (3)
This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinct factors that affect first- and second-language acquisition. Insights in language universals and language variations are introduced. The influences of psychological, sociocultural, and instructional factors on language development are also examined. This course provides an overview of language disorders in children.

SPED 512 Autism Spectrum Disorders: From Theory to Practice (3)
This course develops familiarity with a variety of topics that relate to Autism Spectrum Disorder (ASD). Issues related to diagnosis, etiologies, and characteristics of autism across the lifespan are presented. Candidates demonstrate required knowledge and skill outlined in the Standards: (S1) characteristics for students with ASD, (S2) teaching learning and behavior strategies for students with ASD, and (S3) collaborating with other service providers and Implementation for AB 2302 (Assembly Bass Bill).

SPED 513 Prescriptive Literacy and Math with Assistive Technology (3)
This course addresses the theoretical and practical aspects of implementing active learning environments that exploit technologies to support and access the general education curriculum for students with disabilities in the area of literacy and math. In addition, the course addresses the Assistive Technology initiative law of Technology-related Assistance for Individuals with Disabilities Act of 1988. The course provides participants with opportunities to use assistive technology to move their students with disabilities toward greater autonomy in and out of the classroom. The National Educational Technology Standards and Performance Indicators for All Teachers are also included.

SPED 514 Advanced Behavior Analysis in Applied Settings (3)
This course explores advanced applications of the theory, principles, processes, concepts, and terminology of applied behavior analysis (ABA), and the learning principles on which ABA is based within applied educational settings. Students learn how to design and evaluate experimental interventions. Various methods used to collect, graph, and interpret behavioral data are discussed. Selection of intervention outcomes based on total ecobehavioral assessment is emphasized. Students learn to make recommendations to clients detailing all contingencies of targeted behavior change. Ethical considerations in the use of behavioral interventions are also discussed.

SPED 515 Clinical Experience in Teaching Reading and Writing (3)
This course offers intensive instruction for special education credential students in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to special education program; corequisites: SPED 530 and SPED 565A*

SPED 516 Methods of Teaching Reading and Writing (K–8) (3)
This course offers intensive instruction for special education in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to special education program; corequisites: SPED 530 and SPED 566A*

SPED 521 Collaboration, Inclusion, and Community Integration for Students with Moderate/Severe Disabilities (3)
This course provides the candidate with a systems perspective for understanding and supporting individuals with moderate/severe disabilities and their families as they interact with schools and community agencies. The candidate begins to develop an appreciation of the family issues related to living with an individual with a moderate/severe disability. Candidates learn effective collaborative strategies to assist with team building, program development, and joint problem solving, as well as strategies to assist students with moderate/severe disabilities and their families plan for transition from school to work. This course also provides the candidate with theories regarding second-language learners, cultural diversity and social skills in terms of understanding ethnic differences and the dynamics of interacting with the student's family.

SPED 522 Collaboration and Communication Skills of Students with Autism Spectrum Disorder (3)
Designed to develop collaboration and consultation skills of students with Autism Spectrum Disorders (ASD). Includes home-school interactions, family and community support services. Provides an overview of communication, typical and atypical language and communication development across the life span and interventions for the development of language and communication are covered.

SPED 524 Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis (3)
Students learn applications of behavior analytic theories, procedures, and methods as they pertain to special populations (autism spectrum disorders, emotional behavioral disorders, and developmental disabilities). Specific behavioral challenges and research in the selected topics are discussed. Emphasis is placed on evidence-based practices and procedures to eliminate or minimize challenges, teach, and increase appropriate behaviors. Given the focus on application, students are required to conduct and complete a comprehensive written project utilizing behavior analytic principles. Ethical considerations in the use of behavioral interventions are thoroughly discussed.

SPED 530 Introduction to Individual Differences and Strengths-based Education (3)
Candidates are introduced to the characteristics of individuals with exceptional needs through strengths-based philosophy and educational practices modeled in the classroom. This course will explore factors including but not limited to cultural differences, socio-economic disadvantages, and gender biases, in order to achieve awareness of students' strengths and individuality of persons with differing experiences. There is an introduction to the legal requirements of educating culturally diverse learners in the least restrictive environments. This course is approved by the California Commission on Teacher Credentialing (CTC) to meet the mainstreaming requirements for a Clear Teaching Credential for the Multiple Subject and Single Subject Preliminary Credentialed student.

SPED 531 Assessment Issues and Methodologies Related to Student Learning (3)
This course examines current assessment mandates for students with mild to moderate disabilities. Students study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Students learn to administer and interpret norm-criterion reference assessment instruments.

SPED 532 Bilingual Special Education (3)
This course examines issues related to provisions of services to culturally and linguistically diverse students. This is a requirement for intern credential students who are meeting the preservice hours requirement/enhancement program. Emphasis is on techniques and strategies to modify general and special education classrooms to accommodate second-language learners with disabilities, including curriculum development, instructional methodology, and materials for teaching second-language learners with disabilities. Culturally sensitive assessment of second-language learners with disabilities and family-focused interventions is examined.

SPED 534 Single-case Designs: Measurement and Experimental Evaluation of Behavior (3)
Students learn how to design and evaluate experimental interventions as well as measure, display, and interpret results of experimental behavioral interventions. Given the focus on application, students are required to conduct and complete a comprehensive written project utilizing behavior analytic principles. Ethical considerations in the use of behavioral interventions are thoroughly discussed.

SPED 535 Counseling, Collaboration, and Consultation (3)
This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals, and parents in providing services to individuals with exceptional needs.

SPED 536 RtI/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders (3)
This course integrates RtI (Response to Intervention) with the area of special education as it relates to reading and written language. This course assists the teacher candidate in linking assessment data with mild to moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students. *Prerequisite: Admission to special education credential program*

SPED 537 Theories and Interventions in Behavior Disorders (3)
Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

SPED 538 Special Education Issues: Mild/Moderate Disabilities (3)
This course provides original analysis of important conceptual and practical issues that face professionals involved in educating individuals with disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed to heighten concern for educational outcomes for all students, and to examine the challenges that alternative practices such as school choice, transitional services, and inclusion create for the professional and student in the field of special education. *(Level II students only)*

SPED 539 Field Experience (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: SPED 536*

SPED 540 RtI/Brain-based Teaching and Learning: Math Disorders (3)
This course integrates RtI (Response to Intervention) with the area of special education as it relates to math disorders. This course assists the teacher candidate in linking assessment data with research-based effective intervention strategies for individuals with mild/moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students. *Prerequisite: Admission to special education credential program*

SPED 542 Meeting the Academic Needs of Students with Autism Spectrum Disorder (3)
This course examines methods and teaching strategies required to support students with Autism Spectrum Disorders (ASD). Includes instruction on structuring the learning environment for individual success and curriculum adaptation for students with Autism Spectrum Disorder. The course also includes language and communication strategies appropriate for students with ASD.

SPED 546 Resource Specialist Communication Skills (3)
This course is part of the course requirements for the resource specialist added authorization. Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

SPED 547 Implementation of Special Education Legislation (3)
An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act. 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. *(Level II students only)*

SPED 548 Staff Development and Parent Education Techniques (3)
This course is part of the coursework for the Resource Specialist Added Authorization. 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.

SPED 549 Supervised Field Experience: Resource Specialist (3)
This course is part of the coursework for the resource specialist added authorization. Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the IDEA mandates.

SPED 554 Advanced Study: Teaching Special Populations (3)
This course builds on the knowledge, skills, and strategies candidates acquire during coursework for a preliminary teaching credential. Each candidate: (a) becomes familiar with statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements; (b) discusses the statutory and/or local provisions relating to the education of students who are gifted and talented; (c) demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities; and (d) demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Finally, each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented. *This course fulfills the CTC Standard for Exceptional Learner coursework required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

SPED 558 Advanced Theory and Research-based Practices for Supporting Students with Disabilities (3)
This course builds on the knowledge, skills, and strategies candidates acquired during coursework for a preliminary teaching credential (mild/moderate or moderate/severe). Each candidate becomes familiar with the current theoretical models for serving students with disabilities in different settings. The course examines evidence-based instructional and behavioral practices for supporting students with disabilities in the classroom. Candidates demonstrate the ability to create a socially positive, instructionally rich, and behaviorally supportive environment for students with disabilities in a general education setting. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with the families and community/school professionals significant to the education of students with disabilities. *Prerequisite: Admission to special education credential program*

SPED 562 Supervised Field Experience: Exceptional and Nonexceptional Individuals (3)
Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents.

SPED 565A Field Experience I (K–12) (1)
Students receive 2 credits for 18 weeks (two terms; Fall I and Fall II or Spring I and Spring II). Track B students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: Admission to special education program; corequisites: SPED 515 and SPED 530*

SPED 565B Field Experience II (K–12) (1)
Track B students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. Students receive 2 credits for 18 weeks (two terms; Fall I and Fall II or Spring I and Spring II). At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: Admission to special education program; corequisites: SPED 535 and SPED 540*

SPED 566A Field Experience I (K–12) (1)
The practicum covers an 18-week period of time for 2 units of credit. Track A students complete two consecutive terms for a minimum of 45 hours of field experience completed during each term. Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, awareness of procedures of parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: Admission to special education program; corequisites: SPED 516 and SPED 530*

SPED 566B Field Experience II (K–12) (1)
The practicum covers an 18-week period of time for 2 units of credit. Track A students complete two consecutive terms for a minimum of 45 hours of field experience completed during each term. Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, awareness of procedures of parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: Admission to special education program; corequisites: SPED 535 and SPED 540*

SPED 571 Student Teaching I (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*

SPED 574 Literacy and Reading Instruction for Students with Moderate/Severe Disabilities (3)
This course addresses the components of literacy for all children including English-language learners. Candidates study current reading research, assessment, instructional strategies, and activities. The emphasis is on research and practice (i.e., content and pedagogy). Diagnostic, differentiated instruction and applications for the RICA exam are also addressed.

SPED 575A Clinical Practice I (Contract Teaching, K–12) (1)
Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

SPED 575B Clinical Practice II (Contract Teaching, K–12) (1)
Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Corequisite: SPED 575A*

SPED 576A Clinical Practice I (Student Teaching, K–12) (1)
Students complete a semester of full-time, supervised student teaching in appropriate public school K–8 classrooms, with assignments in classroom grade levels K–12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities K–12 Specialist Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Student must turn in application and be cleared prior to student teaching and successfully complete program requirements: RICA, Certificate of Clearance, U.S. Constitution, Subject Matter, EDUC 504, EDUC 572, and SPED 566A/B*

SPED 576B Clinical Practice II (Student Teaching, K–12) (1)
Students complete a semester of full-time, supervised student teaching in appropriate public school K–8 classrooms, with assignments in classroom grade levels K–12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities K–12 Specialist Credential. Applications for enrollment in student teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Student must turn in application and be cleared prior to student teaching and successfully complete program requirements: RICA, Certificate of Clearance, U.S. Constitution, Subject Matter, EDUC 504, EDUC 572, and SPED 566A/B*

SPED 581 Historical and Philosophical Perspectives of Disabilities Studies (3)
This course explores and analyzes the key definition of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience. A diverse set of current research articles on disability studies is analyzed to serve as examples and raise questions about how different research topics have been addressed and might be used to stimulate future studies. The course considers how civil rights, human rights, self-determination, social policy, and participative action research influence disability studies. *Prerequisite: SPED 582*

SPED 582 Theories of Learning and Research in Disabilities Studies (3)
This advanced course enables candidates to become more informed consumers and designers of empirical research. Qualitative, quantitative, and mixed-method approaches to designing and collecting data are examined within the context of the special education discipline. This course is the second of four core course requirements for the master's degree program in special education. This course develops knowledge and skills in educational research and inquiry. The candidate chooses a research method and begin to frame the research in order to continue with the research process for the next core requirement.

SPED 583 Current Trends in Curriculum and Disabilities Studies (3)
This course explores and analyzes the key definition of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience. A diverse set of current research articles in disability studies is analyzed to serve as examples and raise questions about how different research topics have been addressed and might be used to stimulate future studies. The course considers how civil rights, human rights, self-determination, social policy, and participative action research influence disability studies.

SPED 584A Guided Research Project: Procedures (3)
Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers. *Prerequisite: Admission to SPED Credential program*

SPED 584B Guided Research Project: Findings (3)
Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 585A Clinical Practice/Seminar for Moderate/Severe Disabilities I (Contract Teaching) (2)
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 585B Clinical Practice/Seminar for Moderate/Severe Disabilities II (Contract Teaching) (1)
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586A Clinical Practice/Seminar for Moderate/Severe Disabilities I (Student Teaching) (2)
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586B Clinical Practice/Seminar for Moderate/Severe Disabilities II (Student Teaching) (1)
Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

Gifted and Talented Education

TEG 500 Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE) (3)
Teaching gifted and talented students, in either the inclusive classroom or the gifted and talented cluster class, represents significant challenge due to the varied types of gifts with which students arrive. This course provides an introduction to gifted and talented education (GATE) instructional practices, including GATE differentiation techniques (e.g., acceleration, novelty, depth, and complexity), the icons of depth and complexity, multiple intelligence learning centers, enrichment models, curriculum compacting, and other useful introductory GATE practices for classroom use. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

TEG 501 Identification and Characteristics of Gifted and Talented Students (3)
This course provides an introduction to gifted and talented education (GATE) with a focus on identification issues (including disparities in identification of specific ethnic and low socio-economic subgroups) and characteristics of gifted and talented learners, history of gifted and talented education, as well as an introductory study of the various IQ tests and other identification instruments in use. The course studies the current relevant educational codes in use, and focuses on the use of multiple measures in GATE identification. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

TEG 502 Introduction to Curriculum and Instruction in Gifted and Talented Education (3)
This course provides more advanced gifted and talented education (GATE) instructional practices and techniques, including an in-depth study of current practices in parallel curriculum planning, collaborative, cross-curricular plan, and implementation of higher order instructional thematic units appropriate to gifted and talented learners. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth. *Prerequisite: TEG 500*

TEG 503 Teaching the Creatively Gifted and Talented Child (3)
This course emphasizes the characteristics, needs, and appropriate education of creatively gifted individuals, as well as identification techniques and current research related to the same. In addition, this course addresses classroom applications of creative and critical thinking skills and the infusion of problem solving across the curriculum.

TEG 504 Organization and Leadership in Gifted and Talented Programs (3)
Gifted and talented education (GATE) program development and evaluation require an understanding of issues in identification, differentiation, nontraditional aspects of giftedness, law, funding and organization. This course serves as an introduction to GATE program development, implementation, and evaluation, and can be viewed as bridging all previous courses in the gifted and talented certification program. *Prerequisites: TEG 500, TEG 501, and TEG 502*

TEG 505 Supporting the Emotional Needs of Gifted and Talented Learners (3)
This course addresses the distinct social, emotional, and educational needs of the gifted, with a particular attention to diverse populations and issues related to the gifted at-risk and underachieving gifted. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

Teacher Education

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 Educational Foundations and Classroom Experiences (K–8) (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by intern teachers. *Prerequisite: Admission to Multiple Subject or Special Education Credential program; Multiple Subject corequisites: TEP 515 and TEP 565A*

TEP 506 Educational Foundations and Classroom Management (K–8) (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by students in fieldwork. *Prerequisite: Admission to Multiple Subject or Special Education Credential program; Multiple Subject corequisites: TEP 516 and TEP 566A*

TEP 507 Educational Foundations and Classroom Experiences (7–12) (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by intern teachers. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 517 and TEP 567A*

TEP 508 Educational Foundations and Classroom Management (7–12) (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by students in fieldwork. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 518 and TEP 568A*

TEP 515 Clinical Experiences in Teaching Reading and Writing (K–8) (3)
This course offers intensive instruction in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: TEP 505 and TEP 565A*

TEP 516 Methods of Teaching Reading and Writing (K–8) (3)
This course offers intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content stands. Modifications for teaching special needs students, including second language learners are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: TEP 506 and TEP 566A*

TEP 517 Clinical Experiences in Teaching Reading and Writing (7–12) (3)
This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and includes explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. *Prerequisites: Admission to Single Subject Credential program; corequisites: TEP 507 and TEP 567A*

TEP 518 Methods of Teaching Reading and Writing (7–12) (3)
This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and includes explicit and meaningfully applied instruction in reading, writing and related language skills and strategies. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 508 and TEP 568A*

TEP 525 Clinical Experiences in Teaching Mathematics (K–8) (3)
This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: TEP 555 and TEP 565B*

TEP 526 Methods of Teaching Mathematics (K–8) (3)
This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: TEP 556 and TEP 566B*

TEP 527 Clinical Experiences in Teaching Strategies (7–12) (3)
Strategies for the secondary teacher introduced in this class include: lesson planning, multiple models of instruction, classroom and time management practice, and integration of multiple intelligences research. Cooperative learning theory and practices commonly used in secondary schools are explored as a primary model of instruction. Students investigate and respond to current popular media portrayals of teachers and teaching methods in theater, films, television, and/or the popular press, with an intent to understand the stereotypes and myths that surround the role of a teacher. Students have opportunities to plan instructional experiences, deliver instructions, and reflect upon the theory-to-practice, fantasy-to-reality experience of becoming a teacher. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 557 and TEP 567B*

TEP 528 Teaching Strategies (7–12) (3)
Strategies for the secondary teacher introduced in this class include: lesson planning, multiple models of instruction, classroom and time management practice, and integration of multiple intelligences research. Cooperative learning theory and practices commonly used in secondary schools are explored as a primary model of instruction. Students investigate and respond to current popular media portrayals of teachers and teaching methods in theater, films, television, and/or the popular press, with an intent to understand the stereotypes and myths that surround the role of a teacher. Students have opportunities to plan instructional experiences, deliver instructions, and reflect upon the theory-to-practice, fantasy-to-reality experience of becoming a teacher. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 558 and TEP 568B*

TEP 535 Clinical Experiences in Teaching Science (K–8) (3)
This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science applications. *Prerequisite: Admission to Multiple Subject Credential program and students must turn in a Clinical Practice application and be cleared by the department prior to registering for this course. Corequisites: TEP 585 and TEP 575A*

TEP 536 Methods of Teaching Science (K–8) (3)
This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science applications. *Prerequisite: Admission to Multiple Subject Credential program and students must turn in a Clinical Practice application and be cleared by the department prior to registering for this course. Corequisites: TEP 586 and TEP 576A*

TEP 545 Clinical Experiences with Integrating the Humanities (K–8) (3)
This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: Admission to Multiple Subject Credential program; corequisite: TEP 575B*

TEP 546 Methods of Integrating the Humanities (K–8) (3)
This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. *Prerequisite: Admission to Multiple Subject Credential program; corequisite: TEP 576B*

TEP 547 Clinical Experiences in Curriculum and Assessment (7–12) (3)
Practice models of curriculum planning and student assessment are investigated in this course. Curriculum planning includes development of extended, multi-lesson units, and thematic and cross-content integrated units. An integrated, 10-lesson thematic unit is developed in small groups. Students practice integrating three different content areas, planning, and presenting their final collaborative project. Formal and informal assessment methods are explored and applied to lesson delivery, unit assessment, and teaching to academic content standards and frameworks. Authentic assessment, rubrics, portfolio assessment, and assessment practices for multimedia projects are discussed. Current secondary standardized testing is examined. *Prerequisite: Admission to Single Subject Credential program and students must turn in a Clinical Practice application and be cleared by the department prior to registering for this course; corequisite: TEP 577A*

TEP 548 Curriculum Planning and Assessment (7–12) (3)
Practice models of curriculum planning and student assessment are investigated in this course. Curriculum planning includes development of extended, multi-lesson units, and thematic and cross-content integrated units. An integrated, 10-lesson thematic unit is developed in small groups. Students practice integrating three different content areas, planning, and presenting their final collaborative project. Formal and informal assessment methods are explored and applied to lesson delivery, unit assessment, and teaching to academic content standards and frameworks. Authentic assessment, rubrics, portfolio assessment, and assessment practices for multimedia projects are discussed. Current secondary standardized testing is examined. *Prerequisite: Admission to Single Subject Credential program; corequisite: TEP 578A*

TEP 555 Clinical Experiences in Teaching English Language Learners (K–8) (3)
This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English language learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: TEP 525 and TEP 565B*

TEP 556 Methods of Teaching English Language Learners (K–8) (3)
This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English language learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: TEP 526 and TEP 566B*

TEP 557 Clinical Experiences in Teaching English Language Learners (7–12) (3)
This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English language learners (ELL), utilizing sheltered English strategies (SDAIE) and focusing on acquisition of all related content areas. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 527 and TEP 567B*

TEP 558 Methods of Teaching English Language Learners (7–12) (3)
This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English language learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 528 and TEP 568B*

TEP 565A Field Experience I (K–8) (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: Admission to Multiple Subject Credential program; corequisites: Multiple Subject students TEP 505 and TEP 515*

TEP 565B Field Experience II (K–8) (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: Admission to Multiple Subject Credential program and TEP 565A; corequisite: Multiple Subject students TEP 525 and TEP 555*

TEP 566A Field Experience I (K–8) (1)
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisites: Admission to Multiple Subject Credential program, TEP 506, and TEP 516*

TEP 566B Field Experience II (K–8) (1)
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisites: Admission to Multiple Subject Credential program and TEP 566A; corequisites: Multiple Subject TEP 526 and TEP 556; special education students, please see advisor for corequisites*

TEP 567A Field Experience I (7–12) (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 507 and TEP 517*

TEP 567B Field Experience II (7–12) (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: Admission to Single Subject Credential program and TEP 567A; corequisites: TEP 527 and TEP 557*

TEP 568A Field Experience I (7–12) (1)
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: Admission to Single Subject Credential program; corequisites: TEP 508 and TEP 518*

TEP 568B Field Experience II (7–12) (1)
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: Admission to Single Subject Credential program and TEP 568A; corequisites: TEP 528 and TEP 558*

TEP 575A Clinical Practice I (Contract Teaching, K–8) (2)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisites: Admission to Multiple Subject Credential program, and student must turn in a Clinical Practice application and be cleared by the department prior to registering for this course. Corequisites: TEP 535 and TEP 585*

TEP 575B Clinical Practice II (Contract Teaching, K–8) (2)
Credit is given for a nine-week term in Fall II or Spring II of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisites: Admission to Multiple Subject Credential program and TEP 575A; corequisite: TEP 545*

TEP 576A Clinical Practice I (Student Teaching, K–8) (2)
Students complete a semester of full-time, supervised student teaching in appropriate public school K–8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Admission to Multiple Subject Credential program; student must submit application and be cleared prior to student teaching; corequisites: TEP 536 and TEP 586*

TEP 576B Clinical Practice II (Student Teaching, K–8) (2)
Students complete a semester of full-time, supervised student teaching in appropriate public school K–8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: Admission to Multiple Subject Credential program and TEP 576A; corequisite: TEP 546*

TEP 577A Clinical Practice I (Contract Teaching, 7–12) (2)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: Admission to Single Subject Credential program; student must submit application and be cleared prior to intern teaching; corequisite: TEP 547*

TEP 577B Clinical Practice II (Contract Teaching, 7–12) (2)
Credit is given for a nine-week term in Fall II or Spring II, of full-time supervised intern teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. **The contracted teachers attend a mandatory seminar during TEP 577B to complete the California Commission on Teacher Credentialing requirements for the final Teacher Performance Assessment.** *Prerequisites: Admission to teacher education program; and TEP 577A; corequisite: TEP 587*

TEP 578A Clinical Practice I (Student Teaching, 7–12) (2)
Students complete a semester of full-time, supervised student teaching in appropriate public school 7–12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Admission to Single Subject Credential program; student must submit application and be cleared prior to student teaching; corequisite: TEP 548*

TEP 578B Clinical Practice II (Student Teaching, 7–12) (2)
Students complete a semester of full-time, supervised student teaching in appropriate public school 7–12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: Admission to Single Subject Credential program and TEP 578A; corequisite: TEP 588*

TEP 581 Brain Research and Learning: Using Brain Research to Improve Teaching and Learning (3)
This course examines current research on the brain, cognition, and memory. Students learn brain physiology, functions, and processes, and how they can be leveraged to improve instruction. Brain-based learning styles and models are examined for classroom application and provide perspective on how students make meaning. *Prerequisite: Completion of a preliminary teacher credentialing program*

TEP 583 21st-Century Teaching and Learning Theories (3)
This core course is designed to prepare candidates with an advanced-level understanding of learning theory. Various approaches to historical and contemporary learning are examined. The focus is on the convergence of theory to classroom practices and ultimately to student achievement. *Prerequisite: Completion of a preliminary teacher credentialing program*

TEP 585 Intern Teaching Seminar (K–8) (3)
This seminar addresses challenges and questions common among new teachers in K–8 classrooms in a collegial environment and addresses individual concerns. Issues include, but are not limited to, classroom management, effective curriculum and lesson development, usage of state frameworks and academic standards, identification of learning strategies for special needs students and English language learners, California School Law, and the application of technology as a teaching and learning tool. *Prerequisite: Admission to Multiple Subject Credential program, and student must turn a Clinical Practice application and be cleared by the department prior to registering for this course; corequisites: TEP 535 and TEP 575A*

TEP 586 Student Teaching Seminar (K–8) (3)
The purpose of the seminar is to discuss problems common to student teachers in K–8 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisite: Admission to Multiple Subject Credential program. A school placement for student teaching is required for enrollment. This course is only for students who have applied and been cleared for student teaching prior to the beginning of this class; corequisites: TEP 536 and TEP 576A*

TEP 587 Intern Teaching Seminar (7–12) (3)
This seminar discusses problems common to interns in 7–12 classrooms, addresses individual concerns, and readdresses legal issues. Extensive use is made of outside resources. *Prerequisites: Students must be admitted to teacher education and Single Subject Credential programs. Interns must have applied and been cleared prior to the beginning of this class. Corequisites for Single Subject Credential students: TEP 577B; classroom including English Language Learners*

TEP 588 Student Teaching Seminar (7–12) (3)

The purpose of the seminar is to discuss problems common to student teachers in 7–12 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisites: Students must be admitted to the Teacher Education and Single Subject Credential programs. A school placement for student teaching is required for enrollment. This course is offered for students who have applied and have been cleared for student teaching prior to the beginning of this class. Corequisite for Single Subject Credential students: TEP 578B*

TEP 590 Intern Supervision and Support (2)

This online course is required for candidates who have already completed requisite coursework and are serving on an intern credential without having met remaining requirements necessary to secure a Preliminary Teaching Credential. This course allows interns to continue to work toward meeting requirements while receiving mandated supervision and support. *May be repeated four (4) times for credit.*

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School of Nursing

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To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change. For more information, please visit www.apu.edu or consult with the appropriate academic department.

