

AZUSA PACIFIC UNIVERSITY

Graduate Programs



GRADUATE CATALOG 1999-2000





901 E. ALOSTA AVE.
PO BOX 7000
AZUSA, CA 91702-7000
(626) 969-3434
(800) TALK-APU
www.apu.edu

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

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

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

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

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

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

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

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



Richard E. Felix, Ph.D.
President

GRADUATE DEGREE PROGRAMS

(Emphases are indented below
the appropriate major.)

COLLEGE OF LIBERAL ARTS AND SCIENCES

Master of Science in Applied Computer Science and Technology

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

CERTIFICATES

Master of Software Engineering

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

CERTIFICATES

Master of Physical Therapy

SCHOOL OF BUSINESS AND MANAGEMENT

Master of Business Administration

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

Master of Arts in Human and Organizational Development

Master of Arts in Organizational Management

SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES

Master of Arts in Education

Curriculum and Instruction
Pupil Personnel Services
School Administration
Special Education
Teaching

CREDENTIALS

Mild/Moderate Disabilities Specialist
Multiple-Subject
Multiple-Subject Intern Program
Single-Subject

CERTIFICATES

Master of Arts in Language and Literary Development

Master of Education

College Student Affairs
Educational Technology
Physical Education

Doctor of Education in Educational Leadership

Master of Arts in Social Science

Leadership Studies
Operation Impact

Master of Arts in Clinical Psychology

Marital and Family Therapy

Doctor of Psychology in Clinical Psychology

Family Psychology

SCHOOL OF MUSIC

Master of Music in Performance

Master of Music Education

SCHOOL OF NURSING

Articulated ADN-BSN-MSN

CERTIFICATES

Articulated RN-MSN

Master of Science in Nursing

Clinical Specialization in:

Adult Nursing
Family Nurse Practitioner
Parent-Child Nursing

Optional Additional Emphasis in:

Nursing Administration
Nursing Education
Parish Nursing

HAGGARD GRADUATE SCHOOL OF THEOLOGY

Master of Arts in Christian Education

Youth Ministry

Master of Arts in Nonprofit Leadership and Theology

Master of Arts in Pastoral Studies

Master of Arts in Religion

Biblical Studies
Theology and Ethics

Master of Divinity

Doctor of Ministry

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GENERAL INFORMATION

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REGARDING THE CATALOG

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

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

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

STATEMENT OF MISSION AND PURPOSE

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

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

ESSENCE STATEMENT

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

Christian

We are Christians who:

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

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

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

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

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

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

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

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

Academic

We are scholars who:

believe that all truth is of God; therefore, we recognize the importance of each field of study both for its own significance and for its interrelationship with other areas of knowledge. believe that God desires that we pursue excellence according to the standard of His will for us.

exhibit intellectual curiosity, flexibility, and critical 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.

STATEMENT OF FAITH

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

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

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

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

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

We believe in the resurrection of 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.

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

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

STATEMENT OF ACADEMIC FREEDOM

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

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

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

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

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

HISTORY

Azusa Pacific University is the product of the merger between three Christian institutions in the Southern California area. The following is a brief historical sketch of the three respective colleges: The Training School for Christian Workers, Pacific Bible College, and Azusa College.

The origins of Azusa Pacific University date back to 1899. During that year, a group of spiritual leaders from various denominations met to pray in the home of Philena B. Hadley. Their mutual concern was the formation of a Bible college in the Southwest for the purpose of training students for service and missionary endeavors. As a result of their efforts, the first class of 12 students met on March 3, 1900.

The first principal for the school was Mary A. Hill, who served in this position for one year. In 1901 the school was moved to the Boyle Heights area of Los Angeles and then to Figueroa and First streets in 1902. In 1907 the school obtained facilities in Huntington Park and remained there until moving to the Citrus and Alosta location in Azusa. For many years, the school was known as the Training School for Christian Workers. In 1939 the name was changed to Pacific Bible College.

In 1946 a 12-acre campus was purchased one mile east of Azusa on Highway 66. In 1955 a gift of an additional 1.6 acres adjacent to the campus made possible a further expansion of the program for education of young people in a Christ-centered atmosphere. In 1956 the name of the college was officially changed to Azusa College.

Los Angeles Pacific College was founded in 1903, and was then named Los Angeles Free Methodist Seminary by a group of ministers and laymen of the Free Methodist Church who desired for their children to receive the best in educational advantages within a Christian atmosphere. The 1954 session of the board and administration of the Free Methodist Church of North America granted senior college standing to Los Angeles Pacific College. Two distinct courses of study were offered: one leading to the Associate of Arts degree; the other, to the Bachelor of Arts degree. In the spring of 1965, Los Angeles Pacific College merged with Azusa College to form Azusa Pacific College.

Arlington College was established in 1954 by the Association of the Churches of God in Southern California. The school was founded to provide training at the collegiate level for ministers, church musicians, church school teachers, and missionaries. Class instruction began on October 1, at Arlington, California, in temporary facilities made available by the Association. In 1959, the college secured a five-acre site in Long Beach adjacent to California State University.

Following extensive discussion and planning with Cornelius P. Haggard, Ph.D., President of Azusa Pacific College, the Long Beach property of Arlington College was sold; and, in the fall of 1968, Arlington College merged with Azusa Pacific College. The library furnishings and equipment from the Long Beach property, along with a sum of \$50,000, were donated for the purpose of perpetuating an Arlington Memorial Room on the Azusa Pacific Campus. The faculty, staff, and students of Arlington College were warmly welcomed by their new college family at the Azusa campus.

Azusa Pacific University is a comprehensive, interdenominational, Christian university of the liberal arts and professional programs that seeks to serve its denominations and their evangelical constituencies throughout the world. Cooperative denominations include the Brethren in Christ Church, the Church of God, the Free Methodist Church, the Missionary Church, the Friends Church, the Wesleyan Church, and the Salvation Army. The university aims for the holistic development of its students, promoting an entrepreneurial spirit through academic excellence and outstanding cocurricular programming.

The Board of Trustees took action in February 1981 to assume university status. In May 1981, the board adopted the name Azusa Pacific University. The university is accredited by the Western Association of Schools and Colleges. The School of Nursing's programs are accredited by the National League of Nursing. The undergraduate Social Work Program is accredited by the Council on Social Work Education. The Graduate School of Theology is accredited by the Association of Theological Schools. Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing for elementary or secondary school teaching. Azusa Pacific University is approved for the training of veterans under the Veterans Bill of Rights. The university is designated by the United States Department of Justice for the training of students from foreign countries.

LOCATION AND CAMPUS

Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus. Situated on the 52-acre valley campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of an additional 21 acres on Foothill Boulevard, within a quarter-mile of campus, provides the university with room to grow. The West Campus now houses the Schools of Nursing and Education and Behavioral Studies, as well as the Departments of Computer Science and Physical Therapy, the Center for Accelerated Degree Program, numerous classrooms and faculty offices, and administrative facilities. The state-of-the-art Hugh and Hazel Darling Graduate Library opened in January 1998. A 3,500-seat Event Center will be the next major building project.

APU also has seven offsite centers throughout Southern California.

1. High Desert Center

Program: Education
Victor Valley College
Lower Campus, LP5
18422 Bear Valley Rd.
Victorville, CA 92392
(760) 952-1765

2. Inland Empire

Programs: Education and Graduate Nursing
685 E. Carnegie Dr., Ste. 170
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807

3. Orange County

Programs: Education, Clinical Psychology, and Computer Science
1915 Orangewood Ave., Ste. 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111

4. San Diego Center

Programs: Education and Theology
2820 Camino Del Rio South, Ste. 100
San Diego, CA 92108
(619) 718-9655
(877) 210-8839 (toll free)

5. Temecula Valley Center

Program: Education
Mt. San Jacinto College,
Menifee Campus
28237 La Piedra Rd.
Menifee, CA 92854
(909) 679-6413
(877) 210-8841 (toll free)

6. Ventura Center

Program: Education
5740 Ralston St.
Ventura, CA 93003
(805) 677-5825
(877) 210-8840 (toll free)

7. Wilshire Campus

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

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

ACCREDITATIONS AND MEMBERSHIPS

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

The university holds membership in the American Alliance of Health, Physical Education, Recreation, and Dance; American Assembly of Collegiate Schools of Business; American Association of Colleges of Nursing; American Association of Registrars and Admissions Officers; American College Health Association; American Psychological Association; Association of Christian Schools International; Association of Collegiate Business Schools and Programs; Association of Conference and Events Directors; Association of Free Methodist Educational Institutions; Association of Independent California Colleges and Universities; Association of Independent California Colleges of Nursing; Association of Teacher Educators; Association of Theological Schools; California Association of Colleges for Teacher Education; California Association of Colleges of Nursing; California Campus Compact; California Council on the Education of Teachers; Council of Christian Colleges and

Universities; Council of Graduate Schools; Council of Independent Colleges; National Association of Christian College Admissions Personnel; National Association of College Admissions Counselors; National Association of Graduate Admissions Professionals; National Association of Independent Colleges and Universities; National Association of Student Financial Aid Administration; National Collegiate Honors Council; National Commission on Accrediting; National League for Nursing; National Society for Experiential Educators; Pacific Association of Collegiate Registrars and Admissions Officers; Sigma Theta Tau International; Western Association of College Admissions Counselors; Western Association of Graduate Schools; Western Association of Schools and Colleges; Western Institute of Nursing; Western Society for Research in Nursing; and Western Interstate Commission for Higher Education.

Accreditation documents are available in the Office of the Provost.

LIBRARIES

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

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

Special hours may be set for final exam weeks, vacation breaks, and holidays. The holdings of the William V. Marshburn Memorial Library include collections supporting liberal arts and sciences, religion, and business. This library includes extensive denominational collections of the Church of God (Anderson), Free Methodists, Salvation Army, and Society of Friends; a large holiness collection; and a historical music education collection. This library houses the Media Center with state-of-the-art audio-visual equipment, providing access to a large video, CD, and cassette tape collection. It also houses InterLibrary Loan and Document Delivery Services and the Office of Faculty Development.

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

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

ACADEMIC COMPUTER CENTER

The Academic Computer Center, located on the East Campus, is equipped with 34 PC workstations, 29 Macintosh workstations, and 4 HP Laser Jet printers operating on a Linux Based local area network. Software available includes Microsoft Office '97 Professional, SPSS, word processing, spreadsheets, medical programs, and databases, as well as a variety of specialty programs. The center is open seven days a week for maximum utilization by students except during holiday periods and breaks. Lab assistants are available during all operational hours.

COMPUTERS

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

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

PC	Pentium 233 32 mb RAM 1 gig Hard Drive 33.3 modem
Mac	200 mhz Processor 32 mb RAM 1 gig Hard Drive 33.3 modem

Some programs may specify a more expanded system.

HARASSMENT POLICY

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

STATEMENTS OF COMPLIANCE

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

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



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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 involvement in church, school, and community activities are reviewed.

To be considered for graduate admission, the applicant must have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade-point average (GPA). Candidates with a GPA of 2.5-2.99 may be considered for provisional admission. Those with grade-point averages below a 2.50 will need to file a petition and provide substantial evidence to be reviewed by the Admissions Committee.

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

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

To apply for graduate admission to Azusa Pacific University, students must request an application from:

Office of Graduate Admissions
Azusa Pacific University
901 E. Alost Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5470
Fax (626) 815-5445
www.apu.edu

APPLICATION AND FEE

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

TRANSCRIPTS

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

Transcript requests from APU are usually processed in five to seven working days from the date the request is received.

During peak periods transcript requests may take 14 working days. Faxed transcript requests are not accepted.

INTERNATIONAL GRADUATE ADMISSIONS

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

TOEFL REQUIREMENTS

All students graduating from non-English speaking institutions and applying to university graduate programs are required to submit a Test of English as a Foreign Language (TOEFL) Test scores. The graduate minimum required score is 550 on the paper version (213 on the computer version). Exceptions have been established for computer science (580 paper version and 237 computer version), doctorate and master's degree in clinical psychology, physical therapy, and doctorate in education (600 paper version and 250 computer version). In addition, students must enroll in TESL 500 English for Internationals during their first term at Azusa Pacific University regardless of TOEFL score. During the first class session an opportunity will be given to demonstrate proficiency in English.

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

CONDITIONAL ADMISSION

Some applicants have high academic ability, but have not yet achieved English proficiency. For these applicants, the following conditional admission options are offered (not applicable to TESOL applicants):

- A. Applicants with a TOEFL score between 500-549* (500-579 for computer science; 500-599 for those majors requiring 600 on the TOEFL) may be accepted conditionally and take part-time English classes in APU's School of Intensive English in addition to part-time graduate courses (provided they have already been accepted to the graduate program at the university).
- B. For those majors requiring a 550 TOEFL, applicants with a TOEFL score below 500 (550 for those majors requiring a 580 or 600) must attend the School of Intensive English full time until they qualify for Option A.
- C. Applicants who are not able to take the TOEFL test may apply to APU's School of Intensive English (SIE). Upon arrival at the SIE, 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 SIE (provided they have already been accepted to the graduate program at the university).

*A TOEFL score of 500 and above reflects an advanced English ability. On occasion some students may obtain this score yet not actually have advanced English ability. A student accepted to Option A will first be tested in APU's SIE. In order to study part time at the university, all of the student's English tests must reflect advanced English ability.