DEGREES, CERTIFICATES, AND CREDENTIALS OFFERED

The School of Nursing offers pathways to the Master of Science in Nursing, post-master's certificate programs in several areas, and a Doctor of Philosophy in Nursing, as well as a Doctor of Nursing Practice program.

1. *Master of Science in Nursing with Specialties program* – for those who have completed a bachelor's degree in nursing
   - Total units for Adult or Parent-Child Clinical Nurse Specialist (CNS) is 39–41.
   - Total units for Adult Nurse Practitioner (ANP) specialty is 43–45.
   - Total units for Family Nurse Practitioner (FNP) specialty is 45–47.
   - Total units for Pediatric Nurse Practitioner (PNP) specialty is 43–45.
   - Total units for Psychiatric Mental Health (PMHNP) specialty is 53–55.
   - Total units for combined Adult Clinical Nurse Specialist (CNS) and Adult Nurse Practitioner (ANP) specialty is 55–57.
   - Total units for combined Parent-Child Clinical Nurse Specialist (CNS) and Pediatric Nurse Practitioner (PNP) specialty is 59–61.
   - Total units for Parish Nursing (PN) specialty is 38–40.
   - Total units for School Nurse Services Credential (SNSC) specialty is 39–41.
   - Total units for School Nurses Services Credential (SNSC) and Pediatric Nurse Practitioner (PNP) specialty is 52–54.
   - Total units for School Nurses Services Credential (SNSC) and Family Nurse Practitioner (FNP) specialty is 56–58.
2. Total units for School Nurse Services Credential (SNSC) is 26 *(a nondegree post-bachelor's program)*.
3. *Second Degree Program: Entry-Level Master of Science in Nursing (ELM)* – for those who have no nursing education, but have a B.A. or B.S.
   - Total pre-licensure units is 69.
   - Post-licensure units to complete the MSN depend on the clinical specialty chosen by the students. This may range from 38 for Adult or Parent-Child CNS without thesis to 53 for School Nurse Services Credential and FNP with thesis.

4. *Post-master's Nursing Certificate programs in Adult Clinical Nurse Specialist, Parent-Child Clinical Nurse Specialist, Parish Nursing, Family Nurse Practitioner, Adult Nurse Practitioner, Pediatric Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Nursing Administration, and Nursing Education* – for nurses who have already completed a master's degree in nursing.
5. *Doctor of Philosophy in Nursing*

   The PhD in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The coursework for the PhD in Nursing consists of 52 units beyond the Master of Science in Nursing, with an additional 12 units for dissertation research. Please see Doctor of Philosophy in Nursing elsewhere in this catalog for full program information.
6. *Doctor of Nursing Practice*

   Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex health care environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues. The coursework for the Doctor of Nursing Practice consists of 13 courses beyond the Master of Science in Nursing.

In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete the graduate program, beginning from the date of initial enrollment in the specific degree program.

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Nursing's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the California Board of Registered Nursing (BRN).

For more detailed information about the School of Nursing, please visit www.apu.edu/nursing/.

SCHOOL OF NURSING MISSION STATEMENT

To serve God through excellence in professional nursing education, scholarship, and practice.

ADMISSION

University graduate admission and program-specific requirements must be met before an application is complete. (See the Graduate Admission to the University section of this catalog.)

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Department of Master's Studies

MASTER OF SCIENCE IN NURSING (MSN)

Nationally accredited, the Master of Science in Nursing program prepares students in advanced theory and practice in a specialized clinical area of nursing. Students are prepared to assume functional advanced practice roles as adult or parent-child clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, pediatric nurse practitioners, or school nurses, and may elect a secondary speciality in administration or education. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing.

Mission Statement

The School of Nursing offers the Master of Science in Nursing, credential, and certificate programs to prepare nurses for advanced practice roles. The curriculum for these programs reflects the School of Nursing mission, philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education, the California State Board of Registered Nursing, and the State of California Commission on Teacher Credentialing. Graduates are eligible to apply for a state certification or credential in their specialties and may take national certification examinations where these are offered through specialty organizations.

Program Outcomes

A graduate of the Master of Science in Nursing program:

- Synthesizes knowledge from theory and research to evaluate its applicability to professional nursing practice and health policy.
- Evaluates delivery of health care to individuals, families, and communities based on a theoretical frame of reference.
- Demonstrates competence in an advanced nursing role incorporating consultation, leadership, management, and teaching in a specialized area of nursing practice.
- Utilizes the research process to improve health care and contribute to the body of nursing knowledge.
- Applies bioethical and spiritual concepts in nursing practice and health policy.
- Articulates how the basic tenets of the Christian faith inform nursing practice.
- Provides spiritual care with an understanding of the influential elements of one's own spiritual formation and beliefs.

Transfer of Credits

At admission only, 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Transfer units may not exceed 20 percent of the units required for the master's degree. Six additional units of approved graduate work may be applied toward the MSN degree through a petition process.

Additional Requirements

During the admission process, a review of academic transcripts is performed to assess whether or not the applicant has completed the prerequisite courses listed below. Students must complete the following prerequisite courses as part of their MSN before continuing to advanced practice courses (e.g., take undergraduate health assessment before advanced health assessment; take applied statistics and a nursing research course before the advanced practice research course).

Prerequisite Courses for MSN

UNRS 220	Health Assessment	3
UNRS 367	Pathophysiology	3
UNRS 425	Nursing Research	3
GNRS 546	Theory and Practice in Health Care Systems in the Community	6
GNRS 547	Nursing Leadership in Acute Care Settings	6
PSYC 350	Applied Statistics (community college credit not accepted)	3
Total		**24 units**

At the beginning of clinical coursework, including health assessment labs, the student is required to provide documentation concerning RN licensure, CPR certification, malpractice insurance, TB screening, and immunizations appropriate for the clinical setting.

The student's health status must permit him/her to safely undertake and complete clinical experience required for the degree. As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his own health status, including an assessment of the safety and appropriateness of practice in the clinical context, both for the student and the patient. An individual faculty member may require documentation of the student's health status.

In light of recent statements from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and contracted facilities, the School of Nursing now requires that all undergraduate and graduate students undergo a background check prior to their involvement at clinical sites. The cost of the background check is the responsibility of the student. International students are required to pay the additional fee based upon the actual costs of background checks for their country.

The MSN program requires that students have ongoing clinical work experience.

MSN Program Requirements

For the Master of Science in Nursing, the following are required of all students:

Academic Core Courses		***10 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Advanced Practice Core Courses		***12 units***
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)
— or —		
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		***9–34 units***

In addition to the academic core and advanced practice core courses, students select their clinical focus in one of the advanced practice clinical specialties: Adult Clinical Nurse Specialist (CNS), Parent-Child Clinical Nurse Specialist, Parish Nursing (PN), Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), School Nurse Services Credential (SNSC), Combined Adult CNS and ANP, Combined Parent-Child CNS and PNP, Combined SNSC and FNP, and Combined SNSC and PNP. Students work closely with faculty and clinical preceptors to learn theory and practical skills essential for their advanced practice roles.

Please see the MSN Specialities section for the descriptions of the advanced practice clinical specialties, the number of course units required for that specialty, and the specialization option courses for each.

Concluding Courses		***1–3 units***
GNRS 597	Comprehensive Examination Directed Study	1
— or —		
GNRS 598	Thesis*	1
GNRS 514	Research Proposal Writing* (required for thesis)	2

Total **38–62 units**

(For students who elect to earn a secondary specialty, an additional 9–12 units are required.)

*Students must choose either the thesis or comprehensive exam option for 1 unit of credit to complete the program. For students choosing the thesis, the 2-unit course GNRS 514 is a prerequisite to proposing a thesis.

Elective Courses and Secondary Specialities

Students may select additional elective courses to support their programs of study as directed by faculty. In addition, if desired, students may elect a secondary speciality in administration or education.

MSN SPECIALTIES

Adult or Parent-Child Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult or Parent-Child Clinical Nurse Specialist (CNS) allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. The student learns the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC).

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***12 units***
Advanced Practice Specialty Courses		***12 units***
GNRS 520	Theory and Practice in Adult Nursing	6 (2/4)
— and —		
GNRS 521	Clinical Specialization in Nursing Care of Adults	6 (2/4)
— or —		
GNRS 530	Theory and Practice in Parent-child Nursing	6 (2/4)
— and —		
GNRS 531	Clinical Specialization in Parent-Child Nursing	6 (2/4)
Specialization Option Courses		***4 units***
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
— or —		
GNRS 593	Psychosocial PHC of the Mature and Aging Family	4 (2/2)
— or —		
GNRS 589	Adolescent Health Care	4 (2/2)
Concluding Courses		***1–3 units***
Total required for the MSN with Adult or Parent-Child CNS		**39–41 units**

The CNS includes 11 clinical units equalling 500 clinical hours. Units shown in parentheses are theory units/clinical units.

Adult Nurse Practitioner (ANP)

This specialty program prepares students to be nurse practitioners for patients across the adult years. The program prepares graduates for certification by the state of California and provides preparation for ANP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation and research.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***12 units***
Advanced Practice Specialty Courses		***20 units***
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Mature and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
GNRS 593	Psychosocial PHC of the Mature and Aging Family	4 (2/2)
GNRS 540	Care Management	2 (2/0)
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
Specialization Option Courses		***No requirement***
Concluding Courses		***1–3 units***
Total required for the MSN with ANP		**43–45 units**

The ANP includes 12 clinical units equalling 540 clinical hours. Units shown in parentheses are theory units/clinical units.

Family Nurse Practitioner (FNP)

This specialty program prepares students to be nurse practitioners for patients across the human lifespan. The program prepares graduates for certification by the state of California and provides preparation for FNP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation and research.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***12 units***
Advanced Practice Specialty Courses		***18 units***
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Mature and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses		***4 units***
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
— or —		
GNRS 593	Psychosocial PHC of the Mature and Aging Family	4 (2/2)
— or —		
GNRS 589	Adolescent Health Care	4 (2/2)
Concluding Courses		***1–3 units***
Total required for the MSN with FNP		**45–47 units**

The FNP includes 13 clinical units equalling 585 clinical hours. Units shown in parentheses are theory units/clinical units.

Pediatric Nurse Practitioner (PNP)

This Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner (PNP) specialty prepares registered nurses to be nurse practitioners with children and their families in primary health care settings. This advanced practice specialty includes direct client assessment, diagnosis, management, and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California for certification as a nurse practitioner. They are also qualified to seek national certification by examination through specialty boards for the PNP.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***14 units***
GNRS 510	Family Theory in Health Care	2
Advanced Practice Specialty Courses		***18 units***
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	3 (0/3)
GNRS 532	Advanced Nursing Practice in Pediatrics	5 (2/3)
GNRS 589	Adolescent Health Care	4 (2/2)
Specialization Option Courses		***No Requirement***
The following courses are optional:		
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
Concluding Courses		***1–3 units***
Total required for the MSN with PNP		**43–45 units**

The PNP includes 12 clinical units equalling 540 clinical hours. Units shown in parentheses are theory units/clinical units.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

This specialty program prepares students to be nurse practitioners for patients in psychiatric and mental health settings. The graduate of this program is prepared to work respectfully and collaboratively with client consumers who are experiencing severe mental illness to determine bio-psychosocial health care needs within a complex and changing environment. Theory and clinical coursework focus on assessment, intervention planning, application, and evaluation of advanced practice therapeutics in response to acute and chronic biological and psychiatric mental health programs.

The life span focus of the curriculum ranges from adolescence through geriatrics and includes health promotion, illness prevention, the therapeutic alliance, health-related policy, and application of research- and evidence-based findings to professional practice. The inherent equality and worthiness of those who are vulnerable and disenfranchised, the role of spirituality in health, and the value of diversity are threaded throughout the program. The program is designed so that graduates can be licensed by the state of California and can also take the Adult Psychiatric and Mental Health Nurse Practitioner National Certification examination.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***14 units***
GNRS 510	Family Theory in Health Care	2
Advanced Practice Specialty Courses		***28 units***
GNRS 533	Psychiatric Theories across the Life Span	2
GNRS 534	Psychiatric Assessment across the Life Span	2
GNRS 535	Psychiatric Interventions and Health Promotion across the Life Span	5 (3/2)
GNRS 536	Psychiatric Interventions with the Adult and Aging Client	3 (1/2)
GNRS 537	Psychiatric Interventions with Adolescents	3 (2/1)
GNRS 538	Psychiatric Interventions with Selected Vulnerable Populations	3 (1/2)
GNRS 539	Advanced Psychopharmacology	2
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 593	Psychsocial Primary Health Care of the Mature and Aging Family	4 (2/2)
Specialization Option Courses		***No requirement***
Concluding Courses		***1–3 units***
Total required for the MSN with PMHNP		**53–55 units**

The PMHNP includes 12 clinical units equalling 540 clinical hours. Units shown in parentheses are theory units/clinical units.

COMBINED ADULT CLINICAL NURSE SPECIALIST (CNS) AND ADULT NURSE PRACTITIONER (ANP)

The combined adult clinical nurse specialist and adult nurse practitioner master's program prepares registered nurses to be effective practitioners in both of these advanced practice roles with adults and their families. In the CNS, the focus is illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence.

The focus of the ANP is health care of adults in the primary care setting and includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research. Graduates of the combined specialty program are eligible to apply to the state of California for certification as a clinical nurse specialist and certification as an adult nurse practitioner. They are also qualified to seek national certification through specialty organizations.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***12 units***
Advanced Practice Specialty Courses		***28 units***
GNRS 520	Theory and Practice in Adult Nursing	6 (2/4)
GNRS 521	Clinical Specialization in Nursing Care of Adults	6 (2/4)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Mature and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
GNRS 593	Psychosocial Primary Health Care of the Mature and Aging Family	4 (2/2)
Specialization Option Courses		***4 units***
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
Concluding Courses		***1–3 units***
Total required for the MSN with Adult CNS and ANP		**55–57 units**

The CNS includes 11 clinical units equalling 500 clinical hours; the ANP includes 12 clinical units equalling 540 clinical hours. Units shown in parentheses are theory units/clinical units.

COMBINED PARENT-CHILD CLINICAL NURSE SPECIALIST (CNS) AND PEDIATRIC NURSE PRACTITIONER (PNP)

The combined parent-child clinical nurse specialist and pediatric nurse practitioner master's program prepares registered nurses to be effective practitioners in both of these advanced practice roles with children and their families. In the CNS, the focus is illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence.

The focus of the PNP is health care of children in the primary care setting and includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research. Graduates of the combined specialty program are eligible to apply to the state of California for certification as a clinical nurse specialist and certification as a pediatric nurse practitioner. They are also qualified to seek national certification through specialty boards.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***14 units***
GNRS 510	Family Theory in Health Care	2
Advanced Practice Specialty Courses		***30 units***
GNRS 530	Theory and Practice in Parent-Child Nursing	6 (2/4)
GNRS 531	Clinical Specialization in Parent-Child Nursing	6 (2/4)
GNRS 532	Advanced Nursing Practice in Pediatrics	5 (2/3)
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	3 (0/3)
Specialization Option Courses		***4 units***
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
Concluding Courses		***1–3 units***
Total required for the MSN with Parent-Child CNS and PNP		**59–61 units**

The CNS includes 11 clinical units equalling 500 clinical hours; the PNP includes 12 clinical units equalling 540 clinical hours. Units shown in parentheses are theory units/clinical units.

MSN WITH PARISH NURSING (PN)

Parish nursing is an interdisciplinary program that prepares nurses to serve within churches or other religiously based settings as nurse specialists in spiritual aspects of patient care.

The parish nurse serves as a church staff associate to the minister (clergy) for health ministry and spiritual care. This program integrates formal theological knowledge and methodology, professional ministry skills, and advanced nursing practice to address the bioethical, health, and spiritual concerns of a faith-based community, its members, and its neighbors. That is, both a ministry of health and faith integration, health maintenance, and health promotion for the prayer community itself, and mission outreach for health advocacy and social ethics are encompassed within this specialization. The uniqueness of this program resides in the depth of theological knowledge and ministry skill that is required to be integrated into advanced nursing practice.

This specialty is also open to ministry students who are ordained clergy or who are seeking ordination to professional ministry, and who wish to have an interdisciplinary emphasis on the integration of health and spirituality, health maintenance, and health promotion within congregations and faith traditions/denominations. For ministry students, a health ministries focus is individually designed to meet the specific ministry needs of the student (e.g., family health ministries, older adult-enablement health ministries, youth and child health ministries, women's health ministries, etc.).

For details of Academic Core Courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses*		***14 units***
GNRS 512	Advanced Health Assessment and Health Promotion	4
GNRS 513	Advanced Nursing Practice Role	2
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church*	4

*Parish Nursing students must take the constructive theology course series as offered by APU's Graduate School of Theology; however, that series may be constituted. See course descriptions in the Graduate School of Theology section of this catalog.

Advanced Practice Specialty Courses		***9 units***
GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry	2
GMIN 569	Field Education in Ministry	1
GMIN 618	Philosophy of Ministry	4
Specialization Option Courses		***No requirement***
Concluding Courses		***5–7 units***
GNRS 540	Care Management	2
— and —		
GNRS 541	Clinical Practicum in Care Management	2
Total required for the MSN with PN		**38–40 units**

SCHOOL NURSE SERVICES CREDENTIAL (SNSC) (A NONDEGREE POST-BACHELOR'S PROGRAM)

This specialty (nondegree) program includes core academic courses and those required for the school nurse services credential (SNSC). It prepares registered nurses who have completed a bachelor's degree to be effective practitioners of school health. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K–12). This enables them to establish, maintain, and coordinate a comprehensive school health program. Among the school health activities students undertake are planning health programs, assessing the health of children, providing health care and health referral, and contributing to formulation and evaluation of health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CTC). Admission requirements are the same as those for the Master of Science in Nursing Program.

Academic Core Courses		***3 units***
GNRS 504	Bioethics and Health Policy	3
Advanced Practice Core Courses		***6 units***
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	4 (3/1)
Advanced Practice Specialty Courses		***17 units***
EDUC 571	Curriculum Foundations	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	2 (2/0)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
Total required for the School Nurse Services Credential (SNSC)		**26 units***

The SNSC program has 19 units of theory and 7 units of clinical practice equalling 315 clinical hours. Units shown in parentheses are theory units/clinical units.

*Student must also take a state of California approved audiometry course to meet the SNSC requirements.

MSN WITH SCHOOL NURSE SERVICES CREDENTIAL (SNSC)

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***11 units***
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
Advanced Practice Specialty Courses		***17 units***
EDUC 571	Curriculum Foundations	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	2 (2/0)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
Specialization Option Courses		***No Requirement***
Concluding Courses		***1–3 units***
Total required for the MSN with SNSC		**39–41 units***

The SNSC has 32 units of theory and 7 units of clinical practice equalling 315 clinical hours. Units shown in parentheses are theory units/clinical units.

*Student must also take a state of California approved audiometry course to meet the SNSC requirements.

COMBINED SCHOOL NURSE SERVICES CREDENTIAL (SNSC) AND PEDIATRIC NURSE PRACTITIONER (PNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K–12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice pediatric nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California for the school nurse services credential, and for certification as a nurse practitioner. They are also qualified to seek national PNP certification by examination through specialty organizations.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***14 units***
GNRS 510	Family Theory in Health Care	2
Advanced Practice Specialty Courses		***27 units***
EDUC 571	Curriculum Foundations	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	3 (0/3)
GNRS 532	Advanced Nursing Practice in Pediatrics	5 (2/3)
Specialization Option Courses		***No Requirement***
Concluding Courses		***1–3 units***
Total required for the MSN with SNSC and PNP		**52–54 units***

The SNSC plus PNP includes 15 clinical units equalling 675 clinical hours. Units shown in parentheses are theory units/clinical units.

*Student must also take a state of California approved audiometry course to meet the SNSC requirements.

COMBINED SCHOOL NURSE SERVICES CREDENTIAL (SNSC) AND FAMILY NURSE PRACTITIONER (FNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K–12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California for the school nurse services credential, and for certification as a family nurse practitioner. They are also qualified to seek national FPN certification by examination through specialty organizations.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements.

Academic Core Courses		***10 units***
Advanced Practice Core Courses		***14 units***
GNRS 510	Family Nursing in Health Care	2
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)
Advanced Practice Specialty Courses		***31 units***
EDUC 571	Curriculum Foundations	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Mature and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses		***No Requirement***
Concluding Courses		***1–3 units***
Total required for the MSN with SNSC and FNP		**56–58 units***

The SNSC plus FNP includes 16 clinical units equalling 720 clinical hours. Units shown in parentheses are theory units/clinical units.

*Student must also take a state of California approved audiometry course to meet the SNSC requirements.

NURSING EDUCATION SECONDARY SPECIALTY

Along with a clinical specialty, students may elect nursing education a secondary specialty. This course of study prepares students at the post-master's level for teaching roles in various clinical or academic settings.

Secondary Specialty Courses		***12 units***
GNRS 660	Theories of Teaching and Instruction	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 663	Clinical Practicum in Nursing Education	3

NURSING ADMINISTRATION SECONDARY SPECIALTY

Along with a clinical specialty, students may elect nursing administration a secondary specialty. Coursework 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.

Secondary Specialty Courses		***9 units***
GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

Department of Entry-Level Master's Program

SECOND DEGREE PROGRAM: ENTRY-LEVEL MASTER OF SCIENCE IN NURSING (ELM)*

This accelerated nursing graduate program is designed for students who hold a baccalaureate or higher degree in other disciplines and desire to enter the nursing profession. Students are admitted into the graduate program in the School of Nursing and complete all prelicensure courses, both theoretical and clinical, in an accelerated format. For the first four semesters, students take all of the prelicensure theory and clinical courses and selected graduate nursing courses, followed by a clinical residency, in preparation for the RN licensure examination. Students continue with courses and preparation in advanced practice leading to a Master of Science in Nursing (MSN) with a clinical specialty.

This program meets the California Board of Registered Nursing (BRN) requirements for licensure and is available at the Azusa campus, Monrovia classrooms, and San Diego, San Bernardino, and Inland Empire regoinal centers.

Mission Statement

The ELM program prepares nurses for entering into professional nursing and subsequently advanced practice roles. This program prepares students to take the NCLEX for RN licensure, to apply for a California PHN certificate, and to be eligible for state certification and national certification in advanced practice specialties upon successful completion of the required post-licensure classes.

Admission Requirements

University graduate admission and program-specific requirements must be met before an application is complete. (See the Graduate Admission to the University section of this catalog.)

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Additional Requirements

At the beginning of clinical coursework, graduate students are required to provide documentation concerning certifications, results of background checks, screening tests, and immunizations. Please refer to the student handbook and specific program manuals/course syllabi for details.

Program Requirements

The four-semester and clinical residency prelicensure portion of this program is offered in an intensive cohort model format and **must** be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday through Saturday. This program meets California Board of Registered Nursing (BRN) requirements for licensure.

Semester 1		***15 units***
GNRS 500	Conceptual Foundations of Professional Nursing	2
GNRS 574	Foundations of Professional Nursing	4
GNRS 576	Pharmacology	2
GNRS 578	Health Assessment	3
GNRS 579A	Nursing Care of Adults and Elderly	4
Semester 2		***16 units***
GNRS 577	Nutrition	2
GNRS 579B	Nursing Care of Adults and Elderly	4
GNRS 582	Pathophysiology	3
GNRS 584	Mental Health Nursing	4
GNRS 585	Restorative Nursing	3
Semester 3		***17 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 505	Christian Formation for Holistic Care	3
GNRS 507	Scientific Writing	3
GNRS 575	Nursing Care in Maternal, Newborn, and Women's Health	4
GNRS 583	Nursing Care of Children and Young Adults	4
Semester 4		***17 units***
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
GNRS 586	Leadership and Management in Professional Practice	2
GNRS 587	Community Health Nursing	5
GNRS 588	Advanced Nursing Care of Adults—Leadership	6
Clinical Residency/Internship (see description next page)		***4 units***
GNRS 573	Clinical Residency	4

This intensive period of clinical education and continuing preparation for practice takes place in a health care agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. Upon completion of this seven-week internship, students will have completed 252 hours in an acute-care setting. This usually consists of three (3) 12-hour shifts per week for seven weeks. At the same time, students review prelicensure subject matter in preparation for NCLEX examination (RN licensing exam). Successful completion of the clinical residency is required to complete the prelicensure portion of the program. The BSN is awarded at completion of the prelicensure portion of program.

Total prelicensure portion **69 units**

NOTE: Before taking advanced practice clinical courses for completion of the MSN degree, the student must successfully complete the clinical residency and achieve the passing score required by the California Board of Registered Nursing (BRN) on the NCLEX exam.

Postlicensure

The postlicensure portion of this program is offered in an intensive format.

In addition to coursework and clinical practicums, postlicensure students are expected to have outside clinical work experience.

Students should request approval prior to taking coursework at outside institutions to ensure credit will be given. A maximum of 6 units may be transferred in with prior approval.

Students **must** take 7 units of electives during this component of the program. Students' programs are planned individually according to course sequencing for their clinical specialty. As an alternative to full-time study, students may elect to complete master's degree requirements in a part-time format while taking courses each semester.

Students may:

- Elect to write a thesis or take a comprehensive exam to complete the degree.
- Elect 9–12 units of additional courses to earn a secondary specialty in nursing education or nursing administration.

Any student who elects to write a thesis must take GNRS 514 Research Proposal Writing (2).

POST-MASTER'S CERTIFICATE PROGRAMS

Post-master's certificate programs are available in Adult Clinical Nurse Specialist (CNS), Parent-Child Clinical Nurse Specialist (CNS), Parish Nursing, Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Nursing Administration, and Nursing Education.

Admission Requirements

University graduate admission and program-specific requirements must be met before an application is complete. (See the Graduate Admission to the University section of this catalog.)

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

Prerequisite Requirements

1. Master's degree in nursing

2. Completion of an undergraduate health assessment course

Mission Statement

The School of Nursing offers the Master of Science in Nursing, credential, and certificate programs to prepare nurses for advanced practice roles. The curriculum for these programs reflects the School of Nursing mission, philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education, the California State Board of Registered Nursing, and the State of California Commission on Teacher Credentialing. Graduates are eligible to apply for a state certification or credential in their specialties and may take national certification examinations where these are offered through specialty organizations.

Adult Clinical Nurse Specialist (CNS) Certificate

Students must be admitted into the university before registering for this program. The Adult Clinical Nurse Specialist Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program provides theory and clinical experiences to prepare the nurse for certification by the state of California and for national certification as an adult clinical nurse specialist (CNS).

Academic and Advanced Practice Core Courses		***18 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)
Advanced Practice Specialty Courses		***12 units***
GNRS 520	Theory and Practice in Adult Nursing	6 (2/4)
GNRS 521	Clinical Specialization in Nursing Care of Adults	6 (2/4)
Specialization Option Courses		***4 units***
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
— or —		
GNRS 593	Psychosocial PHC of the Mature and Aging Family	4 (2/2)
— or —		
GNRS 589	Adolescent Health Care	4 (2/2)
Post-Master's Adult CNS Total		**34 units**

*Students may be given transfer credits for previous content completed in a master's degree program.
**This requirement is waived for APU master's graduates between the years of 1992–93 to 1995–96, as the content was integrated in the clinical courses.

Parent-Child Clinical Nurse Specialist (CNS) Certificate

Students must be admitted into the university before registering for this program. The Parent-Child Clinical Nurse Specialist Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program provides theory and clinical experiences to prepare the nurse for certification by the state of California and for national certification as a parent-child clinical nurse specialist (CNS).

Academic and Advanced Practice Core Courses		***18 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion***	4 (3/1)
— or —		
GNRS 512	Advanced Health Assessment and Health Promotion***	4 (3/1)
Advanced Practice Specialty Courses		***12 units***
GNRS 530	Theory and Practice in Parent-Child Nursing	6 (2/4)
GNRS 531	Clinical Specialization in Parent-Child Nursing	6 (2/4)
Specialization Option Courses		***4 units***
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
— or —		
GNRS 589	Adolescent Health Care	4 (2/2)
Post-Master's Parent-Child CNS Total		**34 units**

*Students may be given transfer credits for previous content completed in a master's degree program.
**This requirement is waived for APU master's graduates between the years of 1992–93 to 1995–96, as the content was integrated in the clinical courses.
***Students who want a pediatric focus take GNRS 511; those who want a perinatal focus take GNRS 512.

Parish Nursing (PN) Certificate

The Parish Nursing Certificate is an interdisciplinary, nondegree program. Students may take the theology courses at a denominational seminary. Coursework in theology from this program may be applied toward a degree in theology at APU.

Required Courses			***23 units***
GNRS	504	Bioethics and Health Policy	3
GNRS	506	Spiritual Care	3
GTHE	504	God, Creation, and Humanity*	4
GTHE	514	Jesus Christ, the Holy Spirit, and the Church*	4
GNRS	570	Parish Nursing/Health Ministries	2
GMIN	568	Field Education in Ministry	2
GMIN	569	Field Education in Ministry	1
GMIN	618	Philosophy of Ministry	4

*Parish nursing students must take the constructive theology course series as offered by APU's Graduate School of Theology; however, that series may be constituted. See course descriptions in the Graduate School of Theology section of this catalog

Family Nurse Practitioner (FNP) Certificate

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for national certification as a family nurse practitioner.

Academic and Advanced Practice Core Courses			***18 units***
GNRS	504	Bioethics and Health Policy	3
GNRS	506	Spiritual Care	3
GNRS	513	Advanced Nursing Practice Role**	2
GNRS	515	Advanced Pathophysiology	3
GNRS	594	Pharmacology in Advanced Practice Nursing	3
GNRS	512	Advanced Health Assessment and Health Promotion	4 (3/1)
Advanced Practice Specialty Courses			***18 units***
GNRS	590A	Primary Health Care of the Young Family	6 (3/3)
GNRS	591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS	592A	Primary Health Care of the Mature and Aging Family	6 (3/3)
GNRS	592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses			***4 units***
GNRS	540	Care Management	2 (2/0)
— and —			
GNRS	541	Clinical Practicum in Care Management	2 (0/2)
— or —			
GNRS	593	Psychosocial Primary Health Care of the Mature and Aging Family	4 (2/2)
— or —			
GNRS	589	Adolescent Health Care	4 (2/2)
Post-Master's FNP Total			**40 units**

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Family Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992–93 to 1995–96, as the content was integrated in the clinical courses.

Adult Nurse Practitioner (ANP) Certificate

Students must be admitted into the university before registering for this program. This program prepares registered nurses to be nurse practitioners with adults in primary health care settings. It is designed as a nondegree course credit option for nurses with a master's degree in nursing.* The program is designed so graduates can be licensed by the state of California and can also take the Adult Nurse Practitioner National Certification Examination. This advanced clinical practice specialty includes direct client assessment; diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning; implementation; evaluation; and research.

Academic and Advanced Practice Core Courses			***18 units***
GNRS	504	Bioethics and Health Policy	3
GNRS	506	Spiritual Care	3
GNRS	513	Advanced Nursing Practice Role**	2
GNRS	515	Advanced Pathophysiology	3
GNRS	594	Pharmacology in Advanced Practice Nursing	3
GNRS	512	Advanced Health Assessment and Health Promotion	4 (3/1)
Advanced Practice Specialty Courses			***20 units***
GNRS	591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS	592A	Primary Health Care of the Mature and Aging Family	6 (3/3)
GNRS	592B	Primary Health Care Clinical Practicum	2 (0/2)
GNRS	593	Psychosocial Primary Health Care of the Mature and Aging Family	4 (2/2)
GNRS	540	Care Management	2 (2/0)
— and —			
GNRS	541	Clinical Practicum in Care Management	2 (0/2)
Specialization Option Courses			***No requirement***
Post-Master's ANP Total			**38 units**

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Adult Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992–93 to 1995–96, as the content was integrated in the clinical courses.

Pediatric Nurse Practitioner (PNP) Certificate

Students must be admitted into the university before registering for this program. The Pediatric Nurse Practitioner Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for national certification as a pediatric nurse practitioner.

Academic and Advanced Practice Core Courses			***18 units***
GNRS	504	Bioethics and Health Policy	3
GNRS	506	Spiritual Care	3
GNRS	513	Advanced Nursing Practice Role**	2
GNRS	515	Advanced Pathophysiology	3
GNRS	594	Pharmacology in Advanced Practice Nursing	3
GNRS	512	Advanced Health Assessment and Health Promotion	4 (3/1)
Advanced Practice Specialty Courses			***18 units***
GNRS	590A	Primary Health Care of the Young Family	6 (3/3)
GNRS	590B	Clinical Practicum in Pediatrics	3 (0/3)
GNRS	532	Advanced Nursing Practice in Pediatrics	5 (2/3)
GNRS	589	Adolescent Health Care	4 (2/2)
Specialization Option Courses			***No requirement***
The following courses are optional:			
GNRS	540	Care Management	2 (2/0)
— and —			
GNRS	541	Clinical Practicum in Care Management	2 (0/2)
Post-Master's PNP Total			**36 units**

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Pediatric Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, as the content was integrated in the clinical courses.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

Students must be admitted to the university before registering for this program. The Psychiatric Mental Health Nurse Practitioner Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program prepares nurses to work respectfully and collaboratively with client consumers who are experiencing severe mental illness to determine bio-psychosocial health care needs within a complex and changing environment. The program is designed so that graduates can be licensed by the state of California and can also take the Adult Psychiatric and Mental Health Nurse Practitioner National Certification examination. Students must provide proof of equivalency of the academic and advanced practice core coursework, such as bioethics, spiritual care, advanced nursing practice role, family theory, advanced pathophysiology, advanced pharmacology and advanced health assessment.

Advanced Practice Specialty Courses		***28 units***
GNRS 533	Psychiatric Theories across the Life Span	2
GNRS 534	Psychiatric Assessment across the Life Span	2
GNRS 535	Psychiatric Interventions and Health Promotion across the Life Span	5 (3/2)
GNRS 536	Psychiatric Interventions with the Adult and Aging Client	3 (1/2)
GNRS 537	Psychiatric Interventions with Adolescents	3 (2/1)
GNRS 538	Psychiatric Interventions with Selected Vulnerable Populations	3 (1/2)
GNRS 539	Advanced Psychopharmacology	2
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 593	Psychosocial Primary Health Care of the Mature and Aging Family	4 (2/2)

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Psychiatric Mental Health Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

Nursing Administration Certificate

Students must be admitted into the university before registering for this program. The Nursing Administration Certificate program prepares students for administration of nursing service in a variety of health care settings. Coursework focuses on combining the resources of nursing, organizational development, and business management. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Required Courses		***9 units***
GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

Nursing Education Certificate

Students must be admitted into the university before registering for this program. The nursing education certificate program prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Required Courses		***12 units***
GNRS 660	Theories of Teaching and Instruction	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 663	Clinical Practicum in Nursing Education	3

MASTER'S COURSE DESCRIPTIONS

GNRS 500 Conceptual Foundations of Professional Nursing (2)
This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized. *Prerequisite: admission to the ELM program*

GNRS 501 Theoretical Thinking in Nursing (2)
This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined and selected theoretical models and theories are explored. *Prerequisite: completion of undergraduate research course or instructor's consent*

GNRS 502 Advanced Clinical Decision Making (2)
The theory and practice of clinical decision making in nursing provides the major course focus. Factors which influence the clinical decision-making process are examined, and practical applications within the clinical area identified. The relationship between clinical decision making and policy formulation is analyzed. The role of nursing diagnoses in clinical decision making is critiqued.

GNRS 503 Cultural Competency in Health Care (2)
This course focuses on understanding general and specific culture concepts relevant to health and health-seeking behaviors of diverse ethnic/cultural groups in the United States. These concepts serve as the basis for formulating culturally competent health care interventions for individuals, families, and communities. In addition, the course addresses the concept of acculturation as a major source of inter- and intra-ethnic/cultural diversity.

GNRS 504 Bioethics and Health Policy (3)
This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Health-related cases, issues, and policy are addressed as related to the professions represented by the students enrolled in the course. Health is broadly understood as encompassing a wide range of professional and social issues (such as world hunger, poverty, euthanasia and assisted suicide, organ transplantation, state and national health policy, etc.). *Prerequisite: graduate standing*

GNRS 505 Christian Formation for Holistic Care (3)
Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

GNRS 506 Spiritual Care (3)
Selected concepts in the spiritual care of persons from the traditional Judeo-Christian perspective provide a central focus to the course. The goal is to apply spiritual concepts to the care of persons with complex health or illness care needs. Students are introduced to and engage in the process of scholarly research. The course is conducted as a tutorial/seminar experience. *Prerequisites: graduate standing for nurses, instructor's permission for others*

GNRS 507 Scientific Writing (3)
This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

GNRS 508A Research and Theory in Advanced Practice Nursing (4)
This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included. *Prerequisites: computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing*

GNRS 509 Qualitative Research: Grounded Theory (3)
A variety of qualitative research approaches and issues, including grounded theory, phenomenology, and ethnography, are introduced and explored. Students collect and analyze qualitative data using the constant comparative methodology of grounded theory. *Prerequisites: GNRS 508A and instructor's consent*

GNRS 510 Family Theory in Health Care (2)
The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online. *Prerequisite: graduate standing*

GNRS 511 Advanced Pediatric Health Assessment and Health Promotion (4)
This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and to identify culturally relevant and age appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease. *Prerequisites: undergraduate health assessment, pathophysiology, Academic Core, and all other Advanced Practice Core courses*

GNRS 512 Advanced Health Assessment and Health Promotion (4)
The course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within a family, community, and cultural context. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and to identify culturally relevant and age appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease. *Prerequisites: undergraduate health assessment, pathophysiology, Academic Core, and all other Advanced Practice Core courses*

GNRS 513 Advanced Nursing Practice Role (2)
This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, 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. The course explores theories and issues related to the advanced nursing practice role. *Prerequisite: graduate standing*

GNRS 514 Research Proposal Writing (2)
This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel. *Prerequisite: GNRS 508A*

GNRS 515 Advanced Pathophysiology (3)
This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses. *Prerequisites: graduate standing and undergraduate pathophysiology*

GNRS 520 Theory and Practice in Adult Nursing (6)
Critical concepts in the care of selected adult-client populations are studied. Evidence-based nursing is practiced within a specialty that results in competencies to (a) expand the boundaries of nursing practice by focusing on illness management, (b) advance the practice of other nurses and nursing personnel, and (c) develop organizational/system modifications to support and improve the practice of nursing. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 521 Clinical Specialization in Nursing Care of Adults (6)
The course includes continued study of the clinical nurse specialist role and competencies and extension of professional knowledge and skills in a selected clinical area. Implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicum and seminars are planned according to the students' clinical interests. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 530 Theory and Practice in Parent-child Nursing (6)
Critical concepts in the care of selected parent-child client populations are studied. Evidence-based nursing is practiced within a specialty that results in competencies to (a) expand the boundaries of nursing practice by focusing on illness management, (b) advance the practice of other nurses and nursing personnel, and (c) develop organizational/system modifications to support and improve the practice of nursing. Client populations may be selected from the areas of obstetrics, perinatal, pediatrics, or critical care with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 531 Clinical Specialization in Parent-child Nursing (6)
The course includes continued study of the clinical nurse specialist role and competencies and extension of professional knowledge and skills in a selected clinical area. Implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicum and seminars are planned according to the students' clinical interests. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 532 Advanced Nursing Practice in Pediatrics (5)
This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course. *Prerequisites: Graduate status, completion of GNRS 590A and GNRS 590B*

GNRS 533 Psychiatric Theories across the Life Span (2)
This course presents neurochemical, neuroendocrine, genetic, behavioral, and Psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework on psychiatric and primary health assessment and intervention is provided by the psychiatric nurse practitioner. *Prerequisite: graduate standing; corequisite: GNRS 534*

GNRS 534 Psychiatric Assessment across the Life Span (2)
Students learn to apply psychiatric interviewing and other data collection methods to elicit and analyze information regarding signs and symptoms of psychiatric mental illness as experienced and understood by the client. Diagnostic reasoning as articulated in the Diagnostic Statistical Manual of Mental Disorders-IV-TR is foundational to the course. *Corequisite: GNRS 533*

GNRS 535 Psychiatric Interventions and Health Promotion across the Life Span (5)
Students apply theoretical, empirical, and evidence-based psychotherapeutic modalities to promote client stabilization, rehabilitation, and functional recovery from severe and persistent psychiatric and mental illness. Health protection and promotion are included. Students learn verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery. *Prerequisites: GNRS 533 and 534*

GNRS 536 Psychiatric Interventions with the Adult and Aging Client (3)
Students increase competence in the assessment of psychosocial illness, implementation of psychotherapy, medication management and health promotion interventions with aging adults. The practicum focus is on developing therapeutic verbal skills with aging adult clients, medication furnishing, and ensuring the coordination of support services. *Corequisite: GNRS 537*

GNRS 537 Psychiatric Interventions with the Adolescents (3)
Students discuss assessment and evidence-based treatment of adolescent disorders and medication management. Developmentally related responses to abuse, violence, and trauma are included, as is the importance of the therapeutic alliance. The practicum focuses on integrating primary and psychosocial health care needs, medication furnishing, and coordination of support services. *Corequisite: GNRS 536*

GNRS 538 Psychiatric Interventions with Selected Vulnerable Populations (3)
Students increase competence in the assessment of psychosocial illness, implementation of psychotherapy, medication management, and health promotion interventions with their selected population. The clinical practicum focuses on integrating and practicing all aspects of the psychiatric mental health nurse practitioner role with clients who are experiencing acute and/or long-term illness/disability. *Prerequisite: GNRS 537*

GNRS 539 Advanced Psychopharmacology (2)
This course builds upon knowledge of advanced pharmacology in advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to furnish appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the life cycle are addressed. *Prerequisites: graduate standing; GNRS 512, 515, 594; completion of or concurrent registration in GNRS 535*

GNRS 540 Care Management (2)
This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement and advocacy. *Prerequisite: completion of one graduate clinical specialty course*

GNRS 541 Clinical Practicum in Care Management (2)
This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and health outcomes. Evaluation of clinical and case management activities is an integral component of the course. *Prerequisite: completion of one graduate clinical specialty course*

GNRS 546 Theory and Practice in Health Care Systems in the Community (6)
This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

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 550A Theory and Practice in School Nursing (6)
This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings. *Prerequisites: All School Nurse Services Credential courses except GNRS 590A; GNRS 589 may be taken concurrently*

GNRS 557 Medical Spanish for Advanced Practice Nurses (3)
This course provides non-Spanish speaking advanced practice nursing students with foundational knowledge of Spanish language structure and vocabulary, building appropriate phrasing to facilitate communication in health care settings. Cultural issues relevant to health and illness in the Latino community are also addressed. *Prerequisites: graduate nursing student standing, or instructor's permission*

GNRS 559 Audiometry for School Nurses (3)
This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the state of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the state of California (a $10 registration fee is required with the application).

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 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, is included.

GNRS 570 Parish Nursing/Health Ministries (2)
This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 573 Clinical Residency (4)
The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. *Prerequisites: Successful completion of all pre-licensure clinical courses*

GNRS 574 Foundations of Professional Nursing (4)
This course focuses on the core scientific concepts, psychomotor techniques, therapeutic interventions, and communication skills that serve as the foundation for clinical professional nursing practice. Beginning nursing students are introduced to the nursing process as the framework for critical thinking and clinical decision making. *Prerequisite: admission to the ELM Program*

GNRS 575 Nursing Care in Maternal, Newborn, and Women's Health (4)
This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences. *Prerequisites: admission to the ELM program; successful completion of semesters one and two*

GNRS 576 Pharmacology (2)
This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications. *Prerequisite: admission to the ELM program*

GNRS 577 Nutrition (2)
Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise. *Prerequisite: Admission to the ELM program*

GNRS 578 Health Assessment (3)
This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. *Prerequisite: Admission to the ELM program*

GNRS 579A Nursing Care of Adults and Elderly (4)
This course involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology and development, fluid and electrolytes, diabetes, and hypertension are discussed related to the medical/surgical setting. Nursing process is utilized to provide care to one or two adult clients, within the health care delivery system of an acute hospital. *Prerequisite: Admission into ELM program; completion of all prerequisite courses for the program*

GNRS 579B Nursing Care of Adults and Elderly (4)
This course is an extension of GNRS 579A and involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology, pre- and post-operative/surgical care, gastroenterolgy, oncology, and ostomies are discussed related to the medical/surgical setting. Nursing process is utilized to provide care to three or four adult clients within the health care delivery system of an acute hospital. *Prerequisites: Successful completion of GNRS 579A*

GNRS 582 Pathophysiology (3)
This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized. *Prerequisite: Admission to the ELM program*

GNRS 583 Nursing Care of Children and Young Adults (4)
This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family. *Prerequisites: Admission to the ELM program; successful completion of semesters one and two*

GNRS 584 Mental Health Nursing (4)
This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders. *Prerequisites: Admission to the ELM program; successful completion of semesters one and two*

GNRS 585 Restorative Nursing (3)
This course enables the student to focus on integrating biological, psychosocial, and spiritual care of an adult or geriatric client with a long-term health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Prerequisite: Admission to the ELM program*

GNRS 586 Leadership and Management in Professional Practice (2)
This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

GNRS 587 Community Health Nursing (5)
This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. *Prerequisites: Admission to the ELM program; successful completion of semesters one, two, and three*

GNRS 588 Advanced Nursing Care of Adults—Leadership (6)
This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included. *Prerequisites: Admission to the ELM program; GNRS 579 A and B, GNRS 582, GNRS 585*

GNRS 589 Adolescent Health Care (2–4)
This course focuses on the assessment and management of adolescents with respect to their health needs. Emphasis is on preservation of health with a focus on illness prevention and screening, pregnancy prevention and screening, teenage sexual issues, and the prevention and treatment of common health conditions and infections. Cross-cultural aspects related to health are addressed. *Prerequisites: Academic and advanced practice core courses, and GNRS 511*

GNRS 590A 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. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 590B Clinical Practicum in Pediatrics (3)
The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years. *Prerequisites: Successful completion of GNRS 511 or GNRS 512*

GNRS 591 Primary Health Care of the Childbearing Family (4)
This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592A Primary Health Care of the Mature and Aging Family (6)
This combined theory and clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592B Primary Health Care Clinical Practicum (2)
A continuation of GNRS 592, this course provides the final comprehensive clinical management experience, allowing FNP and ANP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings and includes those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. *Prerequisites: successful completion of GNRS 592A*

GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family (4)
This combined theory and clinical course focuses on psychosocial primary health care of the mature and aging family members. Theory and clinical experiences emphasize advanced practice nursing assessment and management of common psychosocial issues of these groups. Review, analysis, and synthesis of current theory and research related to symptom meaning, presentation, and management are applied. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 594 Pharmacology in Advanced Practice Nursing (3)
This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California. *Prerequisites: Academic Core courses*

GNRS 595 Special Topics in Nursing (1–6)
In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic. *Prerequisite: graduate standing*

GNRS 596 Nursing Informatics in Advanced Nursing Practice (3)
This course focuses on the management of information and application of computer and information science and technology to support and enhance advanced nursing practice, especially in the delivery of quality health care, decision making, and strategic planning. Students are assisted in becoming proficient users of computers and information technology in their professional and academic roles.

GNRS 597 Comprehensive Examination Directed Study (1)
This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar. *Prerequisites: completion of all Academic Core, Advanced Practice Core, and Specialty courses*

GNRS 598 Thesis (1)
A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed. *Prerequisites: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses*

GNRS 599 Readings/Independent Study in Nursing (1–4)
A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation. *Prerequisite: graduate standing*

GNRS 613 Graduate Statistics (3)
This course presents the knowledge of descriptive, correlational, and inferential statistics used in nursing research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

GNRS 660 Theories of Teaching and Instruction (3)
This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661 Leadership and Role Development in Nursing Education (3)
This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 662 Assessment, Curriculum, Development, and Outcomes (3)
Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663 Clinical Practicum in Nursing Education (3)
This practicum course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty/mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from the faculty/mentors, students, self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting post-care conferences, clinical evaluation of nursing student performance, and student counseling. *Prerequisite: Admission to the Post-master's Academic Nurse Faculty Program or permission of program chair and instructor*

GNRS 695 Special Topics (1–4)
A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

Department of Doctoral Studies

The Department of Doctoral Studies offers two doctorates, the Doctor of Philosophy in Nursing (PhD) and the Doctor of Nursing Practice (DNP). Scholarship is fundamental to both doctoral degrees. The PhD is a research doctorate that primarily prepares students to conduct independent research and disseminate their findings. The DNP degree is a clinically focused degree that provides graduates with the expertise to assess nursing research evidence, evaluate the impact of nursing research on nursing practice (evidence-based practice), and take a leadership role in making changes in the health care environment to enhance the quality of care.

DOCTOR OF PHILOSOPHY IN NURSING

The program is designed for nurses who hold master's degrees in nursing and wish to pursue a doctoral degree in nursing. Graduates of this program, in their future roles as academicians, will contribute to the body of nursing knowledge in order to improve the health of society and prepare the next generation of nurses. The purpose of the nursing PhD program is to prepare nursing leaders, educators, and scholars:

- In the development, testing, and utilization of theoretical knowledge that will advance nursing science and improve health outcomes.
- For a lifetime of systematic intellectual and scholarly inquiry relevant to the discipline of nursing and health care.
- For careers in the academy, government, and health care in order to further the growth of nursing knowledge and teach the next generation of nurse practitioners, researchers, and educators.
- To develop ethical, social, cultural, and health policy for the advancement of nursing education, research, and the health of those whom nursing serves.

Mission Statement

The purpose of the PhD program is the enrichment of the mind and spirit, the lifelong pursuit of knowledge, and the discovery and advancement of nursing knowledge for the health of all persons and society.

Christian Perspectives

Consistent with the mission and purpose of the university, the School of Nursing is a Christian community of disciples, scholars, and practitioners. Its purpose is to advance the work of God in the world through nursing education, research, professional practice, community, and church service.

Health is defined and understood by the faculty as totality or completeness whether for an individual, family, or community. That totality or completeness, within this conceptual definition, cannot be seen apart from the constitutive element of spirituality. Our conceptual approach to health highlights our heritage as a Christian university and provides the discipline of nursing a distinctive domain for research.

Program Goals

Through scholarly exchange and engagement with faculty, students are socialized to discover, examine critically, preserve, and transmit knowledge. The program prepares scholars with knowledge and expertise to assume independent roles in the development, evaluation, and dissemination of nursing knowledge through systematic inquiry. The objectives of the program are to prepare students who will:

- Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
- Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
- Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
- Articulate the intersection of the Christian tradition with the nursing profession.

Screening of Applicants

Both the Graduate Center and the School of Nursing handle screening of applicants for admission into the nursing PhD program. Screening of applicants' portfolios is conducted by the Graduate Center and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern an applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the Nursing Doctoral Admission Screening Committee forwards a list of qualified/alternate applicants to the Graduate Center. The Graduate Center officially notifies applicants of admission decisions.

Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research, and for the advancement of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and utilize methods of scientific inquiry in researching questions in their substantive area of interest. Coursework in the substantive area of interest will enable students to identify and formulate a research focus and to create and conduct original research toward the development of a program of scientific inquiry. The core courses are offered sequentially and are designed to:

- Provide students with the scientific and theoretical foundations of the discipline.
- Enable students to utilize frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, utilize, and develop theories.
- Enable students to articulate how the nursing profession is informed by the Christian faith.
- Empower students with the knowledge base and ethical framework to promote social change.

The overarching rubric of the curriculum is wellness promotion and health maintenance within which specific areas of concentration have been identified. These areas of concentration are:

- Health of the Family and the Community
- International Health (specifically including health missions)

A subspecialization in Nursing Education is also available.

These areas of concentration and the subspecialization reflect the changing trends in health care and accommodate the diverse research interest of students.

Coursework consists of 52 units beyond the Master of Science in Nursing with an additional 12 units allocated for dissertation research. The 52 units of required and elective courses include an area of concentration. A total of 37 units are allocated to core courses in nursing science, theory development, research methodologies and statistical analysis.

Based on the student's area of interest and chosen method of inquiry, another 3-unit course is required in one of the following research methods:

- Advanced Quantitative Methods
- Advanced Qualitative Research Methods
- Advanced Research in the Humanities
- Advanced Evaluation Research

A maximum of 9 doctoral-level semester units may be transferred from another regionally accredited university with approval of the program chair.