POLICY REGARDING FALSE INFORMATION

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

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

CHANGE OF DEGREE PROGRAM

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



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

COST OF ATTENDANCE 1999-2000

(effective 9/1/99)

Matriculation fees

Application	\$45
International Application	\$65

Tuition

Computer Science	\$390/unit
Education Doctoral Studies	\$500/unit
Family Nurse Practitioner	\$380/unit
MBA Continued Capstone	\$203/unit
MBA, MAHOD, MAOM	\$405/unit
MAOM (lock-step program)	\$405/unit
Master of Physical Therapy	\$380/unit
Ministry Doctoral Studies	\$325/unit
Psychology Doctoral Studies	\$500/unit
Software Engineering	\$500/unit
Student Teaching (12-unit package)	\$3,950/12 units
Theology (including discounts)	\$255/unit
Other Graduate Programs	\$365/unit
Audit-Graduate	50%/unit

Mandatory Fees

University Access and Safety Fee (all students/all locations)	\$60/year
Each 15-Week Session	\$20
Each 9-Week Session	\$10
Health Fee (mandatory for on-campus residents and international students on APU I-20s and IAP 66s)	\$170/semester

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

Special Fees

Independent Study	\$100/unit, plus tuition
International Fee	\$80/semester
Late Registration Fee	\$100/term
MBA Capstone Proposal Fee	\$135
Music-Private Lessons	\$200/unit
Nursing Fees (includes malpractice insurance)	\$100/See class schedule
Nurse Practitioner Clinical and Lab (See class schedule)	\$200
Physical Therapy Lab Fee	\$100/class
Research Account Fee	\$20
Recital Fee (conducting students)	\$100
Service Charge for Payment Plans 15-Week Sessions	\$75
9-Week Sessions	\$40
Transcript	\$5/copy
Internet Fee	\$50/semester

Graduation Fees

Graduation Fee	\$80
Placement File Set-up and 10 mailings	\$60
Renewal	\$55
Education Employment Opportunities Newsletter	\$40/year

PAYMENT PLANS

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

1. Payment in Full

Tuition and fees are due and payable at registration.

15-Week Semester Plan

Net balance owed plus a \$75 service charge

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

Fall: September 15, October 15, November 15
Spring: February 15, March 15, April 15

9-Week Session Plan

Net balance owed plus a \$40 service charge

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

2. Stafford Subsidized and Unsubsidized Stafford Loan Payment Plans

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

- The 15-week sessions require a 25 percent down payment (including a \$75 service charge).
- The 9-week sessions require a 50 percent down payment (including a \$40 service charge).

When the Stafford Loan is received, current balances including all term charges (i.e., Fall, Fall I, and Fall II) must be paid before any refunds are given. Students who cover the total charges for the loan period with the Federal Stafford Loan will not be charged a service charge.

3. Company Reimbursement Payment Plan

If a student's employer pays for tuition, the student must obtain a Company Reimbursement/Remission form from the Office of Graduate Student Financial Services, complete it, and enclose it with the Registration form and a letter from the company authorizing the student to

receive company reimbursement and detailing the company policy. A service charge will apply. Tuition, fees, and charges not covered must be paid at the time of registration.

4. Payment Plan Exceptions

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

REFUND POLICY

15-Week Semester Policy for Tuition Refund (Withdrawal)

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

Tuition (excluding fees):

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

Fees are not refundable.

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

9-Week Session Policy for Tuition Refund (Withdrawal)

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

Summer and Special Terms Policy

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

Other Refunds

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

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

Students Making Class Changes

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

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

FINANCIAL AGREEMENT

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

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

STUDENT EMPLOYMENT

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

FINANCIAL AID APPLICATION

Application for Financial Assistance

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

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

Application Priority Date

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

FINANCIAL AID POLICIES

SATISFACTORY PROGRESS

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

A. Quality of Progress— “Good Academic Standing”

- Graduate students requesting aid must maintain a minimum cumulative grade-point average of 3.0.
- Grade-point averages are reviewed at the end of each semester.
- Students who fail to maintain the minimum grade-point average will be given one semester of “Aid Probation” in which they must earn a 3.0 (for that semester); otherwise, they will be suspended from the aid programs.
- Students with no previous graduate work and transfer students who have less than a 3.0 will be given one semester of “Aid Probation” and must achieve a 3.0 grade-point average to continue receiving aid.

B. Quantity of Progress— “Unit Completion Requirement”

- Graduate students requesting aid must make progress toward their degree as follows:
 - Full time—18 units/year
 - Part time—10 units/year
- Unit completion is reviewed at the end of each academic year in June. Summer is considered part of the spring term for financial aid purposes. The following grades are considered to demonstrate satisfactory course completion: *A, B, C,* and *Pass*. These grades do not demonstrate course completion: *D, F, No Pass, Incomplete (I), Withdrawal (W),* and *In-Progress*.
- Repeated courses for which a satisfactory grade has been given may be counted only once for the purpose of academic progress.
- Remedial course work may be considered if it is specifically prescribed by the student’s academic advisor.
- Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are made up. Such units can be made up in the summer and/or by petitioning for a semester of “Aid Probation.” To petition, students must submit an APU General Petition form to the Office of Graduate Student Financial Services.

C. Quantity of Progress— “Maximum time Frame”

- Graduate students requesting aid are expected to complete their academic programs within a reasonable time frame (including transfer units) as follows:
 - Full time—3 academic years
 - Part time—5 academic years
- The time frame is reviewed when the application is submitted.
- Students may petition for extended time by submitting a General Petition form to the Graduate Center.

FINANCIAL AID PACKAGING

Azusa Pacific University offers financial aid in the form of employment, loans, grants, and scholarships. In order to serve the large number of students who need financial assistance, the university attempts to coordinate various elements of each student’s financial aid program. This “packaging” approach may include assistance from two or more financial aid sources. The university’s goal is to award all applicants the maximum scholarship, grant, and loan dollars for which they qualify, given restrictions on the availability of funds, institutional policies, and federal guidelines.

EQUITABLE TREATMENT

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

RELEASE OF RECORDS

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

KEEPING IN TOUCH

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

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

OUTSIDE AID RESOURCES

Students are required to report ALL resources known or expected to be available to them during the period for which they seek financial assistance. These

resources include, but are not limited to: veterans’ benefits, scholarships, fellowships, stipends, and unemployment earnings (including spouse’s, where applicable). Failure to report these resources can result in delays in receiving aid funds for which the student may be eligible, cancellation of the award, or even the return of funds already received.

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

OVERAWARDS

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

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

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

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

TYPES OF FINANCIAL AID

FEDERAL AID

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

Federal Stafford Loan

A loan program is available through many banks and credit unions from which graduate master’s degree-seeking students may borrow up to \$18,500 annually (\$10,500 annually for credential-only students). In order to receive a subsidized Federal

Stafford Loan, students must demonstrate need through completion of a FAFSA form. The interest rate is variable, and caps at 8.25 percent. Repayment begins six months after the student graduates or discontinues schooling, with public service deferment provisions available.

Unsubsidized funds up to \$18,500 per year may also be borrowed if the student shows “no need”; however, in this case the student is responsible for the interest payment while in school. All students applying for a Federal Stafford Loan must complete a FAFSA and GSLW.

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

STATE AID

Cal Grant A

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

Cal Grant T

This program is for students who did not receive Cal Grant A as an undergraduate. Recipients must be enrolled in courses that are required for the Preliminary Teaching Credential only (see the Department of Education).

The student must:

1. be admitted (including completing the admissions interview).
2. be enrolled in a teaching credential program: Multiple-Subject Traditional or Intern, Single-Subject, or Special Education. (Those in the Special Education Program must be admitted to the credential program, not just the master's program.)
3. take credential courses in fall 1999. (If the student has completed the credential course work, but will take master's courses in the fall, they are not eligible.)
4. not have previously received any Cal Grants (A, B, or T).
5. not already have a preliminary or clear credential.
6. submit a 1999-2000 FAFSA form (if not already submitted).

APLE Program

This program is also available to students pursuing teaching credentials who meet the following requirements:

1. be admitted (including the admissions interview).
2. be in a teaching credential program: Multiple-Subject Traditional or Intern, Single-Subject, or Special Education (those in the Special Education Program must be admitted to the credential program, not just the master's degree program) or have completed at least 60 semester units toward a bachelor's degree (through APU's traditional or accelerated degree completion programs).
3. take credential courses (or continue with his/her bachelor's degree program) in fall 1999 and maintain full-time status (definition in application) during the fall 1999 semester.
4. not have completed the course work necessary to obtain an initial teaching credential.
5. have received or been approved to receive government loans (see details on the program application).
6. agree to teach in the area that he/she selects on the application (math, science, bilingual education, special education, reading specialist, or low-income school) in a California public school for at least four consecutive years after obtaining a teaching credential.

Students with questions regarding specific qualifications and requirements of the APLE should contact (626) 815-5376.

Graduate Fellowships

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

EDUCATION AID

Alumni Teacher Education Discounts

Discounts of 25 percent are given to APU alumni who enroll in teacher education courses required for a teaching credential. Applications and a list of qualifying classes are available in the School of Education and Behavioral Studies.

The Center for Research on Ethics and Values

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

NURSING AID

Nursing Grants

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

THEOLOGY AID

Church of God Student Aid

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

John Wesley Foundation

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

Pew Charitable Trusts Foundation

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

Southern California Free Methodist Aid

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



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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 degree requirements, and admissions standards and policies. The university further reserves the right to refuse admission to any applicant at the discretion of the deans or the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

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

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

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

COURSE NUMBERING SYSTEM

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

College of Liberal Arts and Sciences

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

School of Business and Management

Business Administration
Human and Organizational Development
Organizational Management

School of Education and Behavioral Studies

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

School of Music

School of Nursing

C. P. Haggard School of Theology

Christian Education
Divinity
Ministry
Nonprofit Leadership and Theology
Pastoral Studies
Religion

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

LATE REGISTRATION

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

CREDIT HOURS

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

STUDY LOAD

To be classified as a full-time graduate student at the master's level, one must be enrolled in at least nine units per semester; at the doctorate level, seven units. Comparable requirements for part-time status are six and four units, respectively. With certain restrictions, students at the dissertation level are considered full-time if enrolled in any one of the following courses: EDUC 794, EDUC 795, PPSY 731, PPSY 732, or GDMN 790. Maximum

graduate enrollment at the master's level is 12 units per semester or 6 units in a nine-week term. Students in the Ed.D. Program who work full time may not enroll in more than seven units exclusive of fieldwork.

AUDITING

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

TRANSFER CREDIT*

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

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

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

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

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

GRADING

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

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

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

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

ACADEMIC ADVISING

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

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

ATTENDANCE REGULATION

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

REPEATED COURSES

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

FINAL EXAMINATIONS

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

NORMAL PROGRESS TOWARD A DEGREE AND TIME LIMIT FOR DEGREE*

A student has a maximum of eight years to complete a master’s or doctoral degree at APU, beginning from the date of initial enrollment to the degree program. A student has a maximum of 10 years to complete a Master of Divinity degree, beginning from the first date of enrollment for course work in the degree program, as this is permitted by ATS accreditation. In rare instances, extensions may be requested by waiver. Granting of such a waiver may entail additional degree requirements.

UNDERGRADUATE COURSES

APU courses at the 400 (senior) level may be taken for graduate credit; however, they must be taken after the bachelor’s degree has been granted and are subject to approval by the academic school granting

the degree. Courses below the senior level will not be counted toward a master’s degree.

INDEPENDENT STUDY

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

WITHDRAWAL FROM COURSES*

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of the 15-week term and during the first 6 weeks of the 9-week term, starting the first day of classes. The student must secure the appropriate form from the Office of the Registrar and obtain an approval signature from the professor. The student will receive a *W* (withdrawal) grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive an *F* in that course if accepted procedures for withdrawal are not followed. If the student wishes to initiate withdrawal after the deadline, he or she may do so by filing a special petition using the Academic Petition form available in the Office of the Registrar. Professor approval for withdrawal after the deadline should be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Petitions must be signed by the professor of the course in question and the department chair prior to

submission to the provost for approval. No financial adjustments will be made. (See “Refund Policy” under “Financial Information.”)

WITHDRAWAL FROM THE UNIVERSITY

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

Honorable Dismissal

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

STUDENT RECORDS POLICY

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

Release of Transcripts

Transcripts of Azusa Pacific University course work are available approximately six weeks after the completion of courses. Requests can be made in writing and should include the following information: location of classes taken, the last semester attended, where the transcript is to be sent, date of graduation (if applicable), Social Security number, and signature. An Azusa Pacific University Transcript Request form is available for the students’ convenience. A \$5-per-copy fee applies. Transcripts,

diplomas, and/or verifications of degrees will not be released until all the student’s financial obligations to the university are met.

Right of Access

With a few exceptions provided by law, students at Azusa Pacific University may see any of their educational records upon request. Access will generally be granted to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request. With some limited exceptions, students are also entitled to copies (at the student’s expense) of all records to which they have access. Students further have the right, under established procedures, to challenge the factual accuracy of the records and enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the student’s written consent. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and addresses. The student’s written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes.

The university has designated the following as directory information, which may, at the university’s discretion, be released to the public without the student’s consent:

student’s name and maiden name, address, telephone number, date and place of birth, major field of study and courses taken, participation in officially recognized activities and sports, weight and height (members of athletic teams), dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents’ names, addresses, and telephone numbers.