Course Requirements

Knowledge/Theory		***24 units***
GNRS 700	Philosophy of Science	4
GNRS 701	Nursing Knowledge Development	4
GNRS 702	Nursing Theory	4
GNRS 703	Spirituality and Health	4
GNRS 704	Faith Integration and Nursing Scholarship	4
GNRS 705	Social Ethics and Social Change	4
Statistical Analysis		***4 units***
GNRS 713	Advanced Statistical Analysis	4
Research		***9 units***
GNRS 706	Methods of Inquiry	3
GNRS 707	Quantitative Nursing Research Designs	3
GNRS 708	Qualitative Research Designs	3
Method of Inquiry		***3 units***
Select one of the following:		
GNRS 709	Advanced Quantitative Methods	3
GNRS 710	Advanced Qualitative Research Methods	3
GNRS 711	Advanced Research Methods in the Humanities	3
GNRS 712	Advanced Evaluation Research	3
Two areas of concentration courses		***6 units***
Two areas of elective courses		***6 units***
Dissertation Research		***12 units***
Total for the PhD in Nursing		**64 units**

Study Progression and Graduation Requirements

Progression in the program requires active enrollment status and maintaining a minimum cumulative 3.0 GPA. Graduation requirements include a minimum cumulative 3.0 GPA, successful completion of the preliminary and qualifying exams, and completion of original dissertation research. See "Grading" and "Academic Probation and Disqualification" in the Academic Policies and Procedures section of this catalog.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the director of doctoral studies program in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of re-enrollment. If the student went on leave with conditions for re-enrollment, these must be fulfilled before re-enrollment may occur. If a student is on leave for two years, the Doctoral Admissions Committee, as well as the student's advisor, the doctoral studies director, and the dean will review her/his re-enrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

Qualifying Examination

The preliminary examination is taken upon the completion of between 19 and 32 units of doctoral work, including GNRS 700, 701, 702, 704, and 706. (The student must petition for exceptions.) The examination is comprised of a relatively brief paper (i.e., 25–30 pages) and oral review by a committee of faculty. The purpose of the paper is to encourage synthesis of first-year coursework as it relates to the student's current research interest area. The focus of the paper specifies the student's interest area with potential researchable questions and methodological approaches, together with relevant aspects of nursing theory, nursing knowledge development, faith integration, and methods of inquiry. The subsequent oral examination provides the student an opportunity to formulate a synthesis of her/his thinking in response to questions.

Dissertation Proposal Defense

Successful completion of the dissertation proposal signifies competence to pursue independent research with the advice and guidance of the dissertation committee. The dissertation proposal defense allows the student to demonstrate familiarity with the state of the science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population, and instruments.

Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary support provided by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and postdegree program of research.

Students may not participate in commencement or have the degree posted to their transcript until the document has been accepted by the library. Any exceptions are by petition only.

DOCTOR OF NURSING PRACTICE

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex health care environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues.

Program Details

The Doctor of Nursing Practice (DNP) program offers doctoral-level studies in a clinically-focused learning environment. The DNP prepares advanced practice nurses to bring the highest level of clinical expertise to patients, nursing students, healthcare systems, health policy formation, and clinical research. DNP prepared nurses will contribute to the body of nursing knowledge and the practice of nursing to improve health care globally.

Curriculum

The curriculum provides theoretical and empirical knowledge essential for advanced nursing practice, clinical research, health policy formation, and nursing education.

The core courses include: wellness promotion, statistical analysis, social ethics, advanced pathogenesis, program evaluation, translational research, informatics, spirituality and health, and organizational leadership. The courses prepare students to implement the use of translational research approaches in healthcare. Coursework in these areas enables students to identify and formulate a translational research project as the culmination of their program.

DNP Courses

DNP program courses are designed to:

- Provide students with the theoretical and scientific foundations of the discipline.
- Enable students to utilize frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship
- Enable students to critique, articulate, test, utilize, evaluate, and implement translational research.
- Enable students to articulate the intersections of the profession with the Christian worldview.
- Empower students with the knowledge base to formulate health care policies.
- Prepare students to practice in an area of specialization within the larger domain of nursing, by demonstrating refined assessment skills and base practice on the application of nursing and other sciences as appropriate to their specialization area. (Essentials 8)
- Allow students to critically examine, evaluate, and effectively translate nursing and other scientific knowledge with the goal of bringing positive changes to health-care practice and general population health. (Essentials 1)
- Help students effectively lead in the development and implementation of interprofessional collaboration for the improvement of patient and population health outcomes. (Essentials 6)
- Enable students to engage in collaborative leadership for the implementation, evaluation, and generation of evidence-based practice to guide improvements in practice and health outcomes. (Essentials 3)
- Empower students to, based on scientific findings, utilize organizational and systems leadership competencies to effectively and ethically engage current and future health, safety, and other quality improvement issues to diverse organizational cultures and populations. (Essentials 2)
- Allow students to employ evidence-based prevention through the analysis of epidemiological, bio-statistical, environmental, and other appropriate data related to individual, aggregate, and population health. (Essentials 7)
- Enable students to demonstrate proficiency in the analysis and utilization of information systems/technology and patient care technology to improve quality in health care delivery. (Essentials 4)
- Empower students to critically analyze health policy proposals/policies and advocate for equitable and ethical policies within healthcare. (Essentials 5)

Course Requirements

DNP Requirements		***39 units***
GNRS 703	Spirituality and Health	4
GNRS 705	Social Ethics and Social Change	4
GNRS 712	Advanced Evaluation Research	3
GNRS 713	Advanced Statistical Analysis	4
GNRS 714	Advanced Pathogenesis	3
GNRS 715	Psychosocial Issues of Older Adults	3
GNRS 716	Translational Research	3
GNRS 717	Health Technology and Informatics	2
GNRS 718	Organizational Leadership and Strategic Planning	2
GNRS 720	Wellness Promotion and Health Maintenance	3
GNRS 733A–C	Residency I A–C	3
GNRS 734A–C	Residency II A–C	3
GNRS 735	Transitional Research Project	2

Residency Practice Hours

AACN Essentials requires 1,000 hours of clinical practice. Students may transfer up to five hundred (500) qualified clinical hours toward the DNP from their master's program. Six hundred (600) clinical hours, three hundred (300) in each of the SON DNP residency courses, are required in the program for a total of 1,100 clinical hours.

Translational Research Project

The DNP is a practice-focused doctorate that includes integrative practice experiences and an intense practice immersion experience. This is reflected in the two residency courses. Each student in the practice-focused DNP will generate an evidence-based translational research project as an integral part of their practice experience. There are a number of practice doctorates at the university, and the DNP students will have opportunities for interdisciplinary coursework and collaborative projects.

Program Goals

DNP graduates will be well-prepared to translate new knowledge from research into cost-effective and culturally competent clinical practice. They will contribute to the development of health policy in the promotion of health, reducing the burden of disability, and maintaining the quality of life.

The following are the student learning outcomes for the DNP Program:

1. Utilize nursing, bioethical, physical, spiritual, psychosocial, and organizational sciences in the planning, implementation, and evaluation of advanced clinical nursing practice.
2. Provide transformative and collaborative leadership in the organization and management of health care delivery systems for ethnically and culturally diverse populations to improve patient and population outcomes.
3. Critically examine, develop, and translate research and other evidence as a basis for developing, implementing, and evaluating advanced clinical nursing practice and health care delivery.
4. Employ current technological and informational advances from health care and other disciplines to promote the highest level of health care delivery.
5. Actively participate in evaluating, formulating, and implementing health care policies that address health disparities and health care from a social justice and ethical framework.
6. Integrate faith traditions and Christian values in the development of professional and advanced nursing practice.

Philosophy

Consistent with the mission and purpose of the university, the School of Nursing is a Christian community of disciples, scholars, and practitioners. Its purpose is to advance the work of God in the world through nursing education, research, professional practice, community, and church service.

Health is defined and understood by the faculty as totality or completeness, whether for an individual, family, or community. That totality or completeness, within this conceptual definition, cannot be seen apart from the constitutive element of spirituality. Our conceptual approach to health highlights our distinctive role as a Christian university and provides the discipline of nursing with a distinctive domain for research and advanced nursing practice.

DOCTORATE COURSE DESCRIPTIONS

GNRS 700 Philosophy of Science (4)

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of the nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701 Nursing Knowledge Development (4)

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance goes hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702 Nursing Theory (4)

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703 Spirituality and Health (4)

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic, religious and Christian spiritualities. While the course focuses on theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality both for spiritual integration as well as for its development in nursing practice.

GNRS 704 Faith Integration and Nursing Scholarship (4)

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705 Social Ethics and Social Change (4)

To be human is to participate in community. The state is the institution in which the ultimate social authority and power are located to maintain order and to give direction to the life of a society. Social ethics is to convey the ethical and theological implication that society is subject to higher moral criticism. This course seeks to provide a social ethics frame of reference for health care. Every political theory is formed within a broader system of philosophy and beliefs. Politics or the civil community orders its life together on the basis of the public good. Medical and biological advances have contributed to a rapidly expanding human control over human and natural processes and over genetic potential and behaviors. This new power raises moral questions and the need for discussion and legislation of the complex issues raised by the developments in health care, medical technology, and science. A comprehensive social ethics places decisions about health care within the context of a fuller account of purpose and meaning in life.

GNRS 706 Methods of Inquiry (3)

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707 Quantitative Nursing Research Designs (3)

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, evaluation and outcomes research as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

GNRS 708 Qualitative Research Designs (3)

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709 Advanced Quantitative Methods (3)

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized. *Prerequisite: GNRS 707*

GNRS 710 Advanced Qualitative Research Methods (3)

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized. *Placement of the course: GNRS 708 is a prerequisite to this course.*

GNRS 711 Advanced Research Methods in the Humanities (3)

This seminar and consultation course introduces PhD students to non-scientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. *Prerequisites: (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor* (Enrollment limited to eight.)

GNRS 712 Advanced Evaluation Research (3)
Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713 Advanced Statistical Analysis (4)
This course presents common nonparametric and parametric statistical techniques used in health care research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis. The course provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published health care research is also emphasized.

GNRS 714 Advanced Pathogenesis (3)
This course builds on basic anatomy and physiology acquired in the undergraduate and graduate study of pathophysiology. The development of an advanced understanding of pathophysiologic mechanisms of human health disorders serve as the underpinnings for clinical assessment, decision making, management, and evaluation of the patient's response to treatment. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to a diagnosis, followed by evaluation of the treatment, are foundational to the course. This course requires the integration of the pathophysiologic mechanisms of signs, symptoms, diagnoses, and treatment with clinical testing, which include laboratory and radiological studies.

GNRS 715 Psychosocial Issues of Older Adults (3)
This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716 Translational Research (3)
The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth from National Institute of Nursing Research (NINR). The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is in analyzing the strengths and limitations in the clinical setting.

GNRS 717 Health Technology and Informatics (2)
This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718 Organizational Leadership and Strategic Planning (2)
This course provides knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within health care institutions and professional organizations, and in health care policymaking arenas. To develop the leadership role, the student implements strategies for creating organizational change to provide high quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

GNRS 720 Wellness Promotion and Health Maintenance (3)
This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

GNRS 721 Health Disparities and Vulnerable Populations (3)
This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

GNRS 722 Research in Nursing and Health (3)
This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

GNRS 730 Comparative Health Care Systems (3)
This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 733A Residency IA (1)
The first of a three-course sequence, this course may be taken concurrently with GNRS 733B and GNRS 733C with approval of the DNP director or designee. *Grading: pass/fail*

GNRS 733B Residency IB (1)
The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. *Grading: pass/fail*

GNRS 733C Residency IC (1)
The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. *Grading: pass/fail*

GNRS 734A Residency IIA (1)
The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. *Grading: pass/fail*

GNRS 734B Residency IIB (1)
The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. *Grading: pass/fail*

GNRS 734C Residency IIC (1)
The third of a three-course sequence, this course may be taken concurrently with GNRS 734A and GNRS 734B with approval of the DNP director or designee. *Grading: pass/fail*

GNRS 735 Transitional Research Project (2)
The DNP requires a rigorous clinical research project, focusing on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. This clinical research capstone project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP research project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project serves as a foundation for future scholarly practice.

GNRS 780 Dissertation Seminar I (3)
This first dissertation seminar supports students' development of their dissertation proposals. Focus of this seminar is on content and process of developing a dissertation proposal as well as on the dissertation process. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of proposals and completed dissertations; (3) discussions of strategies for completing proposals and dissertations; and (4) preparation and critiques of student proposal drafts. *Grading: pass/fail*

GNRS 781 Dissertation Seminar II (3)
This second dissertation seminar supports students' process of data collection. Focus of this seminar is on obtaining IRB approval and on the process of data collection, qualitative approaches/quantitative measurement, coding, and data entry. The seminar includes: (1) discussion of ethical conduct of research; (2) discussion of research approaches and methodologies; (3) theoretical and conceptual approaches to data collection and subsequent approaches to analysis; and (4) critiques and discussion of students' work. *Grading: pass/fail. Prerequisite: GNRS 780*

GNRS 782 Dissertation Seminar III (2–4)
This third dissertation seminar supports students' process of data analysis and discussion of findings. Focus of this seminar is on providing students the guided and structured opportunity to develop the findings of their dissertation research and the audience to critique their work in progress. *Grading: pass/fail. Prerequisites: GNRS 781 and IRB approval from APU and data collection site(s)*

GNRS 783 Dissertation Seminar IV (2–4)
This fourth dissertation seminar supports students' research findings, dissemination and publication. Focus of this seminar is on completing the findings and discussion section of students' dissertation research and on writing three publishable manuscripts. The seminar includes: (1) discussion of research findings in relation to existing evidence; (2) discussion of appropriate venue and audience for communicating findings; (3) discussion of students' program of research trajectory; and (4) sources and mechanisms of grant funding. *GNRS 783 and GNRS 784 course objectives may be combined. Grading: pass/fail. Prerequisite: GNRS 782*

GNRS 784 Dissertation Seminar V (2–4)
This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. *Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: pass/fail. Prerequisite: GNRS 783*

GNRS 795 Special Topics (1–4)
In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798 Dissertation Study (2–4)
Students who have not completed the dissertation by the completion of GNRS 784 enroll in this course. Students must re-enroll each semester until the dissertation is completed, defended, submitted to the library, and approved. In the final semester wherein the student will be completing, defending, and submitting to the library the dissertation, the student must take the course for four units. *Prerequisite: successful completion of GNRS 784*

GNRS 799 Independent Study (1–4)
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 doctoral faculty member and approved by the doctoral department chair.

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Graduate School of Theology

Faculty

Dean and Professor: T. Scott Daniels, Ph.D.

Associate Dean of Academics and Professor: Russell Duke, Ph.D.

Associate Dean, Urban and Multicultural Programs; and Professor: Enrique Zone, Ed.D.

Chair, Department of Theology and Ethics; and Professor: Don Thorsen, Ph.D.

Chair, Department of Biblical Studies; and Professor: Karen Strand Winslow, Ph.D.

Chair, Department of Ministry; and Professor: Keith J. Matthews, D.Min.

Chair, Department of Advanced Studies; and Associate Professor: Gary Black, Ph.D.

Professors: John Hartley, Ph.D.; Robert A. Muthiah, Ph.D.; Daniel Newman, Ph.D.

Associate Professors: Timothy D. Finlay, Ph.D.; Elizabeth A. Leahy, M.A.; Lynn Allan Losie, Ph.D.; Brian Lugioyo, Ph.D.; Linda Pyun, Ph.D.; Arlene Sánchez-Walsh, Ph.D.; Kenton Walkemeyer, D.Min.

Affiliate Professors: Deborah Gin, Ph.D.; John Park, Ph.D.; Roger White, Ed.D.

Professors Emeriti: Les Blank, Ph.D.; Earl Grant, Ph.D.; Lane Scott, Ph.D.

PROGRAMS OFFERED

- Master of Divinity (M.Div.)
- Master of Divinity: Anglican Studies
- Master of Divinity: Biblical Studies
- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts (Theological Studies) MA(TS)
- Master of Arts in Youth Ministry (MAYM)
- Doctor of Ministry (D.Min.)

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The Graduate School of Theology is accredited by the Association of Theological Schools (ATS).

For more detailed information about the School of Theology, please visit www.apu.edu/theology/.

ADMISSION

University graduate admission and program-specific requirements must be met before an application is complete. (See the Graduate Admission to the University section of this catalog.)

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit www.apu.edu/international/.

MISSION STATEMENT

The Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, prepares men and women for effective, practical ministry in the Church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change. For more information, please visit www.apu.edu or consult with the appropriate academic department.

Spiritual Life

The faculty of the Graduate School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of 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. Students and faculty are encouraged to attend university chapels as well as special services and lectures.

Experiential Learning

The Graduate School of Theology utilizes an experiential learning model. The Master of Divinity (M.Div.), Master of Arts in Pastoral Studies (MAPS), Master of Arts in Youth Ministry (MAYM), and the Doctor of Ministry (D.Min.) programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Field education, the central component in the M.Div., MAPS, and MAYM degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least eight hours per week to some form of supervised ministry for the duration of their master's degree program.

Online Courses

The Graduate School of Theology offers several courses online. Maximum enrollment in each online course is 20 students; enrollment is granted on a first-come, first-served basis. No more than 50 percent of a Graduate School of Theology degree may be taken in online courses.

Asian Program

The Asian Program offers courses in Korean (directly or translated) for the various graduate degree programs in the Graduate School of Theology at the Los Angeles Regional Center. This program seeks to make an impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Daniel Newman, Ph.D., is the director of the Doctor of Ministry Korean program; Linda Pyun, Ph.D., is the director of the Korean master's program. For more information, call (213) 252-0962 or (626) 815-5439.

Hispanic Program

The Graduate School of Theology is committed to equipping leaders for the Hispanic church of the 21st century. With such focus in view, the school provides Hispanic students a graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies (MAPS) (60 units) and the Master of Divinity (M.Div.) (90 units) programs are offered in a bicultural setting. Classes are taught in Spanish or in English with a translator. Hispanics who understand both languages gain an expanded worldview that will advance their witness in church leadership. Enrique Zone, Ed.D., is director of the Hispanic Program. For more information, call (626) 815-5448.

El Centro Teológico Hispano (CTH)

Dedicated to fostering the field of Hispanic church studies, *El Centro Teológico Hispano* at the Graduate School of Theology offers unique courses, guest speakers, and relationship-building opportunities. It also provides a place for pastors and students to meet and discuss current issues, gain diverse training, and tap into multicultural resources that enable Hispanics to adequately minister within their particular contexts. For more information about *El Centro Teológico Hispano*, contact Enrique Zone, Ed.D., associate dean at (626) 815-6000, Ext. 5653, or ezone@apu.edu.

Friends Center

The Friends Center is the seminary education and ministry training program of Evangelical Friends Church Southwest at APU's Graduate School of Theology. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. The Friends Center also provides leadership development to Friends churches by overseeing a Certificate of Leadership Ministry through the Friends churches. For more information, call Kent Walkemeyer, D.Min., director, at (626) 815-5077.

Free Methodist Center

The Free Methodist Center at the Graduate School of Theology was established by the Southern California Conference of the Free Methodist Church in partnership with Azusa Pacific University to provide seminary education for people called to serve God, the Church, and the world in the emerging generation. In addition to training, equipping, and mentoring students for godly, competent ministry, the Free Methodist Center provides a link between APU and local churches. This includes bringing the resources of the university to the Free Methodist constituency and placing graduates where they are most suited to minister. In keeping with the Wesleyan tradition, the Free Methodist Center emphasizes the significance of Scripture, reason, tradition, and experience as the bases for growing in stature with God and humans, and becoming thoroughly Christian. For information, call Karen Strand Winslow, Ph.D., director, at (626) 815-6000, Ext. 5655.

Regional Centers

Some programs within the Graduate School of Theology are also offered at APU's regional centers in Los Angeles and San Diego. For information about the San Diego Regional Center, call Tony Baron, Psy.D., D.Min., director, at (858) 503-6971. For more details, visit www.apu.edu/locations/.

Library and Information Resources

The James L. Stamps Theological Library, located in the Duke Academic Complex, houses the university library collections in the areas of biblical studies, theology, philosophy, church history, and ethics. The collection currently numbers approximately 60,000 volumes and is complemented by collections in the Marshburn Memorial Library and Darling Library, also at the Azusa campus, as well as small theological collections at the Los Angeles and San Diego regional centers.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, and Salvation Army.

The Stamps Library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of biblical studies and languages, theology, and church history. Access to many of the resources is available through the Internet. Current journal holdings exceed 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Area Theological Library Association (SCATLA), collections of libraries throughout the Inland Empire (IEALC), and through the Link+ system, which connects the APU libraries with libraries throughout the state of California. Additionally, contractual arrangements exist with the Claremont School of Theology Library and Bethel Seminary San Diego.

The theological librarian serves on the faculties of both the university library and the Graduate School of Theology, serves as the subject specialist, and oversees the collection development for the theological disciplines. Training in the use of the resources is available to classes and by appointment.

Advanced Standing

- M.Div. students may petition for up to 22 units of advanced standing from upper-division undergraduate work in religion.
- The number of core courses in any department that may be replaced by advanced standing is limited to two.
- MAPS students may petition for up to 15 units of advanced standing from upper-division undergraduate work in religion.
- MA(TS) students may petition for up to 15 units of advanced standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.
- MAYM students may petition for up to 12 units of advanced standing from undergraduate coursework in religion.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- All advanced standing examinations are administered in a proctored setting.
- Students must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is $50 per unit. If the student passes the exam(s), then he/she will not be required to pay full tuition for those units.
- A student may repeat advanced standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for advanced standing.
- Students admitted under the exceptional category may not petition for advanced standing units.
- Undergraduate work must be from a regionally accredited college or university.

Transfer Units

A student may petition to transfer in up to 60 units for the M.Div., less any advanced standing units (e.g., 38 units transfer and 22 units advanced standing or any other combination totaling 60 units), up to 40 units for the MAPS and MA(TS), and up to 32 units for MAYM, less any advanced standing units, from other regionally or ATS-accredited graduate degree programs. Units transferred are limited to one half of an earned master's degree. A minimum of 30 units for the M.Div., 22 units for the MAPS and MA(TS), and 16 units for the MAYM must be completed at Azusa Pacific Graduate School of Theology.

Advancement to Candidacy

In order for students to progress beyond the initial courses of the master's degree program, they must be granted candidacy. Candidacy is granted by faculty approval upon the satisfactory completion of 16 units of coursework with a minimum 2.7 grade-point average [3.0 is required for MA(TS) degree], and evaluation of each student's personal growth and commitment to the mission and goals of the Graduate School of Theology.

MASTER OF DIVINITY

Program Director: Don Thorsen, Ph.D.
(626) 815-6000, Ext. 5650
dthorsen@apu.edu

The Master of Divinity program prepares men and women for professional ministry in the Church. The Graduate School of Theology's faculty bring to the program a unique combination of the highest academic credentials and extensive ministerial experience.

Mission Statement

The Master of Divinity program prepares men and women for vocational ministry in the Church through a course of study comprising 90 units in theological, biblical, and ministerial studies. An important feature of the program includes an intentional integration of academic and experiential components: students must engage in some form of supervised ministry during their degree program. A biblical studies emphasis in the Master of Divinity program serves students who wish to prepare for postgraduate work in biblical studies for careers of teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience and at least 60 units of accredited academic work may be considered for admission. For a description of the standards governing this exception, please write to the dean of the Graduate School of Theology. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The M.Div. program prepares ministry graduates who:

1. Study Scripture historically and critically, emphasizing an inductive approach in its interpretation.
2. Reflect theologically, integrating Scripture, Church tradition, reason, and experience, reflective of a Wesleyan heritage.
3. Embody and model a holy life that is being formed in faith and love, reflective of a Wesleyan heritage.
4. Practice Christian faith with global awareness and cultural sensitivity.
5. Minister effectively in the Church throughout the world.
6. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
7. Integrate social justice and social action into their various ministries.

Program of Studies

The Master of Divinity program requires 90 units of coursework comprising 20 units of biblical studies, 20 units of theology and ethics, 20 units of ministry studies, 10 units in the professional block, 4 units of a biblical language (which may by waived for students who have completed a year of undergraduate Hebrew or Greek), and 16–20 units of electives.

Requirements

Biblical Language ***4 units***

Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement. The requirement may be filled with either GBBL 500 Elements of Greek Exegesis, GBBL 530, 540 Hebrew I, II, or GBBL 510, 520 New Testament Greek I, II.

Biblical Studies Core Courses			***20 units***
GBBL	511	Seminar in Biblical Interpretation	4
GBBL	512	The Gospels' Witness to Christ	4
GBBL	521	People of God	4
GBBL	531	Kingdom of God*	4
GBBL	532	Paul the Apostle and Theologian	4

*Students may substitute GBBL 631 by petition to the department chair.

Theology and Ethics Core Courses			***20 units***
GTHE	504	God, Creation, and Humanity	4
GTHE	513	History of the Modern Church	4
GTHE	514	Jesus Christ, the Holy Spirit, and the Church	4
GTHE	615	Church and Society	4
Select one of the following:			
GTHE	503	History of the Early and Medieval Church	4
GTHE	505	Christian Ethics	4

Ministry Core Courses			***20 units***
GMIN	507	Preaching and Worship	4
GMIN	516	Dynamics of Christian Formation	4
GMIN	518	Pastoral Servant Leadership	4
GMIN	547	Foundations for Ministry Life	4
GMIN	548	Pastoral Counseling	4

Professional Block

Field Education			***6 units***
GMIN	569	Field Education in Ministry*	1
Philosophy of Ministry			***4 units***
GMIN	618	Philosophy of Ministry**	4

*Repeated for a total of 6 units
**An oral exam is taken in GMIN 618.

Electives ***16–20 units***

If a student takes GBBL 500, only 16 elective units are required.

APU graduate courses outside the Graduate School of Theology are allowed as electives for the M.Div. program, provided they can be demonstrated by petition to the appropriate chair and the associate dean to apply to the preparation for pastoral ministry. Courses approved for elective credit must be graduate level and the content must substantially promote the student's achievement of one or more of the goals of the M.Div. program.

Total for the M.Div. **90 units**

Additional Degree Requirements

Supervised Ministry

All students in the Master of Divinity program must devote at least eight 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 at least a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

MASTER OF DIVINITY: ANGLICAN STUDIES

Program Director: Keith Matthews, D.Min.
(626) 815-6000, Ext. 5451
kmatthews@apu.edu

The Master of Divinity: Anglican Studies program requires 90 units of coursework comprising 20 units of biblical studies, 20 units of theology and ethics, 12 units of ministry studies, 10 units in the professional block, 24 units in Anglican studies, 4 units of a biblical language (which may by waived for students who have completed a year of undergraduate Hebrew or Greek), and 0–4 units of electives. This emphasis meets the academic requirements for ordination within the Anglican Communion.

Requirements

Biblical Language ***4 units***

Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement. The requirement may be filled with either GBBL 500, 510 and 520, or 530 and 540.

Biblical Studies Core Courses		***20 units***
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God*	4
GBBL 532	Paul the Apostle and Theologian	4

*Students may substitute GBBL 631 by petition to the department chair.

Theology and Ethics Core Courses		***20 units***
GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4
GTHE 615	Church and Society	4
GTHE 503	History of the Early and Medieval Church	4

Ministry Core Courses		***12 units***
GMIN 507	Preaching and Worship	4
GMIN 547	Foundations for Ministry Life	4
GMIN 548	Pastoral Counseling	4

Professional Block

Field Education		***6 units***
GMIN 569	Field Education in Ministry*	1

Philosophy of Ministry		***4 units***
GMIN 618	Philosophy of Ministry**	4

*Repeated for a total of 6 units
**An oral exam is taken in GMIN 618.

Anglican Studies Emphasis		***24 units***
GMIN 517	Preaching and Liturgy in the Anglican Tradition	4
GMIN 536	Ascetical Spirituality	4
GMIN 537	Anglican Parish Ministry	4
GTHE 515	Anglican Ethics and Moral Theology	4
GTHE 533	Anglican Church History	4
GTHE 543	History of Worship and Liturgy	4

Electives ***0–4 units***

If a student takes GBBL 500, no elective units are required.

APU graduate courses outside the Graduate School of Theology are allowed as electives for the M.Div. program provided they can be demonstrated by petition to the appropriate chair and the associate dean to apply to the preparation for pastoral ministry. Courses approved for elective credit must be graduate level and the content must substantially promote the student's achievement of one or more of the goals of the M.Div. program.

Total for the M.Div.: Anglican Studies **90 units**

MASTER OF DIVINITY: BIBLICAL STUDIES

Program Director: Karen Strand Winslow, Ph.D.
(626) 815-6000, Ext. 5655
kwinslow@apu.edu

Requirements

Biblical Language		***8 units***
GBBL 510	New Testament Greek I	4
GBBL 520	New Testament Greek II	4
— or —		
GBBL 530	Hebrew I	4
GBBL 540	Hebrew II	4

Biblical Studies Core Courses		***20 units***
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God*	4
GBBL 532	Paul the Apostle and Theologian	4

*Students may substitute GBBL 631 by petition to the department chair.

Theology and Ethics Core Courses		***20 units***
GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4
GTHE 615	Church and Society	4
Select one of the following:		
GTHE 503	History of the Early and Medieval Church	4
GTHE 505	Christian Ethics	4

Ministry Core Courses		***20 units***
GMIN 507	Preaching and Worship	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 518	Pastoral Servant Leadership	4
GMIN 547	Foundations for Ministry Life	4
GMIN 548	Pastoral Counseling	4

Professional Block

Field Education		***6 units***
GMIN 569	Field Education in Ministry*	1

Philosophy of Ministry		***4 units***
GMIN 618	Philosophy of Ministry**	4

*Repeated for a total of 6 units
**An oral exam is taken in GMIN 618.

Biblical Studies Emphasis		***12 units***
Select three of the following:		
GBBL 522	The Gospel of Mark	4
GBBL 552	Epistle to the Romans	4
GBBL 561	Psalms as Resource for Ministry	4
GBBL 562	Biblical Foundations of Worship	4
GBBL 591	Isaiah	4
GBBL 611	Old Testament Seminar	4
GBBL 612	New Testament Seminar	4
GBBL 621	Jeremiah	4
GBBL 622	The Church of the First Century	4
GBBL 631	Community of God	4
GBBL 632	The New Testament World	4
GBBL 641	Theological Themes of the Old Testament	4
GBBL 651	Scripture and Canon	4

NOTE: A second biblical language can also be used to fulfill the biblical studies emphasis.

Total for the M.Div.: Biblical Studies 90 units

MASTER OF ARTS IN PASTORAL STUDIES

Program Director: Keith Matthews, D.Min.
(626) 815-6000, Ext. 5451
kmatthews@apu.edu

Mission Statement

The Master of Arts in Pastoral Studies program prepares men and women for a specialized field of church ministry through a program of study comprising 60 units in biblical, theological, and ministerial studies. An important feature of the program includes an intentional integration of academic and experiential components. For example, students must engage in some form of supervised ministry during their degree program. Students concentrate in one area of ministry: church leadership and development, urban studies, worship leadership, or youth and family ministry.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, please contact the dean of the Graduate School of Theology. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The Master of Arts in Pastoral Studies program helps the student who has a specific call to ministry to develop a practical theology in church leadership. The Master of Arts in Pastoral Studies program prepares graduates to:

1. Study Scripture historically and critically, emphasizing an inductive approach to its interpretation.
2. Reflect theologically, integrating Scripture, Church tradition, reason, and experience, reflective of a Wesleyan heritage.
3. Embody and model a holy life that is being formed in faith and love, reflective of a Wesleyan heritage.
4. Practice Christian faith with global awareness and cultural sensitivity.
5. Minister effectively in the Church throughout the world.
6. Integrate personal and vocational development through disciplined reflection on ministerial, personal, and academic experiences.
7. Develop vocational proficiency and leadership ability in a specialized field of ministry.

Program of Studies

The Master of Arts in Pastoral Studies requires 60 units of coursework: 36 units of core courses, 16 units in selected concentration of ministry, 4 units of field education, and 4 units of a capstone project.

Requirements

Core Courses		***36 units***
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 547	Foundations for Ministry Life	4
GMIN 548	Pastoral Counseling	4
GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4

Concentration ***16 units***

Complete four courses in one of the following specialized areas of ministry:

- Church Leadership and Development
- Urban Studies
- Worship Leadership
- Youth and Family Ministry

Field Education		***4 units***
GMIN 569	Field Education in Ministry*	1

*Repeated for a total of 4 units

Integrative Ministry		***4 units***
GMIN 608	Integrative Ministry Project	4

Total for the MAPS **60 units**

Additional Degree Requirements

Supervised Ministry

All students in the Master of Arts in Pastoral Studies program should devote at least eight 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 at least a 2.7 grade-point average.

Time Limit

The Master of Arts in Pastoral Studies must be completed within eight years from the date of admission. APU coursework completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Concentrations

Church Leadership and Development

Today's hurried, fragmented society calls for healthy, effective ministry leaders. This concentration provides students with education in practical ministry with particular focus on leadership development and spiritual formation, equipping ministers for the broad, multifaceted needs of the contemporary church. Program outcomes build on the Graduate School of Theology's core competencies and MAPS program outcomes.

Concentration Outcomes

- Synthesize the vital role of healthy church management for the empowerment of the laity.
- Develop vocational proficiency and leadership ability.
- Apply ministry principles of Christ-like formation for lifelong ministry effectiveness and personal growth.

Required Courses		***16 units***
GMIN 508	Church Leadership and Administration	4
GMIN 518	Pastoral Servant Leadership	4

Select two of the following:

GMIN 528	Contemporary Issues in Ministry	4
GMIN 538	Evangelism and Discipleship	4
GMIN 598	Growing Healthy Churches	4

Urban Studies

The North American Church is becoming increasingly urbanized. To prepare students for ministry in the city, this concentration engages them with urban social structures, trends, and ministry strategies. Issues of contextualization, social analysis, and cross-cultural communication will be addressed.

Concentration Outcomes

- Evaluate and apply ministry concepts, theories, and methodologies found in the urban setting.
- Develop cultural awareness and sensitivity for ministry in the urban context.
- Analyze the methods of evangelism and discipleship unique to the city.

Required Courses		***16 units***
GMIN 509	Urban Anthropology and Christian Ministry	4
GMIN 519	Current Issues in Urban Ministry	4

Select two of the following:

GMIN 528	Contemporary Issues in Ministry	4
GMIN 538	Evangelism and Discipleship	4
GMIN 559	Urban Cross-Cultural Ministry	4

Worship Leadership

The postmodern worship leader combines theology, skill, and heart in order to facilitate the Church's corporate worship experience. This concentration includes worship history, worship planning, development of musical ensembles, and communication and leadership theory.

Concentration Outcomes

- Demonstrate experience in the leading of worship with an emphasis on strategic worship service design.
- Construct a theology of ministry, worship, and the sacraments based on the development of worship in the history of the Church, including ancient and modern liturgy and postmodern worship styles.

Required Courses		***16 units***
GMIN 578	Worship Leadership	4
GMIN 579	Church Music Administration	4

Select two of the following:

GTHE 543	History of Worship and Liturgy	4
GMIN 577	Music in the Worshiping Church	4
GMIN 580	Aesthetics, Arts, and Actions in Corporate Worship	4

Youth and Family Ministry

Youth and family ministry in the 21st century must be rooted in scriptural principles and be able to address the challenges facing youth and families in today's complex culture. This concentration trains students to assist parents, youth, and family ministry staff with planning and engaging in intentional spiritual formation in the home and church.

Concentration Outcomes

- To think theologically and biblically about the nature of youth and families in relationship to the Church and family
- To comprehend youth and family issues that are impacting the home, Church, and community
- To identify strategic resources, including theory and research from the social sciences, that will assist in developing healthy intergenerational relationships within the Church
- To develop a contextualized application model of church family ministry that recognizes various ethnic diversities in family systems

Required Courses		***16 units***
GMIN 500	Introduction to Youth and Family Ministry	4
GMIN 587	Advanced Youth and Family Ministry	4

Select two of the following:

GMIN 501	Foundations of Youth Ministry	4
GMIN 526	Curriculum and Instruction	4
GMIN 528	Contemporary Issues in Ministry	4

MASTER OF ARTS (THEOLOGICAL STUDIES)

Program Director: Karen Strand Winslow, Ph.D.
(626) 815-6000, Ext. 5655
kwinslow@apu.edu

The Master of Arts (Theological Studies) program is designed for students who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. It may also serve as the foundation for doctoral studies in biblical studies or theology and ethics.

Mission Statement

The Master of Arts (Theological Studies) program prepares men and women for teaching in Christian schools or colleges, or for further doctoral studies, with a course of study comprising 60 units in biblical and theological studies, with a specialization in one of these fields.

Program Outcomes

The Master of Arts (Theological Studies) 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 outcomes of the program are to prepare graduates who:

1. Analyze biblical texts through a close reading that employs an inductive approach and determines various aspects of their structure.
2. Identify and differentiate the historical and cultural setting of biblical texts.
3. Compare and contrast critically different interpretations of biblical texts.
4. Demonstrate skill in at least one biblical language.
5. Analyze theological and ethical issues through theological methodology.
6. Identify and outline the historical development of Christian doctrine and ethics.
7. Identify and differentiate the central doctrines of Christian theology and the foundations of Christian ethics.
8. Demonstrate mastery of the craft of scholarly research and writing.

Program of Studies

The Master of Arts (Theological Studies) program requires 60 units of coursework comprising 8–16 units of biblical languages (Hebrew and Greek), 16 units in each of the two core areas of biblical studies and theology and ethics, and 12–20 units of concentration in either biblical studies or theology and ethics, including 4 units for the preparation of a research paper/thesis, which will be defended in an oral examination. Each student is assigned a faculty advisor who will give guidance in the selection of courses and composition of the research paper/thesis.

Requirements

Biblical Language Requirement*		***8–16 units***
GBBL 510	New Testament Greek I	4
GBBL 520	New Testament Greek II	4
GBBL 530	Hebrew I	4
GBBL 540	Hebrew II	4

*Students concentrating in theology and ethics take one biblical language, and students concentrating in biblical studies take two biblical languages. Students concentrating in biblical studies must take a biblical language in their first year in the program in order to continue in the program, unless they have received advanced standing for previous study in a biblical language. Students who demonstrate transcript evidence of a year of undergraduate Hebrew and/or Greek may apply for advanced standing of up to 10 units of credit. In the case of students concentrating in biblical studies who have had a year of both undergraduate Hebrew and Greek, courses of advanced language study will be taken for the additional 6 units beyond advanced standing credit.

Biblical Studies Core Courses		***16 units***
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
Select one of the following:		
GBBL 531	Kingdom of God*	4
GBBL 532	Paul the Apostle and Theologian	4

*Students may substitute GBBL 631 by petition to the department chair.

Theology and Ethics Core Courses		***16 units***
GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4
Select one of the following:		
GTHE 503	History of the Early and Medieval Church	4
GTHE 505	Christian Ethics	4

Concentration ***8–16 units***

The student chooses a concentration in either biblical studies or theology and ethics and selects 8–16 units of courses from the area of concentration.

Research Paper/Thesis ***4 units***

The student selects GBBL/GTHE 570 Directed Research/ 590 Thesis for the preparation of the research paper/thesis, which is defended orally before a panel of faculty examiners.

Total for the MA(TS) **60 units**

Additional Degree Requirements

In order to graduate, a student must have at least a 3.0 grade-point average.

Research Paper or Thesis

To receive the Master of Arts (Theological Studies), students must demonstrate the ability to conduct scholarly research and present this in a logically argued and properly documented written form in their area of concentration. Students with a concentration in biblical languages must demonstrate the ability to perform exegetical work using a biblical language. Under the supervision of a faculty member, approved by the relevant department chair by the student's second semester in the program, the student prepares a major research paper/thesis in a course of independent study (GBBL 570, GBBL 590, GTHE 570 or GTHE 590), which is defended in an oral examination before the supervising faculty member and two other faculty members approved by the relevant department chair. The oral defense may be scheduled when the student is within eight units of the completion of coursework, and must be sustained before the degree is awarded. The research paper/thesis must be distributed to the examiners at least two weeks before the date of the oral defense, and a copy must be given to the Graduate School of Theology office to be kept on file.

Time Limit

The Master of Arts (Theological Studies) must be completed within eight years from the date of admission. APU coursework completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

MASTER OF ARTS IN YOUTH MINISTRY

Program Director: Jim Burns, Ph.D.
(626) 815-5439
jim@homeward.com

Mission Statement

The Master of Arts in Youth Ministry prepares men and women for the specialized field of youth ministry through a diversified program of study comprising 48 units of biblical, theological, and youth ministry studies, as well as a supervised ministry component. This program may be desirable for leaders in youth ministry not seeking ordination. An important feature of the program is its intentional integration of academic and experiential components.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees, but have extensive ministerial experience, may be considered for admission. For a description of the standards governing this exception, please contact the dean of the School of Theology. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The Master of Arts in Youth Ministry program helps the student who has a specific call to ministry to develop a practical theology in youth ministry. The Master of Arts in Youth Ministry program prepares graduates to:

1. Study Scripture historically and critically, emphasizing an inductive approach in its interpretation.
2. Reflect theologically, integrating Scripture, Church tradition, reason, and experience, reflective of a Wesleyan heritage.
3. Embody and model a holy life that is being formed in faith and love, reflective of a Wesleyan heritage.
4. Practice Christian faith with global awareness and cultural sensitivity.
5. Minister effectively in the Church throughout the world.
6. Integrate personal and vocational development through disciplined reflection on ministerial, personal, and academic experiences.
7. Develop vocational proficiency and leadership ability in a specialized field of youth ministry.

Program of Studies

The Master of Arts in Youth Ministry requires 48 units of coursework: 28 units of core courses, 12 units in the ministry concentration, 4 units of leadership and mentoring through field education, and 4 units of a capstone project.

Requirements

Core Courses			***28 units***
GBBL	511	Seminar in Biblical Interpretation	4
GBBL	512	The Gospels' Witness to Christ	4
GBBL	521	People of God	4
GMIN	500	Introduction to Youth and Family Ministry	4
GMIN	501	Foundations of Youth Ministry	4
GTHE	513	History of the Modern Church	4
GTHE	514	Jesus Christ, the Holy Spirit, and the Church	4

Youth Ministry Concentration			***12 units***
GMIN	502	Discipleship and Evangelism of Youth	4
GMIN	504	Pastoral Counseling of Youth	4

Select one of the following:

GMIN	503	Multicultural Youth Ministry	4
GMIN	526	Curriculum and Instruction	4
GMIN	528	Contemporary Issues in Ministry	4
GMIN	587	Advanced Youth and Family Ministry	4

Leadership and Mentoring			***4 units***
GMIN	569	Field Education in Ministry*	1

*Repeated for a total of 4 units

Capstone Project			***4 units***
GMIN	605	Leadership in Youth Ministry	4

Total for the MAYM	**48 units**

Additional Degree Requirements

Supervised Ministry

All students in the Master of Arts in Youth Ministry program must devote at least eight 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 at least a 2.7 grade-point average.

Time Limit

The Master of Arts in Youth Ministry must be completed within eight years from the date of admission. APU coursework completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

DOCTOR OF MINISTRY

English Program Director: Gary Black, Ph.D.
(626) 387-5828
gblack@apu.edu

Korean Program Director: Dan Newman, Ph.D.
(213) 252-0962
dnewman@apu.edu

The Doctor of Ministry (D.Min.) represents the highest professional degree in the practice of ministry. It builds on education received through the Master of Divinity and on experience gained in the practice of ministry. The Doctor of Ministry offered by the Graduate School of Theology focuses on spiritual formation and ministry leadership. It helps students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice. The D.Min. program is available in English and Korean.

Mission Statement

The Doctor of Ministry program focuses on spiritual formation and ministry leadership. Through 36 units in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

Admission Requirements

Admission decisions in the Doctor of Ministry program are based initially on three primary criteria: prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Graduate Center or online at www.apu.edu/apply/).
2. An M.Div. from an ATS-accredited school or its educational equivalent, achieved with a grade-point average of at least 3.0 (on a 4.0 scale) and verified by the submission of an official transcript. (Educational equivalent is evidenced by at least 72 semester units of theological study, inclusive of a master's degree and broad-based work in theology, biblical studies, and the arts of ministry. For more information on equivalency, contact the Graduate School of Theology.)
3. Transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study.
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and current involvement in ministry leadership. (This must include a written letter of support for doctoral studies from the applicant's current ministry assignment.)

5. A 1,500-word written statement that addresses ministerial and educational goals, personal spiritual and leadership journey, and recent theological reading. (Please contact the Office of the Doctor of Ministry for details on completing this admission requirement.)
6. Three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills. (Forms are included with application materials.)
7. A current résumé.
8. A personal interview with the program director may be required.
9. Applicants planning to study in English for whom English is a second language must demonstrate language aptitude for advanced studies at the doctoral level by the following minimum international iBT (Internet-based TOEFL) scores:

   Reading: 25 Speaking: 25
   Writing: 25 Listening: 25

   Students who have completed at least 48 units in an accredited English-speaking program just prior to application may be admitted without the TOEFL.
10. Availability of a computer with Internet access is highly recommended for all students.

All materials should be submitted to:

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

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

Send international applications to:

International Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
+1-626-812-3055
Fax: +1-626-815-3801
international@apu.edu
www.apu.edu/international

Program Outcomes

The Doctor of Ministry in spiritual formation and ministry leadership offers a comprehensive curriculum track that focuses on the real-world skills ministry leaders need today. The ultimate goal is to renew and transform ministry leaders, churches, and communities toward those of Jesus Christ.

In general, the goals of the Doctor of Ministry program focus on growth in specific skills for spiritual formation and ministry leadership. In this context, doctoral scholarship and research are emphasized to bring theory and praxis into practical ministry application. The program seeks to accomplish these goals by focusing on the following outcomes:

1. Personal Spiritual Formation: Students will learn the theory and practice of personal spiritual formation, develop habits for continued spiritual growth, develop a theology of spiritual formation, and apply this knowledge personally.
2. Ministry Leadership: Students will gain knowledge of leadership development, personal leadership styles, and the art of spiritual leadership, and learn how to apply this knowledge in ministry practice.
3. Community Impact: Students will study historical and contemporary church movements and reflect on contemporary concerns in the practice of ministry. Students will learn how to apply their knowledge in local ministry practice and will make a contribution to the greater Christian community.

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 6 semester units of doctoral-level work that have been completed within the past eight years will be allowed as transfer credit.

Full-time Status

Full-time status in the D.Min. program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after satisfactory completion of 16 units of coursework (minimum 3.0 GPA in all coursework with no grade less than *B*-), satisfactory completion of two doctoral project seminars, approval of the student's doctoral project proposal by the director and the D.Min. committee, and an interview with the director. Final approval for candidacy is granted by the D.Min. committee.

Written Project

Students will demonstrate academic and practical learning through completion of a major written project. They will conduct research and develop and write their project in a ministry practice field of interest. Ordinarily the project will be a minimum of 100 pages and a maximum of 250 pages in length. Complete information on the doctoral project process and standards is available from the Office of the Doctor of Ministry.

Requirements

Core Courses		***20 units***
GDMN 704	Research and Design	4
GDMN 710	History of Christian Spirituality	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4
GDMN 740	Spiritual Leadership	4
Electives		***12 units***
Select 12 units from the following:		
GDMN 750	Civic Spirituality	4
GDMN 760	Christian Spirituality and Modern Technology	4
GDMN 762	Spiritual Practices in the Church	4
GDMN 764	History and Theology of Worship	4
GDMN 766	Empowering the Laity	4
GDMN 768	Urban Immersion	4
GDMN 770	Church Growth and Church Planting	4
GDMN 772	Contemplative Spirituality	4
GDMN 782	Scripture: Its Spirituality and Proclamation	4
GDMN 799	Readings in Doctoral Ministry	1–4
Optional Emphasis		***12 units***
GDMN 752	Christian Spiritual Formation I*	3
GDMN 754	Christian Spiritual Formation II*	3
GDMN 756	Christian Spiritual Formation III*	3
GDMN 758	Christian Spiritual Formation IV*	3
Project		***4 units***
GDMN 790	Ministry Project**	4
Total for the D.Min.		**36 units**

*This course is offered at the Renovaré Institute; registration for three credit hours at Azusa Pacific University must be made before starting the course. In order to earn credit, students must be accepted into the APU Doctor of Ministry program before registering for any Renovaré course. Upon satisfactorily completing all course requirements as set forth by the Doctor of Ministry director, the student will receive 3 units credit in the spiritual formation emphasis in the Doctor of Ministry degree.

**Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 must enroll for subsequent semesters in GDMN 792 Ministry Project Continuation.

Instructional Format

Each course is structured to include several components that incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. ***Preliminary reading***. Assigned reading must be completed prior to the classroom experience, fulfilling a requirement of 1,800–2,000 pages of reading for a 3-unit course and 2,400–2,500 pages for a 4-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. ***Classroom experience (English program)***. Classroom experience is in concentrated sessions during two-week residency periods held each January and July. The residency periods involve significant interaction with a faculty instructor in a peer-learning, seminar format. The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical experience to bring in-depth analysis, critical thinking, integration, and application to the topic.
3. ***Classroom experience (Korean program)***. The Doctor of Ministry Korean program follows APU's academic calendar. Each class meets multiple times during the semester in one-day intensive sessions utilizing lecture and discussion formats. In this way, courses provide opportunity for critical reflection and application of content over a period of several months.
4. ***Grading***. Students must achieve a minimum grade of *B-* in order to receive credit for work in a course. If a student receives a grade of *C+* or lower in a course, the course may be repeated, and the new grade, if higher, will replace the former grade in the computation of the grade-point average.
5. ***Course project***. An extensive post-classroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Time Limit

A maximum of 16 units of coursework may be completed during one calendar year, requiring a minimum of two years for completion of all required coursework. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is eight years from the time of enrollment.

COURSE DESCRIPTIONS

Biblical Studies

GBBL 500 Elements of Greek Exegesis (4)

Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament.

GBBL 510 New Testament Greek I (4)

This class introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

GBBL 511 Seminar in Biblical Interpretation (4)
This course examines the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 512 The Gospels' Witness to Christ (4)
This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism. *Prerequisite: GBBL 511*

GBBL 520 New Testament Greek II (4)
This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

GBBL 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. *Prerequisite: GBBL 511*

GBBL 522 The Gospel of Mark (4)
Students study the Gospel of Mark with attention to developing skill in the methods of Gospel criticism and engaging the Gospel's implicit theology and teaching about the Christian life. *Prerequisite: GBBL 511*

GBBL 530 Hebrew I (4)
This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

GBBL 531 Kingdom of God (4)
The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets. *Prerequisite: GBBL 511*

GBBL 532 Paul the Apostle and Theologian (4)
This course studies the Apostle Paul's pastoral work in the establishment and care of churches and his formative contribution to the theology of the church through examination of his letters. *Prerequisite: GBBL 511*

GBBL 540 Hebrew II (4)
This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

GBBL 541 Exegetical Study of the Greek or Hebrew Text (4)
Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

GBBL 551 Geographical and Historical Setting of the Bible (4)
This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

GBBL 552 Epistle to the Romans (4)
Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought. *Prerequisite: GBBL 511*

GBBL 561 Psalms as Resource for Ministry (4)
The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry. *Prerequisite: GBBL 511*

GBBL 562 Biblical Foundations of Worship (4)
This course is a study of the worship of the believing communities of the Bible and early Christianity within the context of the ancient Near East and the Greco-Roman world, with special attention to its historical expressions and theological foundations. *Prerequisite: GBBL 511*

GBBL 570 Directed Research (1–4)
This is a course of independent research directed by the instructor.

GBBL 571 Readings in the Hebrew Text of the Pentateuch (1–4)
Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

GBBL 572 Readings in the Greek Text of the Gospels (1–4)
Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

GBBL 581 Readings in the Hebrew Text of the Prophets (1–4)
Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

GBBL 582 Readings in the Greek Text of the Epistles (1–4)
Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

GBBL 590 Thesis (4)
This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GBBL 591 Isaiah (4)
This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40–55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56–66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ. *Prerequisite: GBBL 511*

GBBL 599 Readings in Biblical Studies (1–4)
This is a course of independent study supervised by the instructor.

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. *Prerequisite: GBBL 511*

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. *Prerequisite: GBBL 511*

GBBL 621 Jeremiah (4)
The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6th century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition. *Prerequisite: GBBL 511*

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. *Prerequisite: GBBL 511*

GBBL 631 Community of God (4)

The history of Jewish communities in the Persian, Greek, and Roman periods form a context for understanding the formation of Judaism as centered in the Torah and the rebuilt Temple in Jerusalem. This course examines the biblical and extra-biblical resources, including the Dead Sea Scrolls, which demonstrate the development and concerns of different Jewish groups for texts, traditions, rituals, social practices, and interpretive discourses that form a foundation for rabbinic Judaism and the early Jesus movement. *Prerequisite: GBBL 511*

GBBL 632 The New Testament World (4)

This course gives students an encounter with Jewish and Greco-Roman primary texts from the Hellenistic Age in order to gain an understanding of the history, religion, and culture that formed the milieu of the New Testament.