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

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

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

ACADEMIC INTEGRITY

The maintenance of academic integrity for a quality education is the responsibility of each student at Azusa Pacific University. Cheating or plagiarism in connection with an academic program is an offense for which a student may be expelled, suspended, or disciplined. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system.

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 advance 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 knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

See also: *Fraudulent Records Policy; Grievance Procedure; and Due Process.*

EARTHQUAKE PROCEDURES

In the event of an earthquake during working hours or while classes are in session, for the students' safety and those of others, it is requested that everyone adhere to the specific guidelines. Managers, supervisors, and faculty are responsible for the safety of their employees and the students in their classes. They must give directions to employees and students and ensure the implementation of the following guidelines:

During an earthquake:

1. Keep calm. Do not run or panic. By taking the proper precautions, the chances of being injured are reduced.
2. Stay put. Most injuries occur as people are entering or leaving buildings.
3. If the earthquake strikes when students are indoors, they should take cover under a desk, heavy table, bench, or against inside walls or doorways. Stay away from glass, windows, and overhead light fixtures. If the students are in a laboratory, they should stay away from hazardous materials that could spill and pose a hazard.
4. Do not use matches during or after the tremor.
5. If the earthquake occurs while students are outside, they should move away from buildings and utility wires. Move to an open area and stay there until the shaking stops.

After the earthquake:

1. Check for injuries. Do not attempt to move persons who may be seriously injured unless they are in danger of further injury.
2. If a gas leak is detected, call (626) 812-3002. Also notify the Emergency Operations team so that an evacuation may be conducted. The team will assemble in front of the university Health Center.

3. If other utility problems are detected, notify (626) 812-3002 and the team at the Health Center immediately.
4. Evacuation of buildings is not automatic; it depends on surrounding circumstances, i.e., gas leak, fire, or severe structural damage. Building evacuations should be conducted at the direction of Emergency Operations team members.
5. If buildings are evacuated, stay out of them until directed by a team member to re-enter. Be prepared to locate and assist individuals with disabilities.

GRADUATE STUDENT GRIEVANCE PROCEDURE AND DUE PROCESS

(The individual college or school may have specific grievance procedures which supersede these.)

I. Definitions

- A. A grievance is a statement by a student that he/she was wronged by Azusa Pacific University. The grievance may be caused by a breach of contract or by a failure of Azusa Pacific University to follow its established policies and practices.
- B. A student is anyone who has officially enrolled in a graduate program at Azusa Pacific University at the time the perceived wrong occurred.
- C. A complaint is the formal statement of a grievance that the student files with an appropriate administrative officer.
- D. An appropriate administrative officer is the dean of the relevant college or school, the chair of the relevant department, the registrar, the director of graduate admissions, or the director of student financial services.

II. Time Limits

Anyone who cannot perform some procedural step within the time limits stated in this document must ask the appropriate administrative officer for an extension before the time limit has been exceeded. Failure on the part of a complainant to observe any time limit or receive an extension shall be taken to mean that the student has abandoned his/her complaint, and no further action on the matter shall be allowed. Failure on the part of someone named in a complaint either to observe a time limit or to receive an extension shall be interpreted as an indication of that person's agreement with all statements in the complaint.

III. Legal Counsel

The presence of legal counsel is not permitted, but the student may request and receive permission to have an APU student or faculty member present at the meetings for support.

IV. Settlements Prior to a Hearing

A. If the grievance can be resolved by the mutual consent of both parties before it comes to a hearing, and the resolution requires some formal administrative action under the established policies of the university, college, or school, then the parties shall forward to the appropriate administrative officer a statement of the grievance and its proposed resolution. This statement must be approved by both parties. The appropriate administrative officer may then either approve the resolution and take the required action or order that the remainder of the grievance procedure be carried out.

B. If the proposed resolution does not require administrative action, then the resolution shall be considered the final step in the procedure, and no subsequent complaints or defenses on the matter shall be heard.

STEP 1

WHO ACTS:

Student

Meet with the person(s) immediately involved in the dispute (other party) and try to resolve the problem.

Other Party

Discuss the problem with the student.

Time Limit

The meeting between the student and the other party must take place within 10 working days after it is requested.

STEP 2

WHO ACTS:

Student

If Step 1 has not resolved the problem, refer the issue to the appropriate administrative officer. Submit a written statement of the grievance and the requested resolution.

Administrative

Consult with the parties involved. Try to resolve the issue.

Time Limit

The student must consult with the administrative officer within 10 working days after meeting with the other party, or if no meeting has been held, within five days after the end of the time limit in Step 1.

Appeals

Either of the parties involved in the grievance may appeal the administrative officer's decision to the associate provost of Azusa Pacific University. This appeal must be made within five days after the administrative officer has announced a decision. The associate provost's decision shall be final.

STEP 3

WHO ACTS:

Student

If Steps 1 and 2 have not resolved the problem, request in writing that the dean of the college or school arrange a meeting with you, the other party, and the dean of the college or school.

Other Party

Meet with the student and the dean of the college or school.

Dean of the College or School

A. Meet with the student and the other party. If the problem cannot be resolved at this meeting, direct the parties involved to write a statement of the grievance and their action with respect to that grievance. Each party shall receive a copy of the opposing party's statement. The original statements shall be forwarded to the chair of the Committee on Graduate Student Grievances (CGSG).

B. Notify the chair or supervisor of the department or office of the other party, and, if appropriate, the administrator responsible for the issue under debate, that a formal grievance hearing will be held. Only the names of the parties involved shall be made known; all other details must be held in strict confidence.

Time Limit

The meeting between the dean of the college or school, the student, and the other party must take place within five working days after the student requests it. If the matter remains unresolved, the results of the meeting must be submitted to the chair of the CGSG within three days of the meeting.

STEP 4**WHO ACTS:****CGSG**

Conduct a hearing on the grievance in accordance with approved procedures and submit recommendations to the dean of the college or school and to the principles.

Time Limit

A schedule for the hearing must be set within 10 working days after the committee receives the statements of grievance from the principles along with the results of the meeting between the two parties and the dean of the college or school.

STEP 5**WHO ACTS:****Dean of the College or School**

Review the documents to make sure that all steps in this procedure have been followed; then consider the recommendations of CGSG, make a decision, and send a written notification of the decision to all parties.

Time Limit

The decision of the dean of the college or school must be made within 10 working days following receipt of the documents. Nursing students with grievances related to clinical problems should review the procedures outlined in the School of Nursing Handbook. In the area of academics, protocol requires that student concerns or grievances about course content and relevancy, grading, teaching style, and the like, be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally, the dean of the school or college. In the event that informal 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.

PETITION PROCESS

A petition process exists for students who seek an exception to stated university policies, procedures, and regulations. All petition forms are secured from and submitted in writing to the Office of the Registrar.

STANDARDS OF CONDUCT AND DUE PROCESS

In accordance with the ideals of Christian education, it is the goal of Azusa Pacific University that the campus environment promote sound academic and personal growth experiences. The administration believes it is important for each student to develop a living/learning style that is consistent with the Christian beliefs of the Azusa Pacific University and reflected in both on and off-campus behavior. The university asks that graduate students use personal discretion involving activities that may be spiritually or morally destructive. It is the intention of the university to resolve violations of established policies and standards of conduct in a way that will maintain respect for the individual through a redemptive process and the application of the principles of due process.

The university may terminate, at any time, the registration of any student who violates university policies and regulations. A full printed copy of the procedures is available at the Office of Student Life. See also Academic Integrity and Fraudulent Records Policy.



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DEGREE PROGRAMS

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

REQUIREMENTS FOR GRADUATION

All students must earn a minimum cumulative grade-point average of 3.0 in all university work attempted. Some exceptions to this policy apply to students in the Haggard Graduate School of Theology. Please refer to individual sections within

the catalog for specific information. Some departments and/or schools also require a minimum cumulative grade-point average in the major courses.

SECURITY INTEREST IN STUDENT RECORDS

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

APPLICATION FOR GRADUATION

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

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

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

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

DEGREE POSTING DATES

The university posts degrees to student permanent records several times each year according to a predetermined schedule, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The posting dates for graduate students are at the end of each regular semester and each regular term. The regular semesters and terms for graduate students (with approximate term ending date shown in parenthesis) are: Fall semester (December 15), Fall I term (November 15), Fall II term (January 31), Spring semester (May 1), Spring I term (April 1), Spring II term (June 15), Summer semester (July 30), and Summer II term (July 30). For degrees completed on dates other than these, the posting will occur on the next following posting date. Exception to this policy may be granted upon petition, after approval by the dean.

GENERAL DEGREE INFORMATION

Residence Requirement

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

Leave of Absence

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

Change of Degree Program

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

Undergraduate Courses

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

Distribution of Courses

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

ACADEMIC PROBATION AND DISQUALIFICATION

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

ADDITIONAL DEGREE REQUIREMENTS

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

THESIS

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

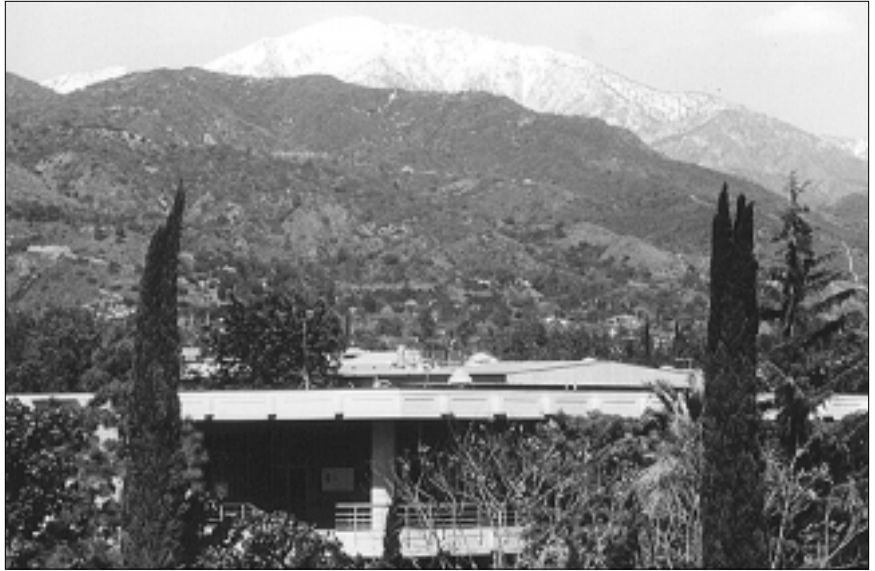
1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested.
2. A thesis proposal must be submitted as evidence of writing ability. The student's effort will be judged by the appropriate academic department.
3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form.
4. The student must work with an Azusa Pacific University faculty member who has been approved by the department chair and dean to serve as a thesis advisor.
5. Details on the development of a thesis proposal and matters of style and format are available from the Office of the Registrar.
6. The student has two consecutive semesters to complete the thesis.
7. The final thesis must have the approval of the faculty advisor, department chair, and dean of the appropriate school or college.

ADDITIONAL MASTER'S DEGREE

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

COMMENCEMENT

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



COLLEGE OF
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DEPARTMENT OF COMPUTER SCIENCE

Faculty

Chair; Professor:

Samuel E. Sambasivam, Ph.D.

Associate Professors: Gerald Boerner;

Dick Eckhart, Ph.D.;

Donald Johnson, Ph.D.;

Wendel Scarbrough; Carol Stoker, Ph.D.

Assistant Professor: Peter Yoon, Ph.D.

Lecturers (part time): John Cox,

Tom Mendenhall, James Solem,

Dick Stanford, Tedd Szeto,

Allen Vanderbilt, Robert Woolley

MASTER OF SCIENCE IN APPLIED COMPUTER SCIENCE AND TECHNOLOGY

INTRODUCTION

Computer science, like engineering disciplines, is an “artificial science” which deals with “how things ought to be.” This is different from “natural sciences” which are concerned with “how things are.”

Computer science is more concerned with design and synthesis rather than with analysis and deduction (which are the concerns of the natural sciences, such as physics, chemistry, mathematics, and biology).

With a large faculty of competent and dedicated teachers, small classes, state of the art computer labs, with current versions of industry used software, computer science at Azusa Pacific University is challenging, professional, and intellectually stimulating and provides a gateway to many exciting careers.

PROGRAM OVERVIEW

The Master of Science in Applied Computer Science and Technology meets the need for specialists in computer science and technology at the professional level. The program provides successful graduates with a variety of technological skills in demand by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include operating systems, computer

modeling of management methods, multimedia, database systems, C++ programming, assembly language programming, microcomputer hardware, computer troubleshooting, client/server technology, telecommunications, computer programming, computer-aided design, systems and software engineering, artificial intelligence, information structures, computer graphics, all aspects of the Internet, desktop publishing, embedded systems, professional development, data communications, local area networks, object-oriented programming, evaluation and selection of hardware and software, graphical user interfacing, computer ethics, computer law, proposal writing, computer consulting, and end-user support.

ADMISSION

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

PROGRAM FORMAT AND SCHEDULES

Graduate computer science programs are offered in a nine-week semester format during the fall and spring semesters. Classes usually meet one evening per week from 5:40-10 p.m. (5-9:15 p.m. in Pico Rivera). Some classes are scheduled on Saturdays. There are five terms per year with one week between sessions. The summer term is five weeks long, and classes are held twice per week with a total of nine meetings. No classes are offered during the month of August or the last two weeks of December. Six semester units (two courses) per term is considered a full load, although some students prefer one course per term. Any student wishing to take three classes in a term must submit a petition to the Department of Computer Science for permission to do so. The degree should be completed within five years of the program starting date.