GBBL 641 Theological Themes of the Old Testament (4)

This course investigates contemporary approaches to Old Testament theology. These methods are studied and critiqued. Specific theological themes are pursued, including God's self-revelation, God's holiness, justice, wisdom, love, the view of humans, sin and atonement, praise, and lament. Very important is a consideration of the relationship of both testaments for practicing biblical theology. *Prerequisite: GBBL 511*

GBBL 651 Scripture and Canon (4)

This course traces how the Jewish and Christian Scriptures were produced, preserved, transmitted, authorized, and canonized in living communities of faith. It explores how inspiration and revelation—as well as social structures, historical events, and politics—feature in the development and persistence of a sacred canon. *Prerequisite: GBBL 511*

GBBL 652 Geographical and Historical Setting of the Hellenistic World (4)

This course explores geography, history, culture, and archaeology of the Hellenistic world as the setting in which the New Testament was written, and includes a tour of sites in the Aegean region of Greece and Turkey.

GBBL 661 Women in the Bible (4)

This course is an inductive survey of female characters' roles in the Bible and biblical discourse regarding women. This in-depth examination of biblical and interpretive traditions informs students' understanding of the vocations of women serving God today.

Ministry

GMIN 500 Introduction to Youth and Family Ministry (4)

This course offers an introductory overview of youth and family ministries, including biblical and theological foundations as well as theory and research from the social sciences. Emphasis is given to contemporary changes in youth and family systems as they relate to the Church. Various ministry models are introduced along with the implications for ministry.

GMIN 501 Foundations of Youth Ministry (4)

Students are exposed to selected theologies that provide the underpinnings of various youth ministries. The course includes discussion regarding current adolescent culture and issues and contemporary youth ministry issues. Each student is required to integrate the course content into the various projects assigned, demonstrating a thorough understanding of the course content.

GMIN 502 Discipleship and Evangelism of Youth (4)

This course promotes a biblical theology of discipleship and evangelism and its practical application toward youth ministry. Extensive focus is given to being and making disciples and evangelizing others. Students are required to integrate the course content into the various projects assigned, which shows a depth of understanding of principles taught in the course.

GMIN 503 Multicultural Youth Ministry (4)

This course is a study of contemporary social problems theory with special emphasis on cross-cultural perspectives as found in the urban/multicultural youth environment. Complex issues emerging from multicultural youth perspectives of various ethnicities are explored in the light of contextually relevant church ministry.

GMIN 504 Pastoral Counseling of Youth (4)

This course introduces students to the pastoral counseling field and assists with the development of specific skills and competencies in the counseling process with adolescents and their families. It also builds biblical and theological foundations for pastoral counseling with adolescents and gives students an opportunity to engage in an actual pastoral counseling experience.

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)

This course provides an introduction to sociological and cultural theories of urban areas. In order to understand the pressing cultural and social needs of the city, this course prepares ministry students to approach their urban churches within the broader framework of understanding systemic social pathologies, theories of race and class, and urbanism.

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 517 Preaching and Liturgy in the Anglican Tradition (4)

This course examines the Sacraments and proclamation of the Word in Anglican liturgy throughout the ecclesiastical year. Special focus is given to the various rites and services found in the Book of Common Prayer. Attention is given to sermon construction and leading the worship experience during the liturgical year.

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 Current Issues in Urban Ministry (4)

This course examines the critical issues affecting the quality of life for those living in major urban areas. The course focuses on in-depth examination of the contributions of faith communities to social analysis, public theology, and transformation of community in relation to issues such as homelessness, violence, family dissolution, and gentrification.

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 Contemporary Issues 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 536 Ascetical Spirituality (4)
This course introduces students to the theology and historical foundations of Ascetical Spirituality in the Anglican tradition. It includes the doctrine of salvation and the human person, foundational elements of Christian spirituality, and an overview of key personalities and movements within the universal Christian tradition up to the Reformation.

GMIN 537 Anglican Parish Ministry (4)
This course examines the place of the ordained ministry in the mission of the church, and the development of Catholic Order, the Canon Law of the Episcopal Church, with particular attention to ordained leadership of congregations of different sizes and settings and various issues of ministerial ethics.

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 547 Foundations for Ministry Life (4)
This course prepares students for a successful educational experience and lifelong development as a minister by introducing foundational concepts related to crucial personal and professional growth issues.

GMIN 548 Pastoral Counseling (4)
This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

GMIN 558 Women and Men in Ministry (4)
Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and cross-gender communication skills.

GMIN 559 Urban Cross-Cultural Ministry (4)
Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

GMIN 568 Field Education in Ministry: Chaplaincy (4)
This course grants credit to students who complete 400 hours of a Clinical Pastoral Education chaplaincy internship.

GMIN 569 Field Education in Ministry (1)
Field Education consists of two components. The first is the student's supervised ministry experience in a church or other organization (8 hours/week). The second component is the Field Education Reflection Group. Each reflection group meets regularly with a faculty mentor for the purpose of processing, direction, and peer support in relation to students' ministry site experiences, personal awareness, academic studies, and spiritual formation.

GMIN 570 Directed Research (1–4)
This is a course of independent research directed by the instructor.

GMIN 571 Internship (3)
This course includes a diverse format of classroom experience, field experience and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of the Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. *Students are required to serve eight hours per week in hands-on field experience.*

GMIN 577 Music in the Worshiping Church (4)
This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the Psalter, hymnody and hymn writers, and a survey of contemporary worship styles including blended, Gen-X, Taize, and multicultural worship.

GMIN 578 Worship Leadership (4)
This course equips the student to become a servant leader. It is a practical class designed to help worship leaders succeed as family members, team players, event coordinators, budget managers, vision casters, congregational guides, and reproducers of other leaders. Discussions are focused on the complex set of challenges that worship leaders typically face.

GMIN 579 Church Music Administration (4)
This course examines the calling and role of the worship leader, care of music participants, and various planning tools. Also included is an introduction to the use of technology and the preparation, direction, rehearsal, arranging and incorporation of various ensembles (praise team, choir, rhythm section, church orchestra) encountered in Church ministries.

GMIN 580 Aesthetics, Arts, and Actions in Corporate Worship (4)
This course helps students develop a philosophy of aesthetics and the arts in corporate worship. An investigation of spirituality in the post-modern world includes suggestions for the inclusion of sacred time, sacred space, drama, dance, sacred action, sign, and symbol in Protestant worship.

GMIN 587 Advanced Youth and Family Ministry (4)
This course addresses the various age groups and family systems within the church. Primary emphasis is placed on helping churches develop into communities that are nurturing and supportive of the variety of family systems and how they impact spiritual formation. Consideration is given to promoting intergenerational faith communities.

GMIN 588 The Missional Church (4)
This course offers an introduction to the missiological insights required to lead the North American church in the post-modern world. These insights reflect the interdisciplinary interaction of theology, anthropology, and missiological strategy for penetrating the culture of the North American 21st century.

GMIN 590 Thesis (4)
This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GMIN 598 Growing Healthy Churches (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)
This is a course of independent study supervised by the instructor.

GMIN 605 Leadership in Youth Ministry (4)
This course teaches students the roles and responsibilities of Christian leadership in youth ministry. This capstone course includes the meaning of being a Christian leader and organization and administration of youth ministry programs.

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 608 Integrative Ministry Project (4)
This course serves as a capstone for the MAPS degree. It is designed primarily as a practical ministry project with a specialized focus from the student's concentration. This course integrates praxis with disciplines within the degree: biblical studies, theology, and ministry.

GMIN 618 Philosophy of Ministry (4)
Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

GMIN 628 Seminar in Ministry (1–4)
The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

Theology and Ethics

GTHE 503 History of the Early and Medieval Church (4)
The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church.

GTHE 504 God, Creation, and Humanity (4)
This course introduces students to basic beliefs about God and the methods of Christian theology. The doctrines of revelation, Scripture, creation, humanity, and sin are studied from the perspective of historical and systematic theology, based on a biblical foundation.

GTHE 505 Christian Ethics (4)
The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

GTHE 513 History of the Modern Church (4)
Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church.

GTHE 514 Jesus Christ, the Holy Spirit, and the Church (4)
This course helps students develop their basic Christian beliefs about Jesus Christ and the Holy Spirit. The doctrines of atonement, salvation, church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 515 Anglican Ethics and Moral Theology (4)
This course examines a contemporary Anglican approach to moral theology or Christian Ethics. Primary attention is given to basic Christian moral principles and the use of Scripture in ethics as the basic structure of Christian doctrine and the consequences for moral theology.

GTHE 523 Seminar in Church History (4)
Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

GTHE 529 The City in Theological Perspective (4)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 533 Anglican Church History (4)
The course traces the history of the Anglican Christian tradition from its pre-Reformation roots to modern times.

GTHE 534 Interdisciplinary Seminar in Theology (4)
A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

GTHE 543 History of Worship and Liturgy (4)
This course is a study of worship and liturgy in the history of the church. Attention is given to the relationship between theological commitments and worship and to the development of liturgical expressions in the various Christian communities from the first century to the present.

GTHE 544 The Theology of John Wesley (4)
Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

GTHE 553 Evangelical Friends History: Birth, Growth, and Organization (4)
This course provides a survey of the Friends Church from its origins in the 17th century to the present. The birth, growth, and organization of Quakerism is delineated, along with Quaker distinctives in thought and practice, the role of evangelicalism, reform efforts, church polity, and the ongoing challenges of cultural relativism and relevancy. Special attention is given to the experiences and practices of American Friends in general and of Evangelical Friends in the Southwest in specific.

GTHE 554 Friends Theology, Worship, and Leadership (4)
Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

GTHE 563 American Church History (4)
This course will present an introduction and study of the major themes, persons and movements within the history of the American church from the Puritan church to the present, and will primarily focus upon Protestant Christianity.

GTHE 564 Contemporary Theology (4)
This course investigates contemporary issues of theology as they emerged within the context of the modern and/or postmodern world. Special emphasis is placed upon the reading of primary texts and upon relating to issues in a way that is responsible to historic Christianity as well as contemporary concerns. Issues include those related to existentialism and such contextualized theologies as liberation, ethnic, and feminist theologies.

GTHE 570 Directed Research (1–4)
This is a course of independent research directed by the instructor.

GTHE 573 History of the Church in Latin America (4)
This course traces the history of the Church in Latin America and its diverse relationships with its religious, economic, political, and cultural surroundings from the Conquest (1492) to the 20th Century.

GTHE 574 Theological Issues in the Hispanic Church (4)
This course examines a variety of theological issues facing the Hispanic church today. It engages the social and cultural contexts in which today's Church serves. It also places these issues in theological context to supply students with practical and applicable strategies for working through these issues in their local communities.

GTHE 590 Thesis (4)
This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GTHE 599 Readings in Church History, Theology, and Ethics (1–4)
This is a course of independent study supervised by the instructor.

GTHE 615 Church and Society (4)
This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

GTHE 625 Seminar in Christian Ethics (4)
A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

Doctor of Ministry

GDMN 704 Research and Design (4)
Students are introduced to the practical application of the doctor of ministry coursework as it relates to their needs and ministerial context. Special attention is given to developing a lifelong appreciation of active discovery. Focus is on tools for study and research, developing a design proposal for the D.Min. project, and the methods of research and writing.

GDMN 710 History of Christian Spirituality (4)
The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

GDMN 720 Theology for Spiritual Formation (4)
Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the *imitatio Christi*, is the focus of the integration process; practical application is made to congregational life.

GDMN 730 Church Renewal (4)
Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 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 752 Christian Spiritual Formation I (3)
The dynamics of a life in the Kingdom of God are investigated in this first of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) spiritual formation into Christ-likeness as God's intention for humans—that it is possible and suited to human nature; 2) living in the Kingdom of Heaven here and now; and 3) application of these understandings from Christ to the realities of the human self and actual existence in our circumstances.

GDMN 754 Christian Spiritual Formation II (3)
Living in the divine conversation and character is investigated in the second of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) learning how to hear God; 2) Christian spiritual disciplines—concept and history; and 3) salvation is a life, with special emphasis given to the "Fruit of the Spirit' as the foundation and framework of eternal living. *Prerequisite: GDMN 752*

GDMN 756 Christian Spiritual Formation III (3)
The great traditions of Christian faith through Scripture, literature, and praxis are investigated in the third of a four-course sequence on authentic discipleship to Jesus Christ. The course is built around the following three themes: 1) gaining an experiential understanding of the six great traditions of Christian faith; 2) coming to a deeper appreciation of the importance of classical devotional literature; and 3) learning to better experience God in Scripture while developing a deeper appreciation for the Bible's presentation of 15 ways of 'being with' God. *Prerequisite: GDMN 754*

GDMN 758 Christian Spiritual Formation IV (3)
Living as an apprentice to Jesus is investigated in the fourth of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) being with God in prayer; 2) discipleship as apprenticeship; and 3) spiritual formation in all life's roles. *Prerequisite: GDMN 756*

GDMN 760 Christian Spirituality and Modern Technology (4)
Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

GDMN 762 Spiritual Practices in the Church (4)
This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positive, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764 History and Theology of Worship (4)
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 (4)
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 (4)
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 (4)
This course stresses the dynamics of church growth in the context of planting churches both mono- and cross-culturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

GDMN 772 Contemplative Spirituality (4)
This course explores the history and theology of Ignatian spirituality, and the unique contribution that it makes to spiritual formation. Course material examines the world in which Ignatius of Loyola lived when he created the "Spiritual Exercises" as well as the practice and use of the exercises throughout the history of the church, and their significance for believers today.

GDMN 782 Scripture: Its Spirituality and Proclamation (4)
The Christian Scriptures exist as a great variety of manuscript and printed texts. They express a spectrum of content in many different genres, and they have evoked an enormous range of thoughtful responses. Viewed from the perspective of God's community, all of these aspects are manifestations of the work of God's Spirit. In this course students will seek to better understand the spiritual phenomena collectively known as Christian Scripture. Students will explore the relevance of the spiritual dimensions of Scripture to Christian ministry.

GDMN 790 Ministry Project (4)
Students work with their D.Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

GDMN 792 Ministry Project Continuation (0)
Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project must enroll for subsequent semesters in this course. *Additional fee is required.*

GDMN 797 Seminar in Ministry (4)
The course covers topics of pressing concern in Christian ministry, including spiritual formation, pastoral leadership, Church renewal, and practical theology.

GDMN 799 Readings in Doctoral Ministry (1–4)
This is a course of independent study supervised by the instructor.

Council of Church Leaders

The following church leaders advise the dean and faculty of the School of Theology on program development to ensure the practicality and relevance of program content.

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John Dix, Senior Pastor, Crace Church of Glendora, California

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Earl Schamehorn, Ph.D., Associate Pastor for Administration, Riverside Free Methodist Church, Redlands, California

Joshua Smith, D.Min., Senior Pastor, Mountainside Communion Nazarene Church, Long Beach, California

Mendell Thompson, President, America's Christian Credit Union, Brea, California

Larry Walkemeyer, D.Min., Senior Pastor, Light and Life Christian Fellowship, Long Beach, California

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Agustin Barajas, M.Div., Senior Pastor Eagle Rock, Overseer Liberia Victory Outreach Churches

Aureliano Flores, Pastor Emeritus, Church of the Redeemer, Assembly of God

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Edgar Mohorko, M.A., CEO Social Outreach Service, President of the National Police Clergy Council, Youth Outreach/Gang Intervention Consultant, Senior Pastor, Messiah Foursquare Church

Eduardo Font, Ph.D., President, Alberto Motessi Escuela de Evangelismo

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Heliberto Cayetano, M.Div., Director of the Hispanic Ministry Church of the Sacred Heart

Hugo Melvin Aldana Jr., Senior Pastor, Lynwood Grace Church, and Hispanic Coordinator for the Anaheim District Church of the Nazarene

Rodelo Wilson, D.Min., President, Asociación Teológica Hispana

14 University Libraries

Master of Arts in:
Education: School Librarianship with an Embedded Teacher Librarian Services Credential (online) 279

Credential in:
Teacher Librarian Services (online) 279

University Libraries

Faculty

Dean, and Professor: Paul Gray, Ed.D.

Chair, Department of Library and Information Studies; and Professor: Maria Pacino, Ed.D.

Professor: David Harmeyer, Ed.D.

Associate Professor: Denise Gehring, M.S.

PROGRAMS OFFERED

- Teacher Librarian Services Credential
- Master of Arts in Education: School Librarianship with an Embedded Teacher Librarianship Credential

ACCREDITATION

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).

For more detailed information about the University Libraries, please visit www.apu.edu/library/.

ADMISSION

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

Program-specific application requirements are available online at www.apu.edu/graduatecenter/admissions/requirements/program/.

International applicants should contact the International Center first at +1-626-812-3055 or international@apu.edu.

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

TEACHER LIBRARIAN SERVICES CREDENTIAL (ONLINE)

Program Director: Maria Pacino, Ed.D.
(626) 815-5367, mpacino@apu.edu

The Teacher Librarian Services Credential at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares librarian services teachers as educational leaders who are experts in technology, literacy, and diversity.

Mission Statement

The Teacher Librarian Services Credential program prepares librarian services teachers to work as librarians and media specialist/technology experts in K–12 school libraries in California, in other states, and around the world.

Course Requirements

LIB 500	School Library Media Center Management	3
LIB 505	Selection, Evaluation, and Management of Learning Resources	3
LIB 510	Learning Resources for Elementary Schools	3
LIB 515	Learning Resources for Secondary Schools	3
LIB 520	Organization and Cataloging of Learning Materials/Resources	3
LIB 525	Information Retrieval and Reference Services	3
LIB 530	School Library-Classroom Partnerships	3
LIB 535	Library Media Technologies	3
LIB 540	Current Topics in School Media Centers	3
LIB 550	Field Experiences for the Teacher Librarian/Capstone*/**	3
Approved transfer units		3–6
Total		**30 units**

*Students must complete 5 LIB courses prior to taking LIB 550.
**Fieldwork is required in both elementary and secondary settings.

NOTE: Classes are offered only once per year.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Printer
- Internet Service Provider
- Email account

Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP)
- Latest version of Internet Explorer
- Microsoft Office

Additional Requirements

- Teaching Credential
- Look for a letter from the Office of Graduate Admissions after submitting the application form. A letter of admission will include instructions for registering for the applicant's first courses.
- Refer to "Online Class Instructions" published in each graduate class schedule booklet.
- Students may not enroll in more than 7 units per nine-week term.
- Students must sign up for TaskStream.

MASTER OF ARTS IN EDUCATION: SCHOOL LIBRARIANSHIP WITH AN EMBEDDED TEACHER LIBRARIAN SERVICES CREDENTIAL (ONLINE)

Program Director: Maria Pacino, Ed.D.
(626) 815-5367, mpacino@apu.edu

This online master's degree is offered in conjunction with the Teacher Librarian Services Credential. The Teacher Librarian Services program is for credentialed teachers who wish to earn both a Teacher Librarian Services Credential as well as a Master of Arts in the same field. The master's degree can be obtained by completing three additional courses beyond the required credential courses.* Teacher librarians serve as school and district librarians and media specialists. This program is offered completely online.

*Admission to the Master of Arts in Education: School Librarianship is required.

Mission Statement

This program prepares librarian services teachers to work as librarians and media specialist/technology experts in K–12 school libraries in California, in other states, and around the world.

Course Requirements

Core Requirements		***9 units***
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Concentration Requirements		***30 units***
LIB 500	School Library Media Center Management	3
LIB 505	Selection, Evaluation, and Management of Learning Resources	3
LIB 510	Learning Resources for Elementary Schools	3
LIB 515	Learning Resources for Secondary Schools	3
LIB 520	Organization and Cataloging of Learning Materials/Resources	3
LIB 525	Information Retrieval and Reference Services	3
LIB 530	School Library-classroom Partnerships	3
LIB 535	Library Media Technologies	3
LIB 540	Current Topics in School Media Centers	3
LIB 550	Field Experiences for the Teacher Librarian/Capstone*/**	3
Approved transfer units		3–6
Total		**39 units**

*Students must complete 5 LIB courses prior to taking LIB 550.
**Fieldwork is required in both elementary and secondary settings.

NOTE: Classes are offered only once per year.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Printer
- Internet Service Provider
- Email account

Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows 7 or higher)
- Latest version of Internet Explorer
- Microsoft Office

Additional Requirements

- Look for a letter from the Office of Graduate Admissions after submitting the application form. A letter of admission will include instructions for registering for the applicant's first courses.
- Students may not enroll in more than 7 units per nine-week term.
- Students must sign up for TaskStream.

NOTE: To see information regarding other credentials and degree programs for teachers, please visit www.apu.edu/education/.

COURSE DESCRIPTIONS

EDUC 571 Curriculum Foundations (3)
This master's degree core course is designed to prepare candidates with both a practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572 Advanced Educational Psychology (3)
Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 Philosophy/Ethics and History of Education (3)
This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

LIB 500 School Library Media Center Management (3)
This course focuses on the administration of school library media centers in terms of planning, facilities, budgeting, marketing, legal concerns, community relations, policy development, supervision and program evaluation. It emphasizes the professional ethics and responsibilities of teacher librarians in facilitating access to information in a 21st century digital age.

LIB 505 Collection Development in School Libraries (3)
This course focuses on the theoretical and practical aspects of the selection, evaluation, acquisition, and management of collections in school libraries to support curriculum and encourage reading for pleasure. Students investigate criteria, tools, procedures, and policies and the impact of technology on collection development practices.

LIB 510 Learning Resources for Elementary Schools (3)
This course focuses on children's literature, multiple literacies, library programming and other resources for elementary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

LIB 515 Learning Resources for Secondary Schools (3)
This course focuses on young adult literature, multiple literacies, library programming and other resources for secondary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

LIB 520 Organization and Cataloging of Learning Materials/Resources (3)
This course focuses on the theory and practice of bibliographic control and classification of print and nonprint information resources, including ebooks and other digital materials for the school library media center. Students apply cataloging standards, AACR2, MARC21, Dewey, LCC, and OCLC, as well as subject analysis tools, Sears, and LCSH.

LIB 525 Information Retrieval and Reference Services (3)
This course focuses on the location, retrieval and evaluation of print and nonprint resources, including digital materials for the school library media center. Students model teaching information searching skills, use reference interview strategies that meet the needs of diverse learners, and utilize advanced online search techniques.

LIB 530 School Library-Classroom Partnerships (3)
This course focuses on the role of teacher librarians as professional development leaders forming curricular partnerships with classroom teachers and applying instructional design models to assist in the access and development of 21st century resources for collaborative teaching and learning.

LIB 535 Library Media Technologies
This course focuses on information and digital literacy in multiple learning environments, transliteracy, and the cycle of information, technology resources, and tools for digital citizenship. Students apply basic principles for evaluation, selection, and application of software, hardware, and Internet/digital technologies, and demonstrate ethical, legal, and safe uses of information in media and online resources. There are opportunities for designing multimedia materials for face-to-face and online instruction.

LIB 540 Current Topics in School Media Centers (3)
In this course, students discuss, investigate, analyze, evaluate and propose solutions for the most significant problems, concerns, and challenges in school library media centers in a 21st century, global, digital age. They study trends in librarianship, practices in curriculum, instruction, literacy, diversity, technology and other issues that impact the role of teacher librarians in schools and communities.

LIB 550 Field Experiences for the Teacher Librarian (3)
In this course, students engage in practical field experiences in diverse P–12 school library media centers, linking theory and practice from prior courses to reinforce the role of teacher librarians as ethical, professional information specialists and skilled instructional leaders in their field who facilitate access to information in a global, digital age and are strong advocates for equity, literacy and social justice in democratic societies.

15 Faculty Development

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Faculty Development

INTRODUCTION

Recognizing teaching as a domain of scholarship in various disciplines worthy of direct attention, focus, and constant improvement, APU supports learning research and encourages the integration of faith and learning. APU is committed to fostering an atmosphere wherein academics are not simply taught, but lived. Faculty are called to scholarship permeated by their Christian faith and are committed to teaching excellence.

Toward this end, in addition to a variety of colloquia, workshops, and resources, professional development graduate courses are offered. These courses are designed for Christian faculty, but could be taken for elective credit by graduate students if approved by a program director.

COURSE OFFERINGS

GRAD 501	Faith Integration and Curriculum Development	3
GRAD 521	Theological Research for Academic Disciplines	3
GRAD 531	Faculty Writing Program: Preparing Journal Manuscripts	3
GRAD 532	Faculty Writing Program: Writing Books	3
GRAD 533	Faculty Writing Program: Faculty Writing Salon	3
GRAD 534	Faculty Writing Program: Publishing from the Dissertation	3

COURSE DESCRIPTIONS

GRAD 501 Faith Integration and Curriculum Development (3)

This course provides an introductory overview of Christian theology, including biblical, historical, and constructive theological processes and methodologies. Special emphasis is placed on basic scriptural hermeneutics (exegesis and interpretation) and major Christian doctrines for the layperson. This lecture/seminar course is oriented toward Christian faculty in higher education who seek to develop professional tools to integrate Christian precepts and theology in curriculum.