PREREQUISITES

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

1. Prerequisites (or corequisites) may be satisfied through appropriate course work or passing a waiver exam which is available in the Department of Computer Science. The following prerequisites are minimal and can be satisfied in Azusa Pacific University's evening classes:
 - A course in introductory computer concepts (met by taking CS 120 Computer Literacy or CS 205 Microcomputer Software Tools)
 - At least two computer programming languages, one of which must be C language [Computer programming course work taken more than five years ago may not be accepted unless skills and knowledge have been maintained. These programming prerequisites may be met through course work at Azusa

Pacific University, preferably CS 501 Programming Logic (Basic), and CS 509 Programming Internals (C Language).]

- Excellent working knowledge of various uses of a computer, including a word processing package, a database package (i.e., Access), in-depth skill and knowledge of a spreadsheet application (i.e., Excel), and good working knowledge of a recent version of DOS and/or other operating systems (met by taking CS 505 Microcomputer Applications or CS 205 Microcomputer Software Tools)
 - Six units of mathematics including MATH 110 College Algebra and MATH 151 Applied Calculus or equivalent course work
 - Additional prerequisites as assigned by the program director based on applicant's need as determined by departmental review of applicant's records
2. Lack of prerequisites—Students who do not possess the above prerequisites may make up their deficiencies before entering the program or may enter the program provisionally, in which case prerequisites must be taken before beginning the core classes of the master's degree. Waiver examinations for each of the prerequisite courses are available in the Department of Computer Science. A nonrefundable fee will be assessed for the examination. A program of studies (which may include prerequisite courses) should be developed in cooperation with a department advisor.
 3. International students are required to have a TOEFL score of 580 or better. However, if the TOEFL score is below the requirement, a student may complete Level 6 in the School of Intensive English (SIE) at the university to prepare for entry into the master's program. (Completion of Level 6 at APU replaces the TOEFL 580 requirement.)
 4. If English is not the student's primary language, he or she may be required to take TESL 500 English for Internationals, during the first semester at Azusa Pacific University. This course may be waived under certain conditions.

TRANSFER CREDIT AND COURSE SUBSTITUTIONS

Up to nine semester units of acceptable graduate transfer credit may be allowed if approved by the department. 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 of a relevant student petition.

UNIT REQUIREMENTS

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

Core Curriculum 24 units

The core curriculum consists of the following eight courses:

CS 511	Operating Systems Practicum	3
CS 512	Microcomputer Hardware Technology	3
CS 514	Computer Modeling of Management Methods	3
CS 518	Microcomputer Programming with C++ Language	3
CS 519	Database Systems	3
CS 522	Networking and Data Communications	3
CS 524	Software Engineering I	3
CS 525	Software Engineering II	3

Emphases

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

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

Exit Interview

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

CLIENT/SERVER EMPHASIS

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

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

Requirements for the client/server emphasis are listed below:

Core Curriculum 24 units

Client/Server Required Course Work 13 units

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

Select 9 units from Client/Server electives:

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

Total 46 units

— or —

choose the Capstone option:

CS 595	Capstone Project	3
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Total 40 units

COMPUTER INFORMATION SYSTEMS EMPHASIS

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

The curriculum includes the 24-unit core; the 1-unit professional development seminar; three advanced computer science courses; and four graduate courses from the School of Business and Management. These courses emphasize the potential use of technology to solve information problems and the methods and techniques of developing software solutions utilizing these technologies. The direction is primarily technological in nature with a focus on those systems commonly used in business and industry. Because most computerized information systems are closely related to the business world, these applications require an understanding of the nature and vocabulary of business practices. The four business courses have been carefully selected to provide the understanding necessary to communicate with and develop systems for business and industry.

Requirements for the computer information systems track are listed below:

Core Curriculum 24 units

Computer Information Systems Required Course Work 13 units

CS 548	Professional Development Seminar	1
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The following MBA courses are also required for this emphasis:

BUSI 513	Financial Analysis	3
BUSI 514	Management of Technology	3
BUSI 516	Organizational Behavior and Communication	3
BUSI 578	Strategy and Planning	3

Select 9 units from Computer Information Systems electives:

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

Total 46 units

— or —

choose the Capstone option:

CS 595	Capstone Project	3
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Total 40 units

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

Prerequisites for the MBA courses

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

BUSI 501	Math for Decision Makers	3
BUSI 502	Business Economics	3
BUSI 503	Management Practices	3
BUSI 504	Managerial Marketing	3
BUSI 505	Managerial Accounting	3
BUSI 506	Managerial Finance	3
BUSI 507	Human Resource Management	3
Total		0-21 units

END-USER SUPPORT EMPHASIS

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

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

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

Core Curriculum 24 units

End-User Support Required Course Work 10 units

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

Select 12 units from End-User Support electives:

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

Total 46 units

— or —

choose the Capstone option:

CS 595	Capstone Project	3
	End-User Support Elective	3

Total 40 units

TECHNICAL PROGRAMMING EMPHASIS

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

Requirements for the technical programming track are listed below.

Core Curriculum **24 units**

Technical Programming Required Course Work **13 units**

CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 520	Information Structures and Algorithm Design	3
CS 538	UNIX Internals and Device Drivers	3
CS 548	Professional Development Seminar	1
CS 564	Windows Software Development	3

Select 9 units from Technical Programming electives:

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

Total 46 units

— or —

choose the Capstone option:

CS 595	Capstone Project	3
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Total 40 units

TELECOMMUNICATIONS EMPHASIS

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

Requirements for the telecommunications emphasis are listed below.

Core Curriculum **24 units**

Telecommunications Required Course Work **13 units**

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

Select 9 units from Telecommunications electives:

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

Total 46 units

— or —

choose the Capstone option:

CS 595	Capstone Project	3
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Total 40 units

INTER-EMPHASIS

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

The inter-emphasis track consists of the required 24-semester-unit core along with 10 units of required course work. The remaining elective courses may be selected from any of the other approved graduate computer science or software engineering courses. However, six of these units must include one required course from at least two other emphases unless the capstone option is chosen. Total program requirements for the inter-emphasis track are a minimum of 40 course credits for students who complete a capstone project, or a minimum of 46 course credits without a capstone project.

Requirements for the inter-emphasis are listed below.

Core Curriculum **24 units**

**Inter-Emphasis
Required Course Work** **10 units**

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

**Elective Graduate Computer
Science Courses** **12 units**

(not all from the same emphasis)

Total **46 units**
— or —

choose the Capstone option:

CS 595	Capstone Project	3
	Elective	3

Total **40 units**

THE CAPSTONE PROJECT

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

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

MASTER OF SOFTWARE ENGINEERING

INTRODUCTION

(The MSE Program will not be available to new students in the 1999-2000 academic year.)

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

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

PROGRAM OVERVIEW

The Master of Software Engineering (MSE) is a familiar and increasingly popular degree among software engineering professionals. This professional graduate degree program is designed to meet the needs for the advanced professional education of workers engaged in the development and maintenance of large-scale software systems. This program is suited to the educational needs of workers in software applications design and development such as software engineers, project managers, and software process group members. It is also appropriate for students who have earned a bachelor's degree in computer science, computer engineering, or a related

field. Graduates of this program will obtain career advantages in the software engineering field.

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

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

TRANSFER CREDIT AND COURSE SUBSTITUTIONS (MSE)

A maximum of six units of appropriate transfer credit from another accredited graduate program may be allowed. It is the student's responsibility to request (in writing) such transfer for subsequent university review and action. In the event that a student can demonstrate mastery of a particular required course, a petition to substitute another course should be submitted for approval by the department.

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

MSE PREREQUISITES

Applicants should have earned a bachelor's degree in computer science, software engineering, computer engineering, management science, mathematics, an engineering field, or appropriate related discipline and should also have work experience in software development or maintenance.

Applicants should have course work or verifiable experience in the following areas: calculus, discrete mathematics, probability and statistics, DOS, Windows, word processing, spread sheet and other applications, a minimum of two programming languages including C++, operating systems, database systems, unix, and algorithm design. Additional computer course work and/or experience is desirable.

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

MSE REQUIREMENTS

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

Required Course Work		15 units
MSE 590	Software Engineering Design Concepts	3
MSE 591	Software Testing	3
MSE 592	Software Engineering Project Management	3
MSE 593	Software Engineering Metrics and Models	3
MSE 597	Software Engineering Management	3
Electives		15 units
Select 15 units from the following:		
CS 524	Software Engineering I	3
CS 525	Software Engineering II	3
CS 546	Applied Artificial Intelligence	3
CS 599	Research and Independent Study	1-4
MSE 594	Topics in Software Engineering	3-6
MSE 595	Capstone Project	3
MSE 598	Readings in Software Engineering	1-4
Total		30 units

PROFESSIONAL DEVELOPMENT PORTFOLIO

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

EXIT INTERVIEW

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

GRADUATE CERTIFICATE PROGRAMS

INTRODUCTION

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

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

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

CLIENT/SERVER TECHNOLOGY

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

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

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

Prerequisites

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

Prerequisite Courses 6 units

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

Required Courses 9 units

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

Electives 9 units

Students must complete three of the following courses:

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

COMPUTER INFORMATION SYSTEMS

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

Prerequisites

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

Required Courses 9 units

From the School of Business and Management

Select 9 units from the following courses:

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

Electives 9 units

Students must complete three of the following courses:

CS 532	Local Area Networks	3
CS 546	Applied Artificial Intelligence	3
CS 550	Client/Server Applications Development	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Systems	3
CS 566	Computer Business Systems	3
CS 568	Advanced Topics in Business Programming	3-6
CS 599	Research and Independent Study	3

END-USER TRAINING AND SUPPORT

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

Prerequisites

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

Prerequisite Courses		9 units
CS 505	Microcomputer Applications (or equivalent)	3
CS 511	Operating Systems Practicum	3
CS 512	Microcomputer Hardware Technologies	3

Required Courses		9 units
CS 522	Networking and Data Communications	3
CS 540	End-User Training and Support	3
CS 544	Presentation Graphics	3

Electives		9 units
Choose three of the following courses:		
CS 513	Computer System Trouble-Shooting	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 534	Computer Publishing Technology	3
CS 545	Topics in End-User Support	3-6
CS 552	Graphical User Interfaces	3
CS 599	Research and Independent Study	3

TECHNICAL PROGRAMMING

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

Prerequisites

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

Prerequisite Courses		9 units
CS 509	Programming Internals (C Language Programming)	3
CS 519	Database Systems	3

Required Courses		9 units
CS 516	Microcomputer Organization and Assembly Language	3
CS 518	Microcomputer Programming with C++ Language	3
CS 520	Information Structures and Algorithm Design	3

Electives		9 units
Choose three of the following courses:		
CS 517	Embedded Systems Programming	3
CS 538	Unix Internals and Device Drivers	3
CS 546	Applied Artificial Intelligence	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 564	Windows Software Systems	3
CS 574	LAN Internals	3
CS 587	Topics in Technical Programming	3-6
CS 599	Research and Independent Study	3

TELECOMMUNICATIONS

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

Prerequisites

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

Prerequisite Courses		9 units
CS 518	Microcomputer Programming with C++ Language	3
CS 522	Networking and Data Communications	3
CS 524	Software Engineering I	3

Required Courses		9 units
CS 532	Local Area Networks	3
CS 574	LAN Internals	3

Electives		9 units
Choose four of the following courses:		
CS 530	Advanced Technologies	3
CS 550	Client/Server Applications Development	3
CS 575	Interoperability	3
CS 577	Telecommunications Protocols	3
CS 578	Topics in Telecommunications (repeatable)	3-6
CS 599	Research and Independent Study	3

COURSE DESCRIPTIONS

CS 501 Programming Logic (3)

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

CS 505 Microcomputer Applications (3)

This course covers the basics of MS-DOS and the use of applications software as problem-solving tools. This software includes a thorough study of leading word processing, spreadsheet systems, and other applications. This is a graduate course and prerequisite for a number of other courses in the Master of Science in Applied Computer Science and Technology Program. This course does not count as part of the required course sequence, but provides critical content needed in the master's program. Students with strong competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test.