GRAD 521 Theological Research in Academic Disciplines (3)

This seminar course builds upon the theological background developed in GRAD 501, continuing the development of theological research skills for the purpose of articulation of theology with non-theological academic disciplines. Each student pursues a particular concept or topic for theological research. The research is applied to the participant's academic discipline. *Prerequisite: GRAD 501. May be taken more than once.*

GRAD 531 Faculty Writing Program: Preparing Journal Manuscripts (3)

This course acquaints faculty with the steps in preparing a manuscript for submission to a peer-reviewed professional journal. Attention is given to journal evaluation and the steps in journal production of a peer-reviewed article. While some attention is given to writing and the writing process, the primary focus of the course is on publishing. *Prerequisites: full-time employment as APU teaching faculty, completed but unpublished research, and permission of the instructor. May be taken more than once.*

GRAD 532 Faculty Writing Program: Writing Books (3)

This course is offered to faculty in disciplines where book publication is normative, or faculty who have journal publications who wish to write their first book. Publisher choice, contract negotiation, and the entire publishing process are covered. Emphasis is on original research-based work. *Prerequisites: full-time employment as APU faculty, completed but unpublished research, and permission of the instructor. May be taken more than once.*

GRAD 533 Faculty Writing Program: Faculty Writing Salon (3)

This course serves to increase skill in academic writing and to familiarize faculty with the literature on writing impediments, collaborative peer-review, motivation, writing groups, etc. It is a collaborative, interdisciplinary writing course for work already in progress. All pre-publication writing projects are welcome: articles, fiction, textbooks, monographs, and edited works. *Prerequisites: full-time employment as APU faculty, a writing project that has been initiated but not yet completed (article or book) or is stalled, GRAD 531 or 532 or a prior history of scholarly academic publication, and permission of the instructor. May be taken more than once.*

GRAD 534 Faculty Writing Program: Publishing from the Dissertation (3)

This course focuses on the conversion of the dissertation to a series of journal articles or a book. Each dissertation will be 'dissected' into one or more books or peer-reviewed journal articles. Attention is also given to the potential for the dissertation and its subsequent publication to form the nidus of a program of research and publication. *Prerequisites: full-time employment as APU faculty, completed but unpublished dissertation, and permission of the instructor. May be taken more than once.*

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Raleigh Washington, D.D., President/CEO, Promise Keepers
Nick Yphantides, MD, MPH, Chief Medical Officer, San Diego County

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David Burke, B.A., Senior Director, Undergraduate Admissions
Angie DiClaudio, B.A., Director, Integrated Enrollment Services
Patrick Horn, Ph.D., Executive Director, Graduate Student Support Services
Sandy Hough, M.Ed., Director, Academic Advising and Retention (UG)
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Adam Lipson, M.A., Executive Director of Non-Traditional Enrollment Services
Adrien J. Lowery, Ph.D., Director, Writing Center
Norma J. Mocabee, M.Ed., M.Mu., Graduate Registrar
Todd Ross, MBA, Executive Director, Undergraduate Academic and Student Financial Services
Steve Syverson, Director, Graduate Admissions
Jo Witte, M.A., Executive Director, Graduate Center Services

Regional Center Directors

Argend, Jeffrey L., M.S., Ventura County Regional Center
Becker, Vickie, Ed.D., Acting Executive Director, Regional Centers
Brady, Deanna, Ed.D., Orange County Regional Center
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Burlison, John, Ed.D., San Diego Regional Center
Flory, Barbara, Ed.D., High Desert Regional Center (Interim)
Matsumoto, Nori, M.A., M.S., Murrieta Regional Center (Interim)
Veney, Cloetta (Cloe), Ph.D., Inland Empire Regional Center

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Bonney, Lewis, Professor, Department of School Counseling and School Psychology; B.A., University of California, Berkeley; M.A., University of North Texas; Ph.D., University of Arizona

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Academic Calendar 2013–14

Fall 2013 Term
Traditional Session (15-Week)

Tuesday, July 9, 2013	Registration Opens
Tuesday, August 13, 2013	Continuing Students' Registrations Due
Wednesday, August 14, 2013 – Tuesday, September 10, 2013	Final Registration Period
Tuesday, September 3, 2013	Fall Traditional Session Classes Begin
Wednesday, September 4, 2013	Community Chapel
Tuesday, September 10, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Friday, October 11, 2013	Dinner Rally
Monday, November 11, 2013	Last Day to Withdraw from Classes**
Thursday, November 28, 2013 – Sunday, December 1, 2013	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Friday, December 13, 2013	Fall Traditional Session Classes End
Saturday, December 14, 2013	Winter Commencement
Friday, December 20, 2013	Fall Traditional Session Grades Due

Fall 2013 Term
Traditional Nine-Week Session 1

Tuesday, July 9, 2013	Registration Opens
Tuesday, August 13, 2013	Continuing Students' Registrations Due
Wednesday, August 14, 2013 – Tuesday, September 10, 2013	Final Registration Period
Tuesday, September 3, 2013	Fall Nine-Week – Session 1 Classes Begin
Wednesday, September 4, 2013	Community Chapel
Tuesday, September 10, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Friday, October 11, 2013	Dinner Rally
Monday, October 14, 2013	Last Day to Withdraw from Classes**
Monday, November 4, 2013	Fall Nine-Week – Session 1 Classes End
Monday, November 11, 2013	Fall Nine-Week – Session 1 Grades Due
Saturday, December 14, 2013	Winter Commencement

Fall 2013 Term
Traditional Nine-Week Session 2

Tuesday, July 9, 2013	Registration Opens
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Monday, October 21, 2013	Continuing Students' Registrations Due
Tuesday, October 22, 2013 – Monday, November 18, 2013	Final Registration Period
Monday, November 11, 2013	Fall Nine-Week – Session 2 Classes Begin
Monday, November 18, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Thursday, November 28, 2013 – Sunday, December 1, 2013	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Saturday, December 14, 2013	Winter Commencement
Monday, December 23, 2013 – Sunday, January 5, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Thursday, January 2, 2014	Last Day to Withdraw from Classes**
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Saturday, January 25, 2014	Fall Nine-Week – Session 2 Classes End
Friday, January 31, 2014	Fall Nine-Week – Session 2 Grades Due
Friday, February 7, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Saturday, May 3, 2014	Spring Commencement

Fall 2013 Term
ELM Residency Session (Seven-Week)

Tuesday, July 9, 2013	Registration Opens
Friday, July 19, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation – for ELM Residency Session Students Only
Tuesday, August 13, 2013	Continuing Students' Registrations Due
Wednesday, August 14, 2013 – Tuesday, September 10, 2013	Final Registration Period
Tuesday, September 3, 2013	Fall ELM Residency Session Classes Begin
Wednesday, September 4, 2013	Community Chapel

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Tuesday, September 10, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, October 4, 2013	Last Day to Withdraw from Classes
Friday, October 11, 2013	Dinner Rally
Monday, October 21, 2013	Fall ELM Residency Session Classes End
Monday, October 28, 2013	Fall ELM Residency Session Grades Due
Saturday, December 14, 2013	Winter Commencement

Spring 2014 Term
Traditional Session (15-Week)

Tuesday, November 12, 2013	Registration Opens
Monday, December 16, 2013	Continuing Students' Registrations Due
Tuesday, December 17, 2013 – Tuesday, January 21, 2014	Final Registration Period
Monday, December 23, 2013 – Sunday, January 5, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Monday, January 13, 2014	Spring Traditional Session Classes Begin
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Tuesday, January 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, January 31, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Monday, March 10, 2014 – Sunday, March 16, 2014	HOLIDAY*: Mid-semester Break (no classes, offices open)
Thursday, March 27, 2014	Last Day to Withdraw from Classes**
Wednesday, April 16, 2014	Community Chapel
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Friday, May 2, 2014	Spring Traditional Session Classes End
Saturday, May 3, 2014	Spring Commencement
Friday, May 9, 2014	Spring Traditional Session Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Spring 2014 Term
Traditional Nine-Week Session 1

Tuesday, November 12, 2013	Registration Opens
Monday, January 13, 2014	Continuing Students' Registrations Due
Tuesday, January 14, 2014 – Monday, February 10, 2014	Final Registration Period
Friday, January 31, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Monday, February 3, 2014	Spring Nine-Week Session 1 Classes Begin
Monday, February 10, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Friday, March 14, 2014	Last Day to Withdraw from Classes**
Saturday, April 5, 2014	Spring Nine-Week Session 1 Classes End
Friday, April 11, 2014	Spring Nine-Week Session 1 Grades Due
Saturday, May 3, 2014	Spring Commencement

Spring 2014 Term
Traditional Nine-Week Session 2

Tuesday, November 12, 2013	Registration Opens
Friday, January 31, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Monday, March 24, 2014	Continuing Students' Registrations Due
Tuesday, March 25, 2014 – Monday, April 21, 2014	Final Registration Period
Monday, April 14, 2014	Spring Nine-Week Session 2 Classes Begin
Wednesday, April 16, 2014	Community Chapel
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Monday, April 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Saturday, May 3, 2014	Spring Commencement
Friday, May 23, 2014	Last Day to Withdraw from Classes**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Saturday, June 14, 2014	Spring Nine-Week Session 2 Classes End
Friday, June 20, 2014	Spring Nine-Week Session 2 Grades Due
Friday, July 25, 2014	Summer Commencement

Spring 2014 Term
ELM Residency Session (Seven-Week)

Tuesday, November 12, 2013	Registration Opens
Friday, November 15, 2013	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation – for ELM Residency Session Students Only
Monday, December 16, 2013	Continuing Students' Registrations Due
Tuesday, December 17, 2013 – Tuesday, January 21, 2014	Final Registration Period
Monday, December 23, 2013 – Sunday, January 5, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Monday, January 13, 2014	Spring ELM Residency Session Classes Begin
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Tuesday, January 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Thursday, February 13, 2014	Last Day to Withdraw from Classes**
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Saturday, March 1, 2014	Spring ELM Residency Session Classes End
Friday, March 7, 2014	Spring ELM Residency Session Grades Due
Saturday, May 3, 2014	Spring Commencement

Summer 2014 Term
Traditional Session (12-Week)

Tuesday, March 18, 2014	Registration Opens
Monday, April 21, 2014	Continuing Students' Registrations Due
Tuesday, April 22, 2014 – Monday, May 12, 2014	Final Registration Period
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, May 5, 2014	Summer Traditional Session Classes Begin
Monday, May 12, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Monday, June 30, 2014	Last Day to Withdraw from Classes**
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Friday, July 25, 2014	Summer Traditional Session Classes End
Friday, July 25, 2014	Summer Commencement
Friday, August 1, 2014	Summer Traditional Session Grades Due

Summer 2014 Term
Traditional Six-Week Session 1

Tuesday, March 18, 2014	Registration Opens
Monday, April 21, 2014	Continuing Students' Registrations Due
Tuesday, April 22, 2014 – Monday, May 12, 2014	Final Registration Period
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, May 5, 2014	Summer Six-Week Session 1 Classes Begin
Monday, May 12, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, May 30, 2014	Last Day to Withdraw from Classes**
Saturday, June 14, 2014	Summer Six-Week Session 1 Classes End
Friday, June 20, 2014	Summer Six-Week Session 1 Grades Due
Friday, July 25, 2014	Summer Commencement

Summer 2014 Term
Traditional Six-Week Session 2

Tuesday, March 18, 2014	Registration Opens
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, June 2, 2014	Continuing Students' Registrations Due
Tuesday, June 3, 2014 – Monday, June 23, 2014	Final Registration Period
Monday, June 16, 2014	Summer Six-Week Session 2 Classes Begin
Monday, June 23, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Friday, July 11, 2014	Last Day to Withdraw from Classes**
Friday, July 25, 2014	Summer Six-Week Session 2 Classes End
Friday, July 25, 2014	Summer Commencement
Friday, August 1, 2014	Summer Six-Week Session 2 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Summer 2014 Term
Traditional Five-Week Session 1

Tuesday, March 18, 2014	Registration Opens
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, June 9, 2014	Continuing Students' Registrations Due
Tuesday, June 10, 2014 – Monday, June 30, 2014	Final Registration Period
Monday, June 23, 2014	Summer Five-Week Session Classes Begin
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Monday, June 30, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Tuesday, July 15, 2014	Last Day to Withdraw from Classes**
Friday, July 25, 2014	Summer Five-Week Session Classes End
Friday, July 25, 2014	Summer Commencement
Friday, August 1, 2014	Summer Five-Week Session Grades Due

Summer B 2014 Term
Traditional Five Week Session 1 –
Young Executive MBA, Young Executive MAM and Millennial MBA programs only

Tuesday, March 18, 2014	Registration Opens
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, June 9, 2014	Continuing Students' Registrations Due
Tuesday, June 10, 2014 – Monday, June 30, 2014	Final Registration Period
Monday, June 23, 2014	Summer Five-Week Session Classes Begin
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Monday, June 30, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Tuesday, July 15, 2014	Last Day to Withdraw from Classes**
Friday, July 25, 2014	Summer Five-Week Session Classes End
Friday, July 25, 2014	Summer Commencement
Friday, August 1, 2014	Summer Five-Week Session Grades Due

Summer 2014 Term
ELM Residency Session (Seven-Week)

Friday, March 14, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation – for ELM Residency Session Students
Tuesday, March 18, 2014	Registration Opens
Monday, April 21, 2014	Continuing Students' Registrations Due
Tuesday, April 22, 2014 – Monday, May 12, 2014	Final Registration Period
Monday, May 5, 2014	Summer ELM Residency Session Classes Begin
Monday, May 12, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Thursday, June 5, 2014	Last Day to Withdraw from Classes**
Saturday, June 21, 2014	Summer ELM Residency Session Classes End
Monday, June 30, 2014	Summer ELM Residency Session Grades Due
Friday, July 25, 2014	Summer Commencement

Summer 2014 Term
Graduate Psychology Summer Session 1

Tuesday, March 18, 2014	Registration Opens
Monday, April 21, 2014	Continuing Students' Registrations Due
Tuesday, April 22, 2014 – Monday, May 12, 2014	Final Registration Period
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, May 5, 2014	Summer Graduate Psychology Session 1 Classes Begin
Monday, May 12, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Tuesday, June 10, 2014	Last Day to Withdraw from Classes**
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Friday, June 27, 2014	Summer Graduate Psychology Session 1 Classes End
Monday, July 7, 2014	Summer Graduate Psychology Session 1 Grades Due
Friday, July 25, 2014	Summer Commencement

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Summer 2014 Term
Graduate Psychology Summer Session 2

Tuesday, March 18, 2014	Registration Opens
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, June 23, 2014	Continuing Students' Registrations Due
Tuesday, June 24, 2014 – Monday, July 14, 2014	Final Registration Period
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Monday, July 7, 2014	Summer Graduate Psychology Session 2 Classes Begin
Monday, July 14, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, July 25, 2014	Summer Commencement
Tuesday, August 12, 2014	Last Day to Withdraw from Classes**
Friday, August 29, 2014	Summer Graduate Psychology Session 2 Classes End
Friday, September 5, 2014	Summer Graduate Psychology Session 2 Grades Due

Summer B 2014 Term
Social Work (Advanced Standing) Session

Tuesday, March 18, 2014	Registration Opens
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Monday, August 4, 2014	Social Work Advanced Standing Session Classes Begin
Monday, August 11, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, August 15, 2014	Last Day to Withdraw from Classes**
Friday, August 22, 2014	Social Work Advanced Standing Session Classes End
Friday, August 29, 2014	Social Work Advanced Standing Session Grades Due

Summer 2014 Term
Study Abroad Session (TESOL Study Abroad)

Dates not yet confirmed	Graduate Study Abroad Registration Forms Due to the Center for Global Learning and Engagement
Dates not yet confirmed	TESOL Study Abroad Session Classes Begin
Dates not yet confirmed	Last Day to Add/Drop Classes or Submit Independent Study Proposals**
Dates not yet confirmed	TESOL Study Abroad Trip Begins
Dates not yet confirmed	TESOL Study Abroad Trip Ends
Dates not yet confirmed	Last Day to Withdraw from Classes**
Dates not yet confirmed	TESOL Study Abroad Session Classes End – Final Coursework Due
Dates not yet confirmed	TESOL Study Abroad Session Grades Due

Summer B 2014 Term
Study Abroad Session (TESOL Study Abroad) – TESOL Field-Based Students ONLY

Dates not yet confirmed	Graduate Study Abroad Registration Forms Due to the Center for Global Learning and Engagement
Dates not yet confirmed	TESOL Study Abroad Session Classes Begin
Dates not yet confirmed	Last Day to Add/Drop Classes or Submit Independent Study Proposals**
Dates not yet confirmed	TESOL Study Abroad Trip Begins
Dates not yet confirmed	TESOL Study Abroad Trip Ends
Dates not yet confirmed	Last Day to Withdraw from Classes**
Dates not yet confirmed	TESOL Study Abroad Session Classes End – Final Coursework Due
Dates not yet confirmed	TESOL Study Abroad Session Grades Due

Program-Specific Calendar and Sessions

Doctoral Programs in Higher Education at Azusa

Summer B 2013 Term
HED Session (Summer-Fall)

Tuesday, March 12, 2013	Registration Opens for Summer-Fall 2013 Session
Friday, April 26, 2013	Last Day to Submit Notice of Intent to Graduate for July 26, 2013 Graduation
Friday, July 12, 2013 – Sunday, July 14, 2013	New Student Orientation for Summer-Fall 2013 Session
Monday, July 15, 2013	On-campus Opening Session for HED Summer-Fall 2013 Begins for New Students
Monday, July 15, 2013	On-campus Closing Session for Spring 2013 Begins for Current Students
Friday, July 19, 2013	On-campus Closing Session for Spring 2013 Ends for Current Students
Monday, July 22, 2013	On-campus Opening Session for HED Summer-Fall 2013 Begins for Current Students
Wednesday, July 24, 2013 – Friday, August 2, 2013	Final Registration Period
Friday, July 26, 2013	On-campus Opening Session for Summer-Fall 2013 Ends

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Friday, July 26, 2013	Summer Commencement
Friday, August 2, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals for Summer-Fall 2013 Session**
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Saturday, December 14, 2013	Winter Commencement
Monday, December 23, 2013 – Wednesday, January 1, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Monday, January 6, 2014	On-campus Closing Session for Summer-Fall 2013 Begins
Wednesday, January 8, 2014	Last Day to Withdraw from Summer-Fall 2013 Session Classes**
Friday, January 10, 2014	HED Summer-Fall 2013 Session Ends
Friday, January 31, 2014	HED Summer-Fall 2013 Session Grades Due

Spring 2014 Term
HED Session (Spring)

Tuesday, November 12, 2013	Registration Opens for Spring 2014 Session
Monday, December 23, 2013 – Wednesday, January 1, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Monday, January 6, 2014	On-campus Closing Session for Summer-Fall 2013 Begins
Friday, January 10, 2014	On-campus Closing Session for Summer-Fall 2013 Ends
Monday, January 13, 2014	On-campus Opening Session for HED Spring 2014 Begins
Wednesday, January 15, 2014 – Monday, January 27, 2014	Final Registration Period
Friday, January 17, 2014	On-campus Opening Session for Spring 2014 Ends
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Monday, January 27, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals for Spring 2014 Session**
Friday, January 31, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Saturday, May 3, 2014	Spring Commencement
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Monday, July 14, 2014	On-campus Closing Session for Spring 2014 Begins
Wednesday, July 16, 2014	Last Day to Withdraw from Spring 2014 Session Classes**
Friday, July 18, 2014	HED Spring 2014 Session Ends
Friday, July 25, 2014	Summer Commencement
Friday, August 22, 2014	HED Spring 2014 Session Grades Due

Summer B 2014 Term
HED Session (Summer-Fall)

Tuesday, March 18, 2014	Registration Opens for Summer-Fall 2014 Session
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Friday, July 11, 2014 – Sunday, July 13, 2014	New Student Orientation for Summer-Fall 2014 Session
Monday, July 14, 2014	On-campus Opening Session for HED Summer-Fall 2014 Begins for New Students
Monday, July 14, 2014	On-campus Closing Session for Spring 2014 Begins for Current Students
Friday, July 18, 2014	On-campus Closing Session for Spring 2014 Ends for Current Students
Monday, July 21, 2014	On-campus Opening Session for HED Summer-Fall 2014 Begins for Current Students
Wednesday, July 23, 2014 – Friday, August 1, 2014	Final Registration Period
Friday, July 25, 2014	On-campus Opening Session for Summer-Fall 2014 Ends
Friday, July 25, 2014	Summer Commencement
Friday, August 1, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals for Summer-Fall 2014 Session**
Friday, September 12, 2014	Last Day to Submit Notice of Intent to Graduate for December 13, 2014 Graduation
Thursday, November 27, 2014 – Sunday, November 30, 2014	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Saturday, December 13, 2014	Winter Commencement

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Monday, December 22, 2014 – Thursday, January 1, 2015	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2014 – January 1, 2015
Monday, January 5, 2015	On-campus Closing Session for Summer-Fall 2014 Begins
Wednesday, January 7, 2015	Last Day to Withdraw from Summer-Fall 2014 Session Classes**
Friday, January 9, 2015	HED Summer-Fall 2014 Session Ends
Friday, January 30, 2015	HED Summer-Fall 2014 Session Grades Due

Doctor of Ministry Program

Fall 2013 Term
Doctor of Ministry Session

Tuesday, July 9, 2013	D.Min. Fall Session Registration Opens
Monday, September 30, 2013	D.Min. Fall Session Begins
Monday, October 21, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Thursday, November 28, 2013 – Sunday, December 1, 2013	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Monday, December 23, 2013 – Saturday, January 4, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Sunday, January 5, 2014	D.Min. Fall On-campus Intensive Classes Begin
Saturday, January 18, 2014	D.Min. Fall On-campus Intensive Classes End
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Friday, January 31, 2014	Last Day to Withdraw from Classes**
Friday, January 31, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Friday, March 21, 2014	D.Min. Fall Session Ends
Friday, April 4, 2014	D.Min. Fall Session Grades Due
Saturday, May 3, 2014	Spring Commencement

Summer B 2014 Term
Doctor of Ministry Session

Tuesday, March 18, 2014	D.Min. Summer B Session Registration Opens
Monday, March 31, 2014	D.Min. Summer B Session Begins
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Monday, April 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Sunday, July 6, 2014	D.Min. Summer B On-campus Intensive Session Begins
Saturday, July 19, 2014	D.Min. Summer B On-campus Intensive Session Ends
Friday, August 1, 2014	Last Day to Withdraw from Classes**
Friday, September 12, 2014	Last Day to Submit Notice of Intent to Graduate for December 13, 2014 Graduation
Friday, September 19, 2014	D.Min. Summer B Session Ends
Friday, October 3, 2014	D.Min. Summer B Session Grades Due
Saturday, December 13, 2014	Winter Commencement

Doctor of Physical Therapy

2014 Cohort (students who will begin Spring 2014)
Year 1

Spring 2014 Term
Traditional Nine-Week Session 1

Tuesday, November 12, 2013	Registration Opens
Monday, January 13, 2014	Continuing Students' Registrations Due
Tuesday, January 14, 2014 – Monday, February 10, 2014	Final Registration Period
Monday, February 3, 2014	Spring Nine-Week Session 1 Classes Begin
Monday, February 10, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Friday, March 14, 2014	Last Day to Withdraw from Classes**
Saturday, April 5, 2014	Spring Nine-Week Session 1 Classes End
Friday, April 11, 2014	Spring Nine-Week Session 1 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Spring 2014 Term
Traditional Nine-Week Session 2

Tuesday, November 12, 2013	Registration Opens
Monday, March 24, 2014	Continuing Students' Registrations Due
Tuesday, March 25, 2014 – Monday, April 21, 2014	Final Registration Period
Monday, April 14, 2014	Spring Nine-Week Session 2 Classes Begin
Wednesday, April 16, 2014	Community Chapel
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Monday, April 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, May 23, 2014	Last Day to Withdraw from Classes**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Saturday, June 14, 2014	Spring Nine-Week Session 2 Classes End
Friday, June 20, 2014	Spring Nine-Week Session 2 Grades Due

Summer 2014 Term
DPT I Summer Session

Tuesday, March 18, 2014	Registration Opens
Monday, June 9, 2014	Continuing Students' Registrations Due
Tuesday, June 10, 2014 – Monday, June 30, 2014	Final Registration Period
Monday, June 23, 2014	DPT I Summer Session Classes Begin
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Monday, June 30, 2014	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Tuesday, July 29, 2014	Last Day to Withdraw from Classes**
Friday, August 15, 2014	DPT I Summer Session Classes End
Friday, August 22, 2014	DPT I Summer Session Grades Due

2013 Cohort (students who began Spring 2013)
Year 1

Fall 2013 Term
Traditional Nine-Week Session 1

Tuesday, July 9, 2013	Registration Opens
Tuesday, August 13, 2013	Continuing Students' Registrations Due
Wednesday, August 14, 2013 – Tuesday, September 10, 2013	Final Registration Period
Tuesday, September 3, 2013	Fall Nine-Week Session 1 Classes Begin
Wednesday, September 4, 2013	Community Chapel
Tuesday, September 10, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, October 11, 2013	Dinner Rally
Monday, October 14, 2013	Last Day to Withdraw from Classes**
Monday, November 4, 2013	Fall Nine-Week Session 1 Classes End
Monday, November 11, 2013	Fall Nine-Week Session 1 Grades Due

Fall 2013 Term
Traditional Nine-Week Session 2

Tuesday, July 9, 2013	Registration Opens
Monday, October 21, 2013	Continuing Students' Registrations Due
Tuesday, October 22, 2013 – Monday, November 18, 2013	Final Registration Period
Monday, November 11, 2013	Fall Nine-Week Session 2 Classes Begin
Monday, November 18, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Thursday, November 28, 2013 – Sunday, December 1, 2013	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Friday, December 20, 2013	Last Day to Withdraw from Classes**
Monday, December 23, 2013 – Sunday, January 5, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Saturday, January 25, 2014	Fall Nine-Week Session 2 Classes End
Friday, January 31, 2014	Fall Nine-Week Session 2 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Year 2

Spring 2014 Term
Traditional Nine-Week Session 1

Tuesday, November 12, 2013	Registration Opens
Monday, January 13, 2014	Continuing Students' Registrations Due
Tuesday, January 14, 2014 – Monday, February 10, 2014	Final Registration Period
Monday, February 3, 2014	Spring Nine-Week Session 1 Classes Begin
Monday, February 10, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Friday, March 14, 2014	Last Day to Withdraw from Classes**
Saturday, April 5, 2014	Spring Nine-Week Session 1 Classes End
Friday, April 11, 2014	Spring Nine-Week Session 1 Grades Due

Spring 2014 Term
Traditional Nine-Week Session 2

Tuesday, November 12, 2013	Registration Opens
Monday, March 24, 2014	Continuing Students' Registrations Due
Tuesday, March 25, 2014 – Monday, April 21, 2014	Final Registration Period
Monday, April 14, 2014	Spring Nine-Week Session 2 Classes Begin
Wednesday, April 16, 2014	Community Chapel
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Monday, April 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, May 23, 2014	Last Day to Withdraw from Classes**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Saturday, June 14, 2014	Spring Nine-Week Session 2 Classes End
Friday, June 20, 2014	Spring Nine-Week Session 2 Grades Due

Summer 2014 Term
DPT II Summer Session

Tuesday, March 18, 2014	Registration Opens
Monday, June 9, 2014	Continuing Students' Registrations Due
Tuesday, June 10, 2014 – Monday, June 30, 2014	Final Registration Period
Monday, June 23, 2014	DPT II Summer Session Classes Begin
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Monday, June 30, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Thursday, July 24, 2014	Last Day to Withdraw from Classes**
Friday, August 8, 2014	DPT II Summer Session Classes End
Friday, August 15, 2014	DPT II Summer Session Grades Due

2012 Cohort (students who began Spring 2012)
Year 2

Fall 2013 Term
DPT II Fall Session 1

Tuesday, July 9, 2013	Registration Opens
Monday, July 22, 2013	Continuing Students' Registrations Due
Tuesday, July 23, 2013 – Monday, August 19, 2013	Final Registration Period
Monday, August 12, 2013	DPT II Fall Session 1 Classes Begin
Monday, August 19, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Tuesday, September 17, 2013	Last Day to Withdraw from Classes**
Friday, October 4, 2013	DPT II Fall Session 1 Classes End
Friday, October 11, 2013	DPT II Fall Session 1 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Fall 2013 Term
DPT II Fall Session 2