CS 509 Programming Internals with C (3)

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

CS 511 Operating Systems Practicum (3)

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

CS 512 Microcomputer Hardware Technology (3)

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

CS 513 Computer Systems Trouble Shooting (3)

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

CS 514 Computer Modeling of Management Methods (3)

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

CS 516 Microcomputer Organization and Assembly Language Programming (3)

This assembly language programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, DOS interrupt-based assembly language programming, and advanced topics in MS-DOS on the Intel 80X86 family of microprocessors. Students write several significant programs, assembled and run on Intel 80X86-based microcomputers. The course covers keyboard, screen, disk I/O, character manipulation, and screen graphics. The course also builds a solid foundation in the internal functions and features of the MS-DOS operating system. *Prerequisites: CS 511, CS 512, and programming skill*

CS 517 Embedded Systems Programming (3)

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

CS 518 Microcomputer Programming with C++ Language (3)

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

CS 519 Database Systems (3)

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

CS 520 Information Structures and Algorithm Design (3)

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

CS 522 Networking and Data Communications (3)

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

CS 524 Software Engineering I (3)

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

CS 525 Software Engineering II (3)

This course continues the formal study of software engineering begun in CS 524. The focus of this course is software design, program implementation, unit testing, systems testing, documentation, verification and validation, and other software engineering topics. In this course, each team of students completes the software products for their project and participates in final presentations and reviews. *Prerequisite:* CS 524

CS 530 Advanced Technologies (3)

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

CS 532 Local Area Networks (3)

This course covers Local Area Networks (LANs) including basic concepts, topologies, physical transmission, access control, architecture, and a comparative analysis of the leading PC-based LAN implementations. The installation and management of a leading LAN system are integral components of this course. This course provides necessary training in the specialized skills required to install and manage LAN software and hardware. *Prerequisite:* CS 522

CS 534 Computer Publishing Technology (3)

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

CS 538 Unix Internals and Device Drivers (3)

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

CS 540 End-User Training and Support (3)

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

CS 544 Presentation Graphics and Hypermedia (3)

This course teaches the concepts and skills needed to create computer-based presentations using major presentation software such as Microsoft Power Point, Adobe Persuasion, Lotus Free Lance Graphics, and Asymmetric Compel. Students learn to use both Windows-based and Macintosh computers to generate these presentations. Special attention is given to the development of effective presentations using a variety of media and delivery techniques. Projects and demonstrations are required. *Prerequisite:* six units of computer science or department's permission

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

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

CS 546 Applied Artificial Intelligence (3)

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

CS 548 Professional Development Seminar (1)

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

CS 550 Client/Server Application Development (3)

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

Prerequisites: CS 524 and CS 532

CS 551 Front-End Design Methods (3)

This course presents various design paradigms for the front-end (or client) component of client/server systems and provides an exploration of requirements for alternative client/server products. Projects include 3GL access to a local database and 4GL access to a networked database.

Additional course work is centered on case studies which compare 4GL window-like alternatives with traditional 3GL text-mode projects. Comparison and discussion of advantages and disadvantages of various types of front-end software are included. *Prerequisites:* CS 519 and CS 524

CS 552 Graphical User Interfaces (3)

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

CS 553 Right-Sizing Information Delivery Systems (3)

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

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

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

CS 560 Advanced Database Applications (3)

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

CS 564 Windows Software Development (3)

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

CS 566 Computer Business Systems (3)

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

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

This course is intended for students specializing in computer information systems and includes timely topics in this field. Specific topics, which may vary by term, include current techniques in information system analysis and design, advanced technologies for the information system specialist, artificial intelligence and the information society, evaluating information needs, security and system adequacy, and managerial issues in information systems development. *Prerequisite:* varies depending on the topic

CS 574 LAN Internals (3)

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

CS 575 Interoperability (3)

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

CS 577 Telecommunication Protocols (3)

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

CS 578 Topics in Telecommunications (3-6)

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

CS 587 Topics in Technical Programming (3-6)

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

CS 595 Capstone Project (3)

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

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

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

MSE 590 Software Engineering Design Concepts (3)

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

MSE 591 Software Testing (3)

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

MSE 592 Software Engineering Project Management (3)

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

MSE 593 Software Engineering Metrics and Models (3)

Students survey software engineering metrics and models from the perspectives of research and practice. The course includes an introduction to measurement theory and software engineering research design. Specific metrics and models of process productivity and product defects are presented and analyzed. Management of a software metrics program is discussed. Relevant IEEE standards are surveyed. *No prerequisite for MSE students; prerequisite for non-MSE students: CS 525 or department's permission*

MSE 594 Topics in Software Engineering (3-6)

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

MSE 595 Capstone Project (3)

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

MSE 597 Software Engineering Management (3)

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

MSE 598 Readings in Software Engineering (1-4)

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

MSE 599 Research and Independent Study in Software Engineering (1-6)

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

DEPARTMENT OF GLOBAL STUDIES AND SOCIOLOGY

Faculty

Chair; Professor:
Richard Slimbach, Ph.D.

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

Associate Professor: Donald Dorr

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

MASTER OF ARTS IN TESOL AND THE CERTIFICATE IN TESOL

MISSION

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

INTRODUCTION

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

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

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

ADMISSION REQUIREMENTS

Prerequisites

1. Applicants must have a bachelor's degree from an accredited institution with at least a 3.0 grade-point average on a 4.0 scale. Applicants for the TESOL programs are not required to hold a bachelor's degree in English, linguistics, or education.
2. Nonnative speakers of English must score 600 or above on the Test of English as a Foreign Language (TOEFL). Applicants who score between 550 and 600 are required to complete TESL 500 English for Internationals (3 units) during their first semester of graduate work.

Corequisites

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

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

TIME REQUIREMENTS

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

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

ADMISSION PROCEDURE

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

Send items to:

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

Send international applications to:

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

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

CURRICULAR OVERVIEW

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

Required Courses	30 units
TESL 505	Second Language Acquisition 3
TESL 515	Teaching English Grammar 3
TESL 525	Teaching English Pronunciation 3
TESL 535	Sociolinguistics and Language Teaching 3
TESL 545	Second Language Pedagogy I 3
TESL 550	Second Language Pedagogy II 3
TESL 555	Observational Practicum 3
TESL 556	Teaching Practicum 3
TESL 560	Language Program Design 3
TESL 570	Second Language Assessment 3

Elective Courses 6 units

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

EDUC 509	Special Topics in Language Education 3
ENGL 404	Approaches to Grammar 3
TESL 589	Research Methods in TESOL 3
TESL 595	Thesis Preparation 3
TESL 599	Readings in TESOL 3

Total 36 units

THESIS OR COMPREHENSIVE EXAMINATIONS

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

COOPERATIVE M.A./TESOL PROGRAM

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

REQUIREMENTS FOR THE CERTIFICATE IN TESOL

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

TESL 302	Introduction to TESOL	1
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 555	Observational Practicum	3
TESL 556	Teaching Practicum	3

Total **22 units**

COURSE DESCRIPTIONS

ENGL 404 Approaches to Grammar (3)

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

TESL 502 Introduction to TESOL (1)

An overview of the ESL/EFL teaching field is provided.

TESL 505 Second-Language Acquisition (3)

A study of the linguistic, psychological, and social aspects of language acquisition, including the relationship of language and thought, language-learning strategies, interlanguage, transfer and error analysis, is offered.

TESL 515 Teaching English Grammar (3)

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

TESL 525 Teaching English Pronunciation (3)

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

TESL 535 Sociolinguistics and Language Teaching (3)

This course provides a wide-ranging introduction to the sociocultural contexts of teaching English as intercultural communication, together with the examination of the varieties of English, such as national, regional, social, gender, styles, registers, and age-graded.

TESL 545 Second-Language Pedagogy I (3)

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

TESL 550 Second-Language Pedagogy II (3)

Student focus on the challenges of teaching literacy skills to intermediate and advanced students. A critical examination is provided of the pedagogical issues central to the second language reading classroom. Also fully explored are the theoretical principles and classroom practice of teaching writing as a process.

TESL 555 Observational Practicum (3)

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

TESL 556 Teaching Practicum (3)

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

TESL 560 Language Program Design (3)

Students examine the interaction between teachers, learners, curricula, classroom activities, and instructional materials in the design, development, implementation, and evaluation of ESL/EFL language programs.

TESL 570 Second-Language Assessment (3)

The purposes, models, and administration of language proficiency and achievement tests used in ESL/EFL programs are studied. Students learn how to construct a series of multi-skill achievement tests.

TESL 589 Research Methods in TESOL (3)

A survey of research methodology in the field of TESOL and applied linguistics is offered. Students learn how to ask scientific questions; assess the uses, strengths, and limitations of various research paradigms; and interpret and evaluate other research studies. They are guided in developing a research topic, literature search, and viable research design.

TESL 595 Thesis Preparation (3)

Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. (The course is offered as an independent study; enrollment is by petition only and must be approved by the advisor, instructor, and department chair.)

TESOL 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.

DEPARTMENT OF PHYSICAL THERAPY

Faculty

Chair; Assistant Professor:
Michael Laymon, D.P.T.Sc., P.T., O.C.S.

Associate Chair; Assistant Professor:
Ardith Williams-Meyer, M.A., P.T., P.C.S.

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

Associate Professor:
Ross Biederman, D.P.M.

Assistant Professor:
Jan Kodat, D.P.T.Sc., P.T.

Instructor: Anne Steinbronner, M.P.T., P.T.

Lecturers: Wayne Bowden, MD;
Wendy Chung, D.P.T.Sc., P.T.;
Kathy Grimsby, M.P.T., P.T., O.C.S.;
Ola Grimsby, MNFF, MNSMT;
Michael Holm, C.P.O.;
Denese Kaufeldt-Soliz, D.P.T.Sc., P.T., G.C.S.
Kathy Kumagai, P.T., N.C.S., O.C.S.;
John Meyer, M.P.T., P.T., O.C.S.;
Isaac Opole, MB.Ch.B. (MD);
Linda Beth Pichaj, P.T.;
Bruce Prins, Ph.D.;
James Ries, M.P.T., O.C.S., P.T.;
Teresa Rogers, M.P.T., P.T.;
Diane Whiting, M.Div., P.T.

*Program under review. Please contact program
director for updated information.*

MASTER OF PHYSICAL THERAPY

INTRODUCTION

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

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

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

CAREER OPPORTUNITIES

The physical therapist can choose from a wide selection of professional career opportunities in patient care beyond the traditional hospital and private clinic environments such as sports clinics, rehabilitation centers, business and industry,

pain clinics, school systems, government agencies, home and community health care programs, academic programs, and research projects.

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

THE PROGRAM

The MPT Program is a two-year (including summer), entry-level professional program emphasizing the scientific basis of human structure and human movement; the spiritual basis of human worth; and the integration of these foundational elements into a comprehensive and problem-solving, 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. Furthermore, graduates are equipped for continued study in clinical specialization and/or the pursuit of a doctoral degree.

ADMISSION REQUIREMENTS

1. The applicant must have an officially posted bachelor's degree from an accredited college or university by the time he/she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of C or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis.
3. Selected students not given initial admission status will be assigned to a waiting list established to replace those students given admission status but who have declined acceptance or will be unable to matriculate.

Prerequisite Courses

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

BIOLOGY: 4 courses

Anatomy with lab
Cell Biology (recommended)
General Biology with lab
Genetics (recommended)
Neurobiology (required)
Physiology with lab

CHEMISTRY: 1 year

Biochemistry (recommended)
General Chemistry
Organic Chemistry (recommended)

PHYSICS: 1 year

COLLEGE MATH: 1 course

Calculus (recommended)
Statistics

PSYCHOLOGY: 3 courses

General Psychology
Abnormal Psychology
Developmental Psychology
Psychology of Disability (recommended)

HUMANITIES AND ARTS: 3 courses

English Composition
English Literature
History/ Political Science/Sociology
Music/Art Appreciation
Philosophy/Ethics (recommended)
Speech/Communication

PHYSICAL EDUCATION/ ATHLETICS: 1 course

Kinesiology/Biomechanics

ADDITIONAL COURSES

(recommended but not required):

Athletic Training
Exercise Science
Nutrition
Writing Course

Other Admission Criteria

- Completed Application for Graduate Admission due by December 15 for February admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.
- Bachelor's degree from a regionally accredited institution
- Applicant must also meet one of the following grade-point average (GPA) requirements:
 1. Undergraduate cumulative GPA of 3.0
 2. Science GPA of 3.0
 3. Post-baccalaureate GPA 3.0
 4. Last two years of college GPA of 3.0
- Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: One 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.
- Letter to the dean describing educational goals as well as short- and long-term professional goals, including reasons for wishing to enter study in physical therapy at APU
- 300 hours of clinical experience in physical therapy setting
- In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 550. All international students must complete international student applications which must be approved through APU's Office of International Student Services.

- Minimum cumulative GRE score of 1,500 taken within the last five year
- Computer literacy (Please refer to current catalog or program brochure for additional prerequisite course work and include grades on the Academic Record form.)

All materials should be sent to the Graduate Center
Azusa Pacific University
901 E. Alostia Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470,
Fax (626) 815-5445 by December 15,
1999 (matriculation in the following February).

- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

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

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 550. All international students must complete international student applications which must be approved through APU's Office of International Student Services.

Requirements for the Master of Physical Therapy Program 124 units

Graduation requirements include the completion of the 124-unit program shown below while maintaining a minimum cumulative 3.0 grade-point average (GPA).

Year I 67 units

Term I (Spring I-9 weeks)		
PT 501	Research I (F)	1
PT 520	Human Anatomy I (F)	4
PT 519	Human Physiology 1A (F)	1
PT 523	Kinesology 1A (F)	2
PT 529	PT Clinical Skills 1A(C)	2
PT 506	Seminar I (F)	2
Term II (Spring II-9 weeks)		
PT 502	Professional Relationships (F)	2
PT 535	PT Clinical Skills II (C)	3
PT 521	Human Phys 1B (F)	2
PT 522	Human Anatomy II (F)	4
PT 526	Kinesology 1B (F)	2
PT 530	PT Clinical Skills 1B(C)	2
Term III (Summer-6 weeks)		
PT 524	Pathology I (F)	3
PT 531	PT Clinical Skills IV(C)	4
PT 549	Practicum (C)	2
PT 558	Research II (F)	2
PT 536	PT Clinical Skills III (C)	1
Term IV (Fall I-9 weeks)		
PT 525	Pathology II (F)	3
PT 532	PTDDT I (P)	4
PT 541	Exercise/Physiology (F)	3
PT 550	Neuroscience I (F)	2
PT 557	PTDDT II (P)	3
Term V (Fall II-9 weeks)		
PT 533	PTDDT III (P)	4
PT 534	PT Clinical Skills V(C)	4
PT 540	Wellness and Nutrition (C)	3
PT 551	Neuroscience II (F)	2

Year II 57 units

Term VI (Spring I-9 Weeks)		
PT 527	Pharmacology(F)	3
PT 538	PTDDT IV (P)	3
PT 542	PTDDT V (P)	4
PT 552	Prosthetics and Orthotics (C)	2
PT 553	Pediatrics (P)	4
Term VII (Spring II-6 Weeks)		
PT 503	Bioethics (C)	2
PT 545	PTDDT VI (P)	2
PT 554	Special Populations (P)	3
PT 555	Seminar II (P)	2
PT 568	Research III (P)	1
Term VIII (Summer-6 weeks)		
PT 560	Affiliation #1 (P)	6
Term VIII (Summer-6 Weeks)		
PT 561	Affiliation #2 (P)	6
Term IX (Fall I-5 weeks)		
PT 556	PTDDT VII (P)	3
PT 559	Administration (P)	3
PT 570	Research IV (P)	1
Term X (Fall II-6 Weeks)		
PT 562	Affiliation #3 (P)	6
Term X (Fall II-6 Weeks)		
PT 563	Affiliation #4 (P)	6

Total 124 units**PROGRAM STATUS**

The Master of Physical Therapy Program at Azusa Pacific University is seeking accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. The program has been granted candidacy for accreditation status. Candidate status does not guarantee full accreditation. Graduation from a non-accredited program prohibits graduates from sitting for the national exam.

COURSE DESCRIPTIONS**PT 501 Research I (1)**

(15 contact hours)

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 placed on the relationships between patient and therapist, therapist and other health care professionals, and group interactions. Interviewing skills are discussed.

PT 503 Bioethics (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/her own moral values.

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 519 Human Physiology IA (1)

(15 contact hours)

Student study normal human physiological function. In addition, the course introduces applied physiological concepts in electro-physiology, cell, cardiac, and neuromuscular function across the lifespan.

PT 520 Human Anatomy I (4)

(120 contact hours)

This is the first of a two-part intensive course in detailed human anatomy from a regional approach. Microscopic and gross human anatomy utilizing human cadaver dissections are studied. Emphasis is on the upper extremity, head/neck, and thoracic areas.

PT 521 Human Physiology IB (2)

(30 contact hours)

Students study normal human physiological function. The course introduces applied physiological concepts in respiration, acid-base balance, metabolism, kidney function, and blood circulation across the lifespan.

PT 522 Human Anatomy II (4)

(120 contact hours)

This is the second of a two-part intensive course in detailed human anatomy from a regional approach. Microscopic and gross human anatomy utilizing human cadaver dissections are studied. Emphasis is on the lower extremity, abdomen, back, and pelvis.

PT 523 Kinesiology IA (2)

(60 contact hours)

This course introduces the student to the analysis of human movement. Biomechanics and kinesiology are studied from a functional and clinical approach. Emphasis is on movements of the head/neck, trunk, and upper extremity.

PT 524 Pathology I (3)

(45 contact hours)

This is the first of two courses which examine human pathology. Specific areas of study include an introduction to the general response to injury, pain mechanisms, musculoskeletal pathology, and neurological pathology.

PT 525 Pathology II (3)

(45 contact hours)

This is the second of two courses which examine human pathology. Specific areas for this course include circulatory, pulmonary, integumentary, endocrine, urinary, and immune systems.

PT 526 Kinesiology IB (2)

(60 contact hours)

This course is a continuation of PT 523. Emphasis is on the biomechanical and kinesiological aspects of the pelvis, hip, knee, ankle, and foot. Normal gait is analyzed.

PT 527 Pharmacology (3)

(45 contact hours)

This course introduces pharmacology. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

PT 529 PT Clinical Skills IA (2)

(45 contact hours)

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. Postural evaluation and correction are addressed. Basic documentation is discussed and applied. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. Principles of therapeutic exercise and body mechanics are introduced.

PT 530 PT Clinical Skills 1B (2)

(45 contact hours)

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. Bed mobility and transfer training are introduced. Incorporation of evaluation skills continues, including documentation. Measurement, selection, and adaptation of assistive devices are performed.

PT 531 PT Clinical Skills IV (4)

(90 contact hours)

This course continues to develop skills in the areas of the subjective and objective evaluation relative to orthopedic-specific pathology, histology, and inflammatory responses. The Australian approach to the subjective portion of the evaluation is discussed. The objective portion continues by incorporating palpation, postural findings, range of motion, and muscle testing developed in PT Clinical Skills 1A and 1B with special tests and joint play. Joint and soft tissue mobilization will be introduced. General types of therapeutic exercise are demonstrated.

PT 532 PTDDT I (4)

(Orthopedics I–90 contact hours)

This course addresses differential diagnoses and treatment of orthopedic patients. Examination of the lumbar spine, pelvis, hip, knee and ankle/foot are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

PT 533 PTDDT III (4)

(Orthopedics II–90 contact hours)

This course further addresses differential diagnoses and treatment of orthopedic patients. Examination of the cervical spine, temporomandibular joint (TMJ), thoracic spine, shoulder, elbow, and wrist/hand are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

PT 534 PT Clinical Skills V (4)

(90 contact hours)

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 535 PT Clinical Skills II (3)

(60 contact hours)

This is the first of two courses that discuss the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment. The course material is presented in a didactic and problem-solving manner, supplemented with virtual reality computer simulation and laboratory experience.

PT 536 PT Clinical Skills III (1)

(45 contact hours)

This is the second of two courses that discuss the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on electrotherapeutic agents in relation to treatment. The course material is presented in a didactic and problem-solving manner, supplemented with virtual reality computer simulation and laboratory experience.

PT 538 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 540 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 educational 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 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.

PT 542 PTDDT V (4)

(Neuro Rehabilitation—90 contact hours)

This course focuses on developing the skills used for functional evaluation, diagnosis, and treatment management of the neurologically impaired adult.

PT 545 PTDDT VI (2)

(Multiple System Dysfunction—30 contact hours)

Group and individual problem solving occurs using case studies involving complex, multiple systems dysfunction. This course prepares the student to manage patients with dysfunctions in two or more preferred practice patterns of musculoskeletal, neuromuscular, cardiopulmonary, and integumentary across the lifespan.

PT 549 Practicum (2)

(80 contact hours)

This two-week, full-time clinical exposure allows students to observe and practice basic evaluation techniques under the direction and supervision of a licensed physical therapist. Emphasis is placed on the student's ability to communicate, develop professional behaviors, and practice basic evaluation skills from PT 529, PT 530, and PT 531.

PT 550 Neuroscience I (2)

(60 contact hours)

In-depth anatomical and physiological study of the nervous system and neuromuscular function is offered. The peripheral nervous system is emphasized. Case studies are incorporated.

PT 551 Neuroscience II (2)

(60 contact hours)

This course is a continuation of Neuroscience I and covers the anatomy and physiology of higher levels of the central nervous system. Further study of lesions and correlation with neurologic symptoms and neurologic diagnostic tests is included. Students assess several case studies.

PT 552 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 553 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 allows the student to evaluate, develop a plan of care, and manage children under faculty supervision.

PT 554 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 555 Seminar II (2)

(30 contact hours)

The clinical performance instrument (Blue MACS) is reviewed. Each student revises evaluations given a specific diagnosis. Written and oral communication skills are refined. Expectations of clinical behavior are discussed.

PT 556 PTDDT VII (3)

(Clinical Case Studies—45 contact hours)

Students present one case study from their clinical rotations and justify physical therapy diagnosis and course of treatment. The student also instructs an inservice on a specific evaluation or treatment approach learned in the clinic, incorporating lecture and lab into instruction. The students analyze their performance and are evaluated by their instructor and peers.

PT 557 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 cardiopulmonary patient. Practical application of theoretical concepts is emphasized.

PT 558 Research II (2)

(30 contact hours)

This course 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.

PT 559 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 560 Affiliation #1 (6)

(240 contact hours)

This is the first of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this first session is on the student's abilities to practice in a safe and professional manner, communication, basic evaluation skills, and assuming clinical responsibilities.

PT 561 Affiliation #2 (6)

(240 contact hours)

This is the second of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this second session is on time management, physical evaluation skills, goal setting, and basic physical therapy treatment skills.

PT 562 Affiliation #3 (6)

(240 contact hours)

This is the third of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this third session is on the student's abilities to develop and implement complete treatment plans.

PT 563 Affiliation #4 (6)

(240 contact hours)

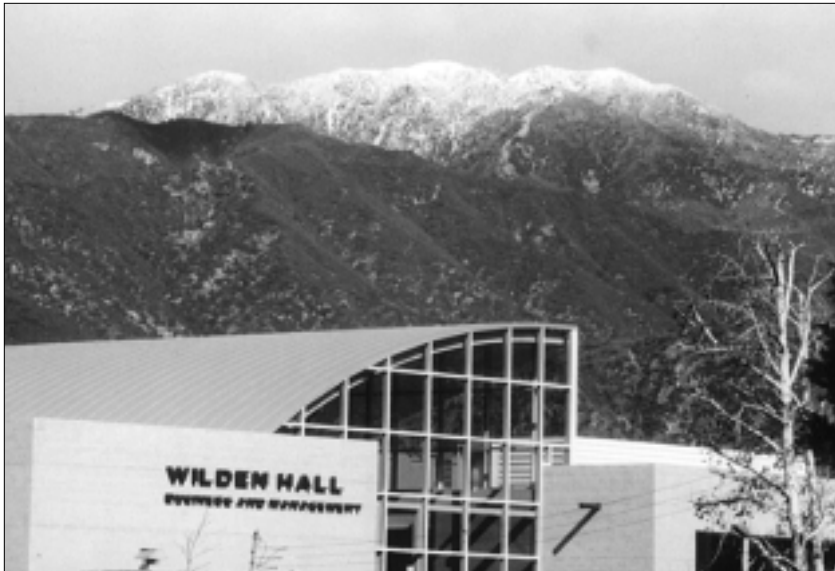
This is the final of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis is on the student's abilities to perform as a physical therapist at entry-level.

PT 568 Research III (1)

This course comprises research conducted by the student.

PT 570 Research IV (1)

This course comprises research conducted by the student and includes a presentation of the completed research project.



SCHOOL OF BUSINESS AND MANAGEMENT

Master of Business Administration 62
**Master of Arts in Human and
Organizational Development 65**

SCHOOL OF BUSINESS AND MANAGEMENT

Faculty

Dean; Professor:

Ilene L. Smith-Bezjian, DBA

Chair, Graduate Studies; Associate

Professor: Orlando Griego, Ph.D.

Associate Professors: Jau-Lian Jeng, Ph.D.;

Constance Rossum, Ph.D.;

Bill McCarty, Ph.D.

Assistant Professors: Roger

Conover, M.A.; Stanley Deal, M.S.;

Gary Lemaster, M.S., M.Ed.;

Patricia Skalnik, DBA; Paul Verdugo, M.S.

Instructor: Dean Roche, M.A.

Graduate Adjunct Professors: Hal Barber,

Ray Rood, Dale Schoonhoven

INTRODUCTION

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

The School of Business and Management (SBM) offers the following graduate degrees: Master of Business Administration (MBA) and Master of Arts in Human and Organizational Development (MAHOD). These programs are all experience based. Students experience the most relevant and marketable education possible.

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

APU graduates are successful because they possess the tools that empower them to take action, assume leadership roles, and define their niche within the competitive business sector.

MASTER OF BUSINESS ADMINISTRATION

INTRODUCTION

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

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

Prerequisite Courses		18 units
BUSI 501	Math for Decision Makers	3
BUSI 502	Business Economics	3
BUSI 503	Management Practices	3
BUSI 504	Managerial Marketing	3
BUSI 505	Managerial Accounting	3
BUSI 506	Managerial Finance	3

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

Consideration will also be given for work experience, if a person has at least five years of significant work experience which has provided a knowledge of the fundamentals of business management, preferably managing people, projects, products, data, and budgets.

Selected programs are under review; please contact the individual program director for updated information.

Core Courses 36 units

The following 12 core courses (36 units) are required of all MBA students:

BUSI 510	Current Issues in Business Management	3
BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 515	Applied Research and Analysis	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 521	Managerial Economics	3
BUSI 527	Marketing Management and Planning	3
BUSI 529	Ethics in a Changing Organizational Environment	3
BUSI 541	Management for the Worldwide Organization	3
BUSI 578	Strategy and Planning	3
BUSI 581	The Christian Business and Professional Leader	3
BUSI 583	Integrated Decision Making	3

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

Concentrations 12 units

Students may also choose a specialized concentration in one of the following disciplines:

- Finance
- Health Care Management
- Human and Organizational Development
- International Business
- Management Information Systems
- Marketing
- Nonprofit Leadership
- Strategic Management

A student seeking an area of concentration should consult with the graduate business chair or the MBA advisor. Students will select four specified electives (at 3 units each).