Tuesday, July 9, 2013	Registration Opens
Monday, September 23, 2013	Continuing Students' Registrations Due
Tuesday, September 24, 2013 – Monday, October 21, 2013	Final Registration Period
Monday, October 14, 2013	DPT II Fall Session 2 Classes Begin
Monday, October 21, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Tuesday, November 19, 2013	Last Day to Withdraw from Classes**
Thursday, November 28, 2013 – Sunday, December 1, 2013	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Friday, December 6, 2013	DPT II Fall Session 2 Classes End
Friday, December 13, 2013	DPT II Fall Session 2 Grades Due

Spring 2014 Term
DPT II Spring 1A Session

Tuesday, November 12, 2013	Registration Opens
Monday, November 25, 2013	Returning Students' Registrations Due
Tuesday, November 26, 2013 – Monday, December 23, 2013	Final Registration Period
Monday, December 16, 2013	DPT II Spring 1A Session Classes Begin
Monday, December 23, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, December 23, 2013 – Sunday, January 5, 2014	HOLIDAY*: Christmas Vacation (no classes), offices closed December 24, 2013 – January 1, 2014
Monday, January 20, 2014	HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Tuesday, January 28, 2014	Last Day to Withdraw from Classes**
Friday, February 14, 2014	HOLIDAY*: Presidents' Day Observed (no classes, offices closed)
Friday, February 14, 2014	DPT II Spring 1A Session Classes End
Friday, February 21, 2014	DPT II Spring 1A Session Grades Due

Year 3

Spring 2014 Term
DPT III Spring 1B Session

Tuesday, November 12, 2013	Registration Opens
Monday, February 3, 2014	Continuing Students' Registrations Due
Tuesday, February 4, 2014 – Monday, March 3, 2014	Final Registration Period
Monday, February 24, 2014	DPT III Spring 1B Session Classes Begin
Monday, March 3, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, March 21, 2014	Last Day to Withdraw from Classes**
Friday, April 4, 2014	DPT III Spring 1B Session Classes End
Friday, April 11, 2014	DPT III Spring 1B Session Grades Due

Spring 2014 Term
Traditional Nine-Week Session 2

Tuesday, November 12, 2013	Registration Opens
Monday, March 24, 2014	Continuing Students' Registrations Due
Tuesday, March 25, 2014 – Monday, April 21, 2014	Final Registration Period
Monday, April 14, 2014	Spring Nine-Week Session 2 Classes Begin
Wednesday, April 16, 2014	Community Chapel
Friday, April 18, 2014	HOLIDAY*: Good Friday (no classes, offices closed)
Monday, April 21, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, May 23, 2014	Last Day to Withdraw from Classes**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Saturday, June 14, 2014	Spring Nine-Week Session 2 Classes End
Friday, June 20, 2014	Spring Nine-Week Session 2 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Summer 2014 Term
DPT III Summer Session 1

Tuesday, March 18, 2014	Registration Opens
Monday, June 2, 2014	Continuing Students' Registrations Due
Tuesday, June 3, 2014 – Monday, June 23, 2014	Final Registration Period
Monday, June 16, 2014	DPT III Summer Session 2 Classes Begin
Monday, June 23, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Friday, July 4, 2014	HOLIDAY*: Independence Day Observed (no classes, offices closed)
Friday, July 14, 2014	Last Day to Withdraw from Classes**
Friday, July 25, 2014	DPT III Summer Session 2 Classes End
Friday, August 1, 2014	DPT III Summer Session 2 Grades Due

Summer 2014 Term
DPT III Summer Session 2

Tuesday, March 18, 2014	Registration Opens
Monday, July 14, 2014	Continuing Students' Registrations Due
Tuesday, July 15, 2014 – Monday, August 4, 2014	Final Registration Period
Monday, July 28, 2014	DPT III Summer Session 2 Classes Begin
Monday, August 4, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, August 22, 2014	Last Day to Withdraw from Classes**
Friday, September 5, 2014	DPT III Summer Session 2 Classes End
Friday, September 12, 2014	DPT III Summer Session 2 Grades Due

2011 Cohort (students who began Spring 2011)
Year 3
Fall 2013 Term
Traditional Nine-Week Session 1

Tuesday, July 9, 2013	Registration Opens
Tuesday, August 13, 2013	Continuing Students' Registrations Due
Wednesday, August 14, 2013 – Tuesday, September 10, 2013	Final Registration Period
Tuesday, September 3, 2013	Fall Nine-Week Session 1 Classes Begin
Wednesday, September 4, 2013	Community Chapel
Tuesday, September 10, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Friday, October 11, 2013	Dinner Rally
Monday, October 14, 2013	Last Day to Withdraw from Classes**
Monday, November 4, 2013	Fall Nine-Week Session 1 Classes End
Monday, November 11, 2013	Fall Nine-Week Session 1 Grades Due
Saturday, December 14, 2013	Winter Commencement

Fall 2013 Term
DPT III Fall Session 1

Tuesday, July 9, 2013	Registration Opens
Monday, August 19, 2013	Continuing Students' Registrations Due
Tuesday, August 20, 2013 – Monday, September 16, 2013	Final Registration Period
Monday, September 9, 2013	DPT III Fall Session 1 Classes Begin
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Monday, September 16, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, October 4, 2013	Last Day to Withdraw from Classes**
Friday, October 18, 2013	DPT III Fall Session 1 Classes End
Friday, October 25, 2013	DPT III Fall Session 1 Grades Due
Saturday, December 14, 2013	Winter Commencement

*Students are advised to review syllabus for classes which fall on holidays.
**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Fall 2013 Term

DPT III Fall Session 2

Tuesday, July 9, 2013	Registration Opens
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Monday, September 30, 2013	Continuing Students' Registrations Due
Tuesday, October 1, 2013 – Monday, October 28, 2013	Final Registration Period
Monday, October 21, 2013	DPT III Fall Session 2 Classes Begin
Monday, October 28, 2013	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Friday, November 15, 2013	Last Day to Withdraw from Classes**
Thursday, November 28, 2013 – Sunday, December 1, 2013	HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Friday, November 29, 2013	DPT III Fall Session 2 Classes End
Friday, December 6, 2013	DPT III Fall Session 2 Grades Due
Saturday, December 14, 2013	Winter Commencement

Master of Fine Arts

Summer B 2014 Term

Traditional Session (12-Week)

Tuesday, March 18, 2014	Registration Opens
Monday, April 21, 2014	Continuing Students' Registrations Due
Tuesday, April 22, 2014 – Friday, May 16, 2014	Final Registration Period
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, May 5, 2014	Summer B Traditional Session Begins
Friday, May 16, 2014	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals**
Monday, May 26, 2014	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, June 27, 2014	Day of Prayer*: (no classes, offices closed)
Monday, June 30, 2014	MFA On-campus Intensive Classes Begin
Monday, June 30, 2014	Last Day to Withdraw from Classes**
Friday, July 4, 2014	HOLIDAY*: Independence Day (no classes, offices closed)
Monday, July 7, 2014	Last Day to Register** for New MFA Students (via Enrollment Activity Form only)
Friday, July 25, 2014	MFA On-Campus Intensive Classes End
Friday, July 25, 2014	Summer B Traditional Session Ends
Friday, July 25, 2014	Summer Commencement
Friday, August 8, 2014	Summer B Traditional Session Grades Due

Coursework continues in the traditional Fall and Spring terms.

Global Leadership

Fall 2013 Term

Global Leadership Session

Tuesday, July 9, 2013	Registration Opens
July through August	Intensive Sessions Abroad
Tuesday, August 13, 2013	Registration Due
Wednesday, August 14, 2013 – Tuesday, September 10, 2013	Final Registration Period
Tuesday, September 3, 2013	Global Leadership Fall 2013 Session Begins
Tuesday, September 10, 2013	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, September 13, 2013	Last Day to Submit Notice of Intent to Graduate for December 14, 2013 Graduation
Monday, November 11, 2013	Last Day to Withdraw from Classes**
Friday, December 13, 2013	Global Leadership Fall 2013 Session Ends
Saturday, December 14, 2013	Winter Commencement
Friday, December 20, 2013	Global Leadership Fall 2013 Session Grades Due

Spring 2014 Term

Global Leadership Session

Tuesday, November 12, 2012	Registration Opens
Monday, December 16, 2013	Registration Due
Tuesday, December 17, 2013 – Tuesday, January 21, 2014	Final Registration Period
Monday, January 13, 2014	Global Leadership Spring 2014 Session Begins
Tuesday, January 21, 2014	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, January 31, 2014	Last Day to Submit Notice of Intent to Graduate for May 3, 2014 Graduation
Thursday, March 27, 2014	Last Day to Withdraw from Classes**
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Friday, May 2, 2014	Global Leadership Spring 2014 Session Ends
Saturday, May 3, 2014	Spring Commencement
Friday, May 9, 2014	Global Leadership Spring 2014 Session Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

Summer 2014 Term
Global Leadership Session

Tuesday, March 18, 2014	Registration Opens
Monday, April 21, 2014	Registration Due
Tuesday, April 22, 2014 – Monday, May 12, 2014	Final Registration Period
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Monday, May 5, 2014	Global Leadership Summer 2014 Session Begins
Monday, May 12, 2014	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, July 11, 2014	Last Day to Withdraw from Classes**
Friday, July 25, 2014	Summer Commencement
Friday, August 15, 2014	Global Leadership Summer 2014 Session Ends
Friday, August 22, 2014	Global Leadership Summer 2014 Session Grades Due

TESOL Field-Based Program

Summer B 2013 Term
TESOL Field-based Session

Monday, July 15, 2013	Intensive On-campus Classes Begin
Wednesday, July 17, 2013	Summer B 2013 TESOL Field-based Registration Due
Monday, July 22, 2013	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, July 26, 2013	Intensive On-campus Classes End
Friday, July 26, 2013	Summer Commencement
Friday, November 1, 2013	Last Day to Withdraw from Classes**
Friday, December 27, 2013	Summer B 2013 TESOL Field-based Session Ends
Friday, March 7, 2014	Summer B 2013 TESOL Field-based Grades Due

Spring 2014 Term
TESOL Field-based Session

Monday, January 20, 2014	Intensive Abroad Classes Begin
Wednesday, January 29, 2014	Spring 2014 TESOL Field-based Registration Due
Friday, January 31, 2014	Intensive Abroad Classes End
Monday, February 3, 2014	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, April 25, 2014	Last Day to Submit Notice of Intent to Graduate for July 25, 2014 Graduation
Friday, May 9, 2014	Last Day to Withdraw from Classes**
Friday, July 4, 2014	Spring 2014 TESOL Field-based Session Ends
Friday, September 5, 2014	Spring 2014 TESOL Field-based Grades Due

Summer B 2014 Term
TESOL Field-based Session

Monday, July 14, 2014	Intensive On-campus Classes Begin
Wednesday, July 16, 2014	Summer B 2014 TESOL Field-based Registration Due
Monday, July 21, 2014	Last Day to Add or Drop Classes or Submit Independent Study Proposals**
Friday, July 25, 2014	Intensive On-campus Classes End
Friday, July 25, 2014	Summer Commencement
Friday, October 31, 2014	Last Day to Withdraw from Classes**
Friday, December 26, 2014	Summer B 2014 TESOL Field-based Session Ends
Friday, March 6, 2015	Summer B 2014 TESOL Field-based Grades Due

**An approved petition is required to register, add, or drop classes after this date. A $125 late fee applies.

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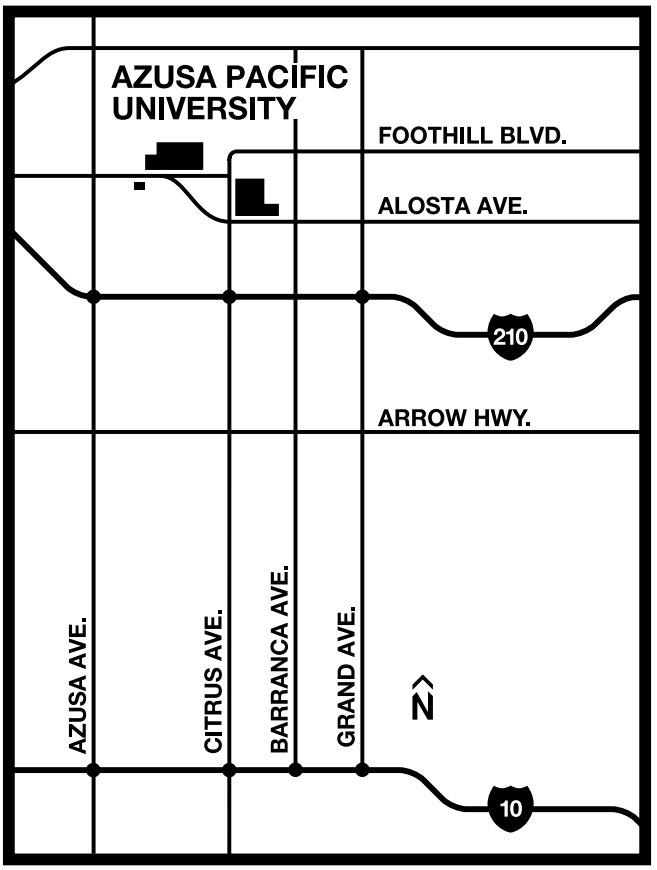

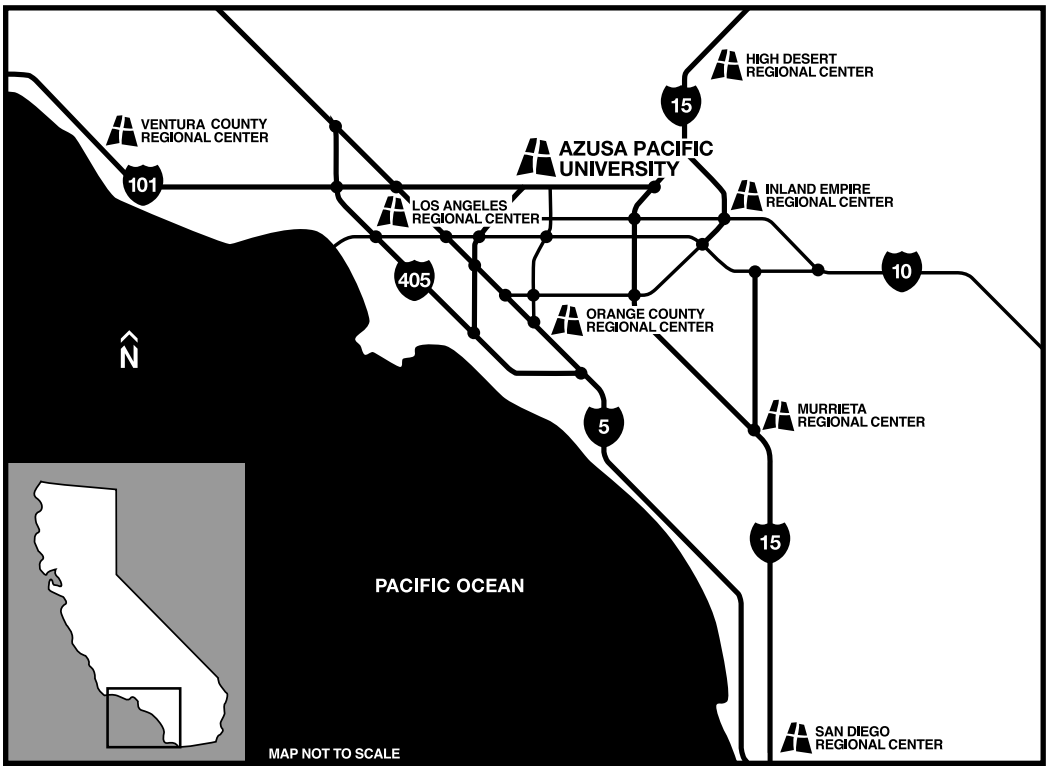

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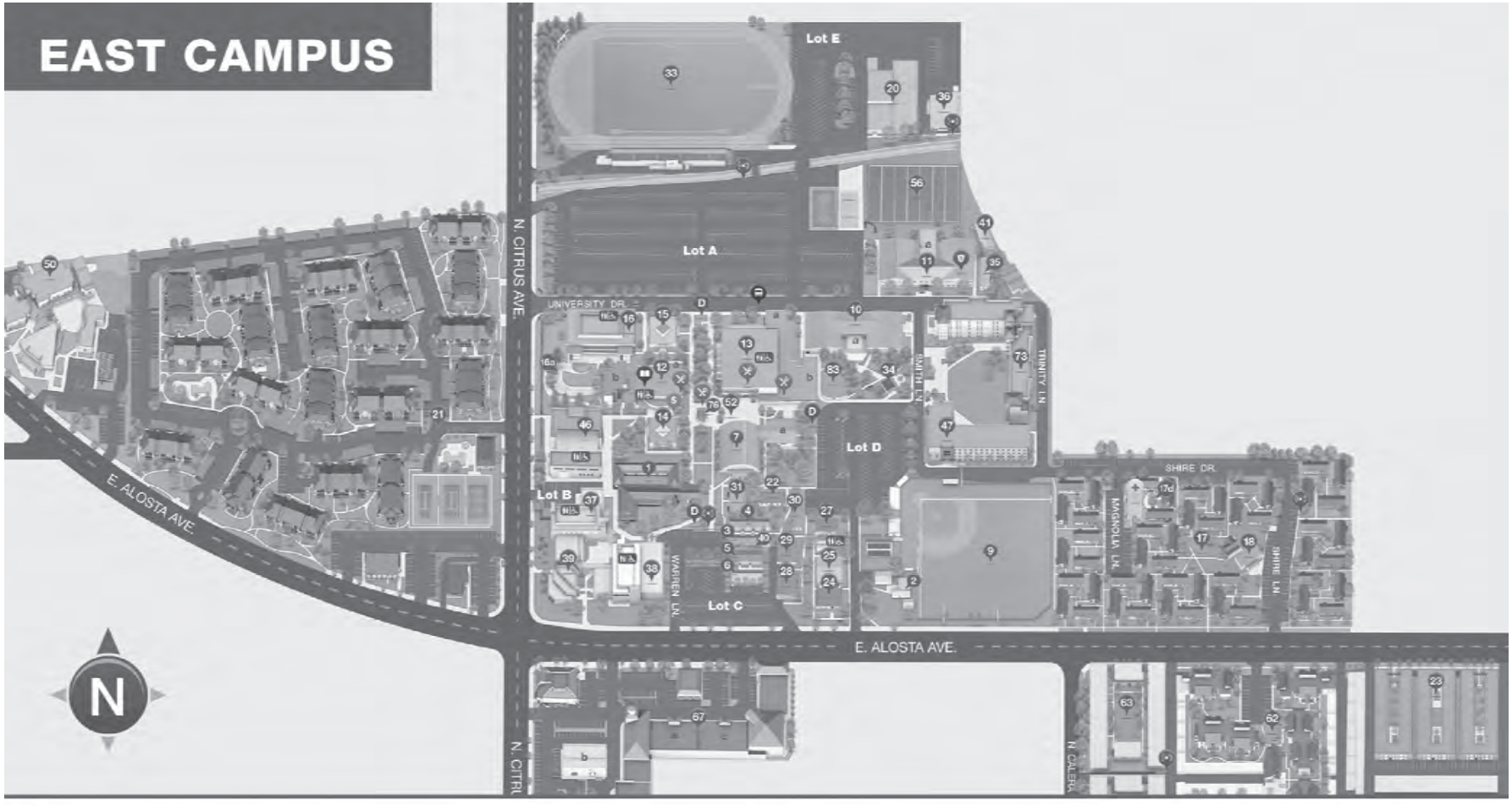
***For the most current campus maps, see www.apu.edu/maps/azusa/.**

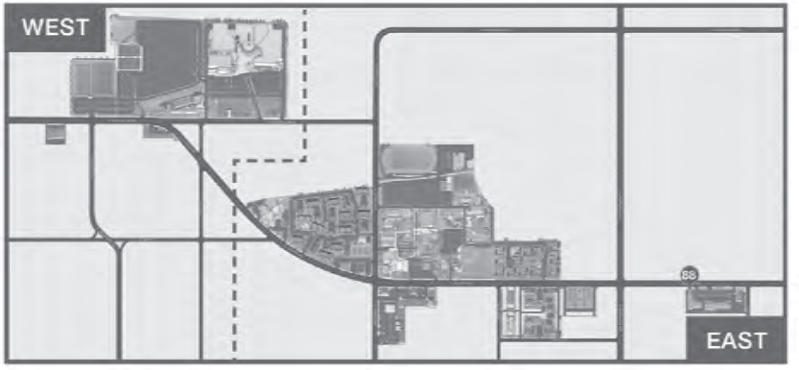
*For the most current campus maps, see www.apu./maps/azusa/.



NAVIGATING THE CAMPUS

- Automated Teller Machine
- Directory Map
- Library
- Campus Safety
- Food Services
- Trolley Stop
- Code Blue (Emergency Response)
- Health Center
- Restrooms, Handicapped Accessible

Azusa Pacific is a smoke-free campus. Thank you.



*For the most current campus maps, see www.apu.edu/maps/azusa/.

Welcome to the APU

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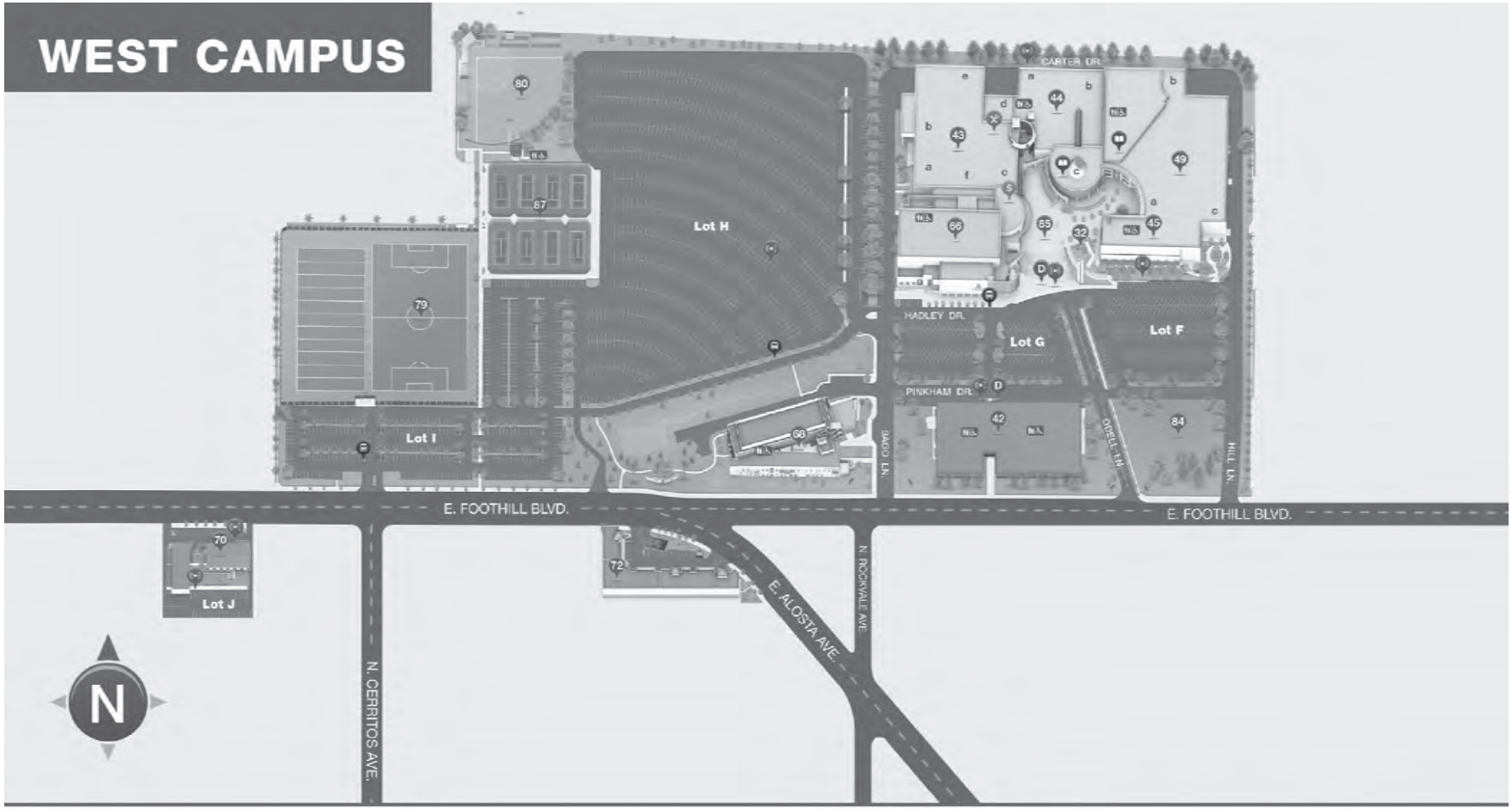
Umai Sushi **66**
University Services **44a**
Weight Room/Fitness Center **43e**
West Campus Lawn **84**

*For the most current campus maps, see www.apu.edu/maps/azusa/.

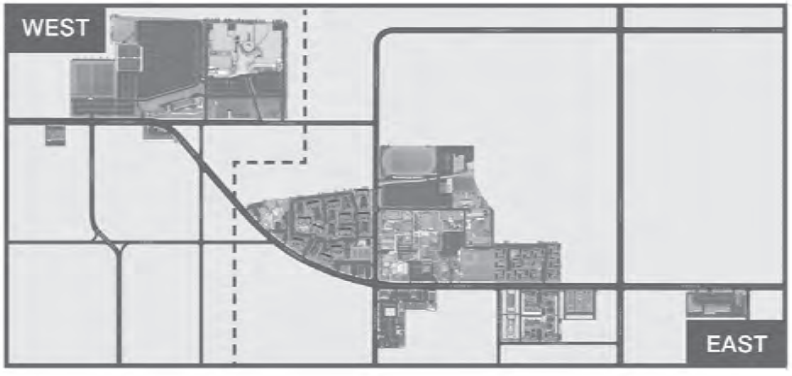
WEST CAMPUS



NAVIGATING THE CAMPUS

- Automated Teller Machine
- Directory Map
- Library
- Campus Safety
- Food Services
- Trolley Stop
- Code Blue (Emergency Response)
- Health Center
- Restrooms, Handicapped Accessible

Azusa Pacific is a smoke-free campus. Thank you.



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