Total 36-48 units

MBA FOR CHRISTIAN BUSINESS AND PROFESSIONAL LEADERS

Weekend Off-Campus Format

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

Friday evenings	6-10 p.m.
Theoretical Constructs	
Saturday mornings	8:30-11:30 a.m.
Managerial Perspectives	
Saturday lunches	11:30 a.m.-1:30 p.m.
Pastoral Perspectives	
Saturday afternoons	1:30-4:30 p.m.
Application and Practice	

Core Courses 36 units

Twelve core courses are required for weekend MBA students. The courses are the same as for the on-campus MBA students and are listed to the left.

Concentrations

Should weekend MBA students wish to obtain a specialized concentration, they will need to enroll in those courses at the main campus.

TRANSFER CREDIT

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

CALENDAR

Azusa Pacific University’s School of Business and Management conducts a year-round schedule. The academic year is divided into nine-week sessions. Students have the option of a one-year, full-time, concentrated program which comprises a curricular design of 12 months of academic work. Fewer units in each semester are permissible. However, the university requires completion of a graduate degree within five years of enrollment.

To be classified as a full-time graduate student, one must be enrolled in at least nine units per session. New students are accepted each trimester. The application deadline is approximately four weeks before the start of any session.

CLASS TIMES AND SIZE

Each on-campus class meets one night per week. Classes are held from 5:40-10 p.m. to accommodate working professionals, unless otherwise noted. The average class size is 20.

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

ADMISSION REQUIREMENTS

1. A bachelor's degree from a regionally accredited college or university
2. A minimum undergraduate grade-point average of 3.0 (Students with a grade-point average of 2.5-2.99 may be considered for provisional enrollment. Those students will be allowed only one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)
3. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) (Scores that are more than five years old are unacceptable.)
4. Potential as a scholar (An assessment of students' total qualifications—the rigor of their undergraduate studies, academic performance, extensive work experience, and personal references—is made.)

The applicant should send the following to:

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

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

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

INTERNATIONAL APPLICANTS

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

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

International applications should be sent to:

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

In addition, the international applicant should:

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

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

TRANSCRIPTS

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

MASTER OF ARTS IN HUMAN AND ORGANIZATIONAL DEVELOPMENT

INTRODUCTION

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

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

THE MAHOD PROGRAM

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

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

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

MAHOD Core Courses **30 units**

MHOD 500	Foundations of Human Resource Development	3
MHOD 512	Adult Development in Organizational Settings	3
MHOD 521	Organization Development and Change	3
MHOD 550	Instructional Design and Training Methods	3
MHOD 551	Leadership in Organizations	3
MHOD 561	Group Dynamics and Conflict Management	3
MHOD 570	Improving Quality and Productivity	3
BUSI 515	Applied Research and Analysis	3
BUSI 517	Human Resource Management	3
BUSI 578	Strategy and Planning	3

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

MAHOD Elective Courses (select two) **6 units**

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

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

Total **36 units**

CLASS SCHEDULING FOR THE WORKING PROFESSIONAL

Azusa Pacific University's School of Business and Management conducts a year-round schedule. The academic year is divided into 9-week sessions. Students have the option of a one-year, full-time, concentrated program which comprises a curricular design of 12 months of academic work. Fewer units in each semester are permissible. However, the university requires completion of a graduate degree within five years of enrollment.

To be classified as a full-time graduate student, one must be enrolled in at least nine units per session. New students are accepted each session. The application deadline is approximately four weeks before the start of any session.

Class Times and Size

Classes are held either one night per week from 5:40-10 p.m. to accommodate working professionals, or on weekends with classes meeting Friday evenings, 6:30-9:30 p.m. and Saturdays, 8 a.m.-3 p.m. The average class size is 20.

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

FIELD EXPERIENCE

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

INDIVIDUAL PROFESSIONAL DEVELOPMENT

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

TRANSFER CREDIT

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

ADMISSION REQUIREMENTS

Admission requirements to the MAHOD program include:

1. A bachelor's degree from an accredited college or university
2. A minimum undergraduate grade-point average of 3.0 (Students with a grade-point average of 2.5-2.99 may be considered for admission on a provisional basis. Such students are allowed one semester to demonstrate their ability to perform at the graduate level by earning a grade-point average of 3.0 or better.)
3. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogy Test (MAT) (Scores that are more than five years old are unacceptable.)
4. Two letters of recommendation
5. A typewritten letter to the dean describing educational and professional goals
6. A résumé or vita of work experience

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

INTERNATIONAL APPLICANTS

See requirements listed under the MBA section of this catalog.

ACADEMIC ADVISING

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

COURSE DESCRIPTIONS

Business and Management

BUSI 501 Math for Decision Makers (3)

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

BUSI 502 Business Economics (3)

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

BUSI 503 Management Practices (3)

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

BUSI 505 Managerial Accounting (3)

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

BUSI 506 Managerial Finance (3)

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

BUSI 510 Current Issues in Business and Management (0)

This course examines organizational and behavior problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

BUSI 513 Financial Resource Management (3)

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

BUSI 514 Management of Technology (3)

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

BUSI 515 Applied Research and Analysis (3)

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

BUSI 516 Organizational Behavior and the Future (3)

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

BUSI 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.

BUSI 521 Managerial Economics (3)

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

BUSI 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 Management and Planning (3)

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

BUSI 529 Ethics in a Changing Organizational Environment (3)

This course examines the role of the manager in dealing in a socially responsible and ethical manner with internal and external constituencies. Students develop a framework for making ethical decisions in the marketplace.

BUSI 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.

BUSI 542 Managing Cultural Differences (3)

Students learn how to identify, analyze, and plan for those elements within the cultural, economics, and political environments of international business that require 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 548 International Business Strategy (3)

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

Prerequisite: BUSI 541

BUSI 567 Investments Management (3)

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

BUSI 578 Strategy and Planning (3)

This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented; and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking.

BUSI 581 The Christian Business and Professional Leader (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.

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, and develop a framework for making decisions to reach these goals; integrate the functional knowledge acquired in previous courses; and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment.

BUSI 599 Readings in Business (1-3)

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

Human and Organizational Development**MHOD 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.

MHOD 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.

MHOD 512 Adult Development in Organizational Settings (3)

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

MHOD 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.

MHOD 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.

MHOD 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.

MHOD 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.

MHOD 561 Group Dynamics and Conflict Management (3)

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

MHOD 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 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.

MHOD 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.



CENTER FOR
ACCELERATED
DEGREE PROGRAMS

Master of Arts in Organizational
Management 72

CENTER FOR ACCELERATED DEGREE PROGRAMS

Faculty

Director; Professor:
Fred Garlett, Ed.D.

Associate Professor: Jerry Houser, Ph.D.

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

MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

INTRODUCTION

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

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

THE MAOM DEGREE

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

THE MAOM TEAM PROGRAM

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

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

Total **30 units**

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

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

ADMISSION REQUIREMENTS

The student entering the MAOM Program is required to:

1. Hold a bachelor's degree from an accredited college or university.
2. Possess an undergraduate grade-point average of 3.0 or better. (Students with an undergraduate grade-point average of 2.5-2.99 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: Center for Accelerated Degree Programs
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5301
Fax (626) 815-5417

COURSE DESCRIPTIONS

MAOM 504 Managerial Marketing (3)

Students review the basic functions of marketing and the development of marketing process concept, 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.

MAOM 508 The Manager as Communicator (3)

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

MAOM 514 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.

MAOM 516 Organizational Behavior and Communication (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.

MAOM 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.

MAOM 529 Leadership and Managerial Ethics (3)

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

MAOM 542 Managing Cultural Differences (3)

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

MAOM 561 Group Conflict and Dynamics (3)

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

MAOM 570 Improving Quality and Productivity (3)

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

MAOM 578 Strategy and Planning (3)

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



SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES

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Pupil Personnel Services	97		

DEPARTMENT OF TEACHER EDUCATION

Faculty

Dean: Alice V. Watkins, Ph.D.

Associate Dean: Roger Harrell, Ed.D.

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

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

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

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

*Director of Accelerated Degree in
Human Development; Assistant Professor:
Daniel Watkins*

*Assistant Professors: Mark Arvidson,
Ph.D.; Paul Flores, M.Div.;
Persida Himmele, Ed.M.*

Associate Professor: LuAnn Craik, Ph.D.

DEPARTMENT OVERVIEW

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

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

The Department of Teacher Education is the management unit responsible for the liberal studies bachelor's degree and the Bachelor of Arts in Human Development which are CCTC-approved Multiple-Subject programs. Graduates of the Teacher Education Program are employed in elementary and secondary schools

throughout California and other states. Azusa Pacific University graduates have been successful in obtaining jobs in public, Christian, and other private schools. Studies indicate that employment opportunities in teaching will continue to increase. This is true for both elementary and secondary teaching, particularly in the areas of math, science, Spanish, and English, as well as bilingual and special education. Every spring, APU hosts a Teacher Interview Day in which local public school districts, private schools, and APU students participate.

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

Selected programs are under review; please contact the individual program director for updated information.

TEACHING CREDENTIAL PROGRAMS

Azusa Pacific University offers programs approved by the CCTC which authorize service for elementary, secondary, and special education classrooms. Credential students with a posted bachelor's degree from APU may be eligible for a 25 percent discount on TEP classes.

SINGLE-SUBJECT TEACHING CREDENTIAL

Department Chair; Program Director:
Nancy Brashear, Ph.D.
(626) 815-5370
brashear@apu.edu

Azusa Pacific University's Single-Subject Teaching Credential Program prepares teachers for positions at the secondary (7-12) level. The program, approved by the California Commission on Teacher Credentialing (CCTC), comprises specific education and methods courses accompanied by practical classroom application in middle and high schools. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program, giving students the invaluable advantage of a personalized education. For undergraduate students in prerequisite education courses, service learning is a primary focus with students participating in K-12 schools in local school districts.

To further prepare themselves as highly marketable educators, students are encouraged to obtain a supplementary authorization. This optional addition to the credential program provides the course work necessary for educators to teach an additional subject area if called upon to do so. (For requirements and criteria regarding supplemental authorizations, please attend an information meeting.)

Current students as well as alumni of this program are also invited to attend APU's Annual Teacher Interview Day. This exciting event gathers representatives from more than 50 districts on campus to interview with students on a one-on-one basis. This networking opportunity is an excellent venue for students to practice interviewing skills, learn about various districts in which they may desire to serve, and often secure a job placement.

Complete details regarding entrance and specific program requirements, advising, and general information about APU's Teacher Education credential programs are discussed at mandatory teacher education information meetings. Students should apply to the appropriate teacher education credential program one term prior to commencing professional education courses. The Single-Subject Program is offered at the following locations:

Azusa
Inland Empire
Orange
San Diego
Temecula Valley
Ventura

Program requirements are subject to change according to the California Commission on Teacher Credentialing and Graduate Education policies.

Application Requirements

- Attendance at a mandatory teacher education information meeting to receive initial group advising
- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- Two copies of 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 mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms that assess competence and character (Appropriate recommendations include those who have supervised the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors. Forms provided herein.)
- Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written and communication skills will be assessed along with content. Please use the form provided herein and attach additional sheets if necessary.)
- Résumé or Statement of Experience including most relevant work and volunteer experience
- Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or Certificate of Clearance application to APU's credential analyst.)
- Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of successful completion must be submitted no later than the date of Application for Student Teaching.)
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.

- International students have a separate application procedure. Please contact the Office of International Student Services.
- After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education will review the file and notify the applicant by postcard to call and schedule an admissions interview. All applicants must be interviewed before admission will be granted.

Step-by-Step to Becoming a Teacher:

1. Complete Preprofessional Course Requirements:

- Human Growth and Development (early childhood through adolescence) EDUC 572 or PSYC 290
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Foundations of Education or Introduction to Teaching (EDUC 400 or EDUC 300)
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

Appropriate substitutes may be approved by the department with submission of a course work waiver application, course description and/or syllabus, and official transcripts.

2. Single-Subject Matter Requirement

- Satisfactory completion of a CCTC-approved single-subject waiver program in art, business, English, mathematics, music, physical education, science, social science, or Spanish
— or —
- Passing score on the appropriate PRAXIS series Single-Subject Specialty Area Test(s) and Single-Subject Assessment for Teachers exam (SSAT)

3. Single-Subject (7-12) Credential Requirements:

Professional Education Program Courses		
Full-time student teaching prerequisites		
TEP 420	Secondary Teaching Strategies	3
TEP 421	Field Experience I: 7-12	1
TEP 440	Secondary Curriculum and Procedures	3
TEP 441	Field Experience II: 7-12	1
TEP 560	First and Second Language and Literacy, 7-12	3
TEP 561	Language Acquisition Field Experience, 7-12	1

Admission to Student Teaching

1. **The Application for Student Teaching** for the traditional Single-Subject Program must be submitted to the Department of Teacher Education by November 1, for the spring semester, or by April 1, for the fall semester. Students must attend a mandatory Student Teaching Information Meeting in October or March and receive the Student Teaching Application at that time. The teacher education faculty then evaluates the candidate’s suitability for the profession in light of all evidence available. The criteria includes such qualities as academic aptitude, emotional stability, interpersonal relations, initiative, and oral and written communication.

Admission to student teaching is also dependent upon:

- A. Subject-matter competence according to state and program guidelines by:
 - Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed (If an applicant has verified completion of at least 4/5ths subject matter course work, he or she may be eligible for student teaching, if all other necessary requirements have been met. Remaining subject matter courses must be completed before applying for the Preliminary Credential.)
— or —
 - Proof of passage of PRAXIS/SSAT (single subject) exams
- B. Satisfactory completion of all required preprofessional and professional education course work
- C. Any remediation that may be required for grades lower than B in any course leading to student teaching
- D. Successful completion and verification of CBEST passage, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

A student hired to teach on a contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is highly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent to the 18-week student teaching semester, which occurs in the fall or spring. All contracted student teaching assignments must be approved by the program director prior to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Framework as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching.

2. Student Teaching Assignment (18 weeks, full time)

TEP 580	Student-Teaching Seminar, 7-12	3
TEP 581	Student Teaching, 7-12	9

Applying for the Credential

1. Preliminary Credential

Apply for the Preliminary Credential upon completion of all above criteria. The Preliminary Credential is valid for five years and is nonrenewable.

2. Professional Clear Credential

Apply for this credential after completion of requirements for Preliminary Credential plus the following:

- A. Completion of 30 post-baccalaureate, education-related units (may include Teacher Education credential course work)
- B. EDUC 500 Computer Education for Teachers 3
- C. EDUC 530 Introduction to Individual Differences 3
- D. Health Education (must include substance abuse and nutrition)
- E. CPR, “Community,” “Level B,” or “Level C” current certification

Requirements for the C.L.A.D. Certificate

1. Preliminary or Professional Clear Credential requirements completed
2. Verified foreign language requirement

Completion of C.L.A.D. Certificate courses:

EDUC 405	Diversity in th Classroom	3
— or —		
EDUC 504	Teaching and Cultural Diversity	3
— and —		
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
TEP 560	First and Second Language and Literacy, 7-12	3

Students become eligible to apply for the C.L.A.D. Certificate upon completion of all above criteria.

Consult with program director, Maria Pacino, Ed.D., to determine which 21 units of post-baccalaureate work from the Preliminary, Clear, and C.L.A.D. programs may be applied to the Master of Arts in Education: Teaching, (626) 815-5480.

All courses listed in this section are eligible for the APU alumni discount

MULTIPLE-SUBJECT TEACHING CREDENTIAL

Program Director: Greg Kaiser, Ph.D.
(626) 815-5370, (626) 815-5430
gkaiser@apu.edu

Azusa Pacific University's Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the California Commission on Teacher Credentialing (CCTC), approaches education from a Christian perspective, emphasizing the critical need for ethics, compassion, and teaching competency in the classroom. As the third largest credential-granting private institution in California, APU produces graduates who are comprehensively equipped and heavily recruited throughout the school districts of California and other states. For undergraduate students in prerequisite education courses, service learning is a primary focus with students participating in K-12 schools in local school districts.

Increasing the visibility of its current students and alumni, APU hosts the Annual Teacher Interview Day, gathering representatives from more than 50 districts on campus to interview with students on a one-on-one basis. This networking opportunity is an excellent venue for students to practice interviewing skills, learn about various districts in which they may desire to serve, and often secure a job placement.

Complete details regarding entrance and specific program requirements, advising, and general information about APU's Teacher Education credential programs are discussed at mandatory teacher education information meetings. Students should apply to the appropriate teacher education credential program one term prior to commencing professional education courses. The traditional Multiple-Subject Program is offered at the Azusa and Ventura campuses. The off-campus Multiple-Subject Intern Program is offered at: Inland Empire, Orange County, San Diego, and Temecula Valley campuses, as well as in the San Gabriel Valley.

Program requirements are subject to change according to the California Commission on Teacher Credentialing and Graduate Education policies.

Application Requirements

- Attendance at a mandatory teacher education information meeting to receive initial group advising
- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- Two copies of 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 mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Student's sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms that assess competence and character (Appropriate individuals include those who have supervised the applicant's leadership and/or paid or unpaid teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors.)
- Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written and communication skills will be assessed along with content.)

- Résumé or Statement of Experience, including most relevant work and volunteer experience
- Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or Certificate of Clearance application to APU's credential analyst.)
- Proof of successful completion of the CBEST or proof of paid registration for the CBEST (Proof of successful passage must be submitted no later than the date of Application for Student Teaching.)
- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.
- After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education will review the file and notify the applicant by postcard to call and schedule an admissions interview. All applicants must be interviewed before admission will be granted.

Step-by-Step to Becoming a Teacher:

1. Complete Preprofessional Course Requirements

- Human Growth and Development (early childhood through adolescence) EDUC 572 or PSYC 290
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Foundations of Education or Introduction to Teaching (EDUC 400 or EDUC 300)
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

Appropriate substitutes may be approved by the department with submission of a course work waiver application, course description and/or syllabus, and official transcripts.

2. Multiple-Subject Matter Requirement

- Satisfactory completion of a CCTC-approved multiple-subject liberal studies waiver program
- or —
- Passing score on the Multiple-Subject Assessment for Teachers exam (MSAT)

3. Multiple-Subject (7-12) Credential Requirements

Professional Education Program Courses
Full-time student teaching prerequisites

TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I: K-8	1
TEP 430	Methods and Curriculum II, K-8	3
TEP 431	Field Experience II: K-8	1
TEP 550	First and Second Language and Literacy, K-8	3
TEP 551	Language Acquisition Field Experience, K-8	1

Admission to Student Teaching

1. The Application for Student Teaching for the traditional Multiple-Subject Program must be submitted to the Department of Teacher Education by November 1, for the spring semester, or by April 1, for the fall semester. Students must attend a mandatory Student Teaching Information Meeting in October or March and receive the Student Teaching Application at that time. The teacher education faculty then evaluates the candidate's suitability for the profession in light of all evidence available. The criteria includes such qualities as academic aptitude, emotional stability, interpersonal relations, initiative, and oral and written communication.

Admission to student teaching is also dependent upon:

- A. Subject-matter competence according to state and program guidelines by:
- Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed
 - or —
 - Proof of passage of MSAT (multiple subject) exam

B. Satisfactory completion of all required preprofessional and professional education course work

C. Any remediation that may be required for grades lower than B in any course leading to student teaching

D. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

A student hired to teach on a contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is highly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent to the 18-week student teaching semester, which occurs in the fall or spring. All contracted student teaching assignments must be approved by the program director prior to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Framework as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching.

2. Student teaching assignment (18 weeks, full time)

TEP 570	Student-Teaching Seminar, K-8	3
TEP 571	Student Teaching, K-8	9

Multiple-Subject students are required to pass the Reading Instruction Competence Assessment (RICA) exam before applying for a Preliminary Credential.

All courses listed in this section are eligible for the APU alumni discount.

Applying for the Credential

1. Preliminary Credential

Apply for the Preliminary Credential upon completion of all above criteria. The Preliminary Credential is valid for five years and is nonrenewable.

2. Professional Clear Credential

Apply for this credential after completion of the requirements for the Preliminary Credential plus the following:

- A. Completion of 30 post-baccalaureate, education-related units (may include teacher education credential course work)
- B. EDUC 500 Computer Education for Teachers 3
- C. EDUC 530 Introduction to Individual Differences 3
- D. Health Education (must include substance abuse and nutrition)
- E. CPR, "Community," "Level B," or "Level C" current certification

Requirements for the C.L.A.D. Certificate

1. Preliminary or Professional Clear Credential requirements completed
2. Verified foreign language requirement

Completion of C.L.A.D. Certificate courses:

EDUC 405	Diversity in the Classroom	3
— or —		
EDUC 504	Teaching and Cultural Diversity	3
— and —		
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
TEP 550	First and Second Language and Literacy, K-8	3

Students become eligible to apply for the C.L.A.D. Certificate upon completion of all above criteria.

Consult with program director, Maria Pacino, Ed.D., to determine which 21 units of post-baccalaureate work from the Preliminary, Clear, and C.L.A.D. programs may be applied to the Master of Arts in Education: Teaching, (626) 815-5480.

MULTIPLE-SUBJECT OFF-CAMPUS INTERNSHIP CREDENTIAL AND MASTER OF ARTS IN EDUCATION: TEACHING

Program Director; Elementary Education:
Greg Kaiser, Ph.D.
(626) 815-5430
gkaiser@apu.edu

Program Director; Chair of Advanced Studies in Education:
Maria Pacino, Ed.D.
(626) 815-5480
mpacino@apu.edu

Students holding an accredited bachelor's degree may be eligible for APU's innovative Multiple-Subject Off-Campus Internship Credential/Master of Arts in Education: Teaching. Designed for beginning teachers with a limited teaching background and preparation, the 40-unit program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 60 California districts cooperate in the program, meeting the needs of public school teachers on emergency permits or intern credentials.

The program is tailored to the working professional, offering classes at district sites and satellite centers. Upon completion, the graduate will earn both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching degree. Students also complete two of the four C.L.A.D. Certificate courses and are encouraged to complete the rest following completion of the Preliminary Credential. All candidates must attend a mandatory information meeting prior to enrolling. For more information, please contact a program director. The master's degree is earned after the student has met subject matter competency and all requirements for the Preliminary Credential.

Note: Students with an incomplete bachelor's degree and a minimum of 60 transferable units may qualify for APU's Human Development bachelor's degree completion program, an accelerated program which prepares students for admission to the Multiple-Subject Off-Campus Internship Credential/Master of Arts in Education: Teaching Program. Please contact the Human Development program director, Dan Watkins, for more information, (626) 815-5301.

Program requirements are subject to change according to the CCTC and Graduate Education policies.

Application Requirements

- Attendance at a mandatory teacher education information meeting to receive initial group advising
- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- Two copies of 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 mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms that assess competence and character (Appropriate individuals include those who have supervised the applicant's leadership and/or paid or unpaid teaching experience with children/ youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors.)

- Letter to the dean, addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written and communication skills will be assessed along with content.)
- Résumé or Statement of Experience including most relevant work and volunteer experience
- Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or submit Certificate of Clearance application to APU's credential analyst.)
- Proof of successful passage of the CBEST or proof of paid registration for the CBEST (Proof of successful passage must be submitted no later than the date of Application for Student Teaching.)⁺
- Proof of fulfillment of U.S. Constitution competency by approved course work or exam⁺
- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.
- Subject matter competence
 - A. Satisfactory completion of a California Commission on Teacher Credentialing (CCTC)-approved multiple-subject liberal studies waiver program or a passing score on the Multiple-Subject Assessment for Teacher Exam (MSAT)
 - B. Must be satisfied for intern credentialing eligibility⁺
 - C. Proof of registration for next MSAT required for admission to the Intern Program

- After all above materials have been submitted, the Department of Teacher Education staff will review the file and notify you by postcard to call and schedule an admissions interview. All applicants must be interviewed before admission will be granted.

⁺Upon successful passage of MSAT, APU will assist you financially in applying for an Intern Credential.

Preliminary Course Requirements

34 units

TEP 505	Clinical Experiences in Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing	3
TEP 525	Clinical Experiences in Teaching Mathematics	3
TEP 535	Clinical Experiences in Teaching Science	3
TEP 545	Clinical Experiences with Integrating the Humanities	3
TEP 550	First and Second Language and Literacy, K-8**	3
TEP 565	Intern Teaching I*	2
TEP 575	Intern Teaching II*	2
EDUC 504	Teaching and Cultural Diversity**	3
EDUC 571	Curriculum Foundations ⁺	3
EDUC 572	Advanced Educational Psychology [‡]	3
EDUC 573	History and Philosophy of Education [‡]	3
<p>Students are eligible to apply for the Preliminary Credential upon passage of all above classes and requirements including Subject Matter (e.g., MSAT) and RICA passage.</p> <p>At this time, consult with M.A. program director, Maria Pacino, for advisement regarding completion of M.A. in Education: Teaching requirements before continuing.</p>		
EDUC 574	Current Issues in Education	3
EDUC 589 A	Research for Educators	2
EDUC 589 B	Research for Educators	1

Total 40 post-B.A. units

*These courses do not count toward the Master of Arts in Education degree.
 **These courses must be taken at APU to count toward the C.L.A.D. Certificate.
[‡]These courses are not eligible for the APU alumni (B.A./B.S.) discount.

To earn the M.A. in Education: Teaching degree, students must meet all requirements for the Preliminary Credential comprising MSAT and RICA passage and completion of all M.A. including all above course work, Growth Assessment Essay, Content Focused Essay, and Orals.

Teacher candidates must meet subject matter requirements (e.g., pass MSAT) and pass the Reading Instruction Competence Assessment (RICA) prior to applying for their first credential (e.g., Preliminary or Clear Credential).

Note: Off-campus internship program students without a teaching contract will complete 80 hours of verified field work during TEP 565 (first semester in the program). If not hired on a contract by the second semester, the student must submit a Student Teaching Application in order to be cleared for student teaching. This application must be submitted to the Department of Teacher Education (Azusa) by November 1, for the spring semester, or by April 1, for the fall semester. If fully cleared, the student will register for TEP 575. Clearance includes requirements such as passage of CBEST and MSAT (or multiple-subject matter competency); US Constitution; fingerprint clearance; negative TB test results; completion of 80 field work hours; TEP 505, 515, and 535. Students anticipating being offered a teaching contract for the third semester may postpone registration for and participation in TEP 575 one semester (while still maintaining enrollment in TEP 545, 550, EDUC 504 and 572). Please submit a letter requesting postponement by the first day of the appropriate semester.

MILD/MODERATE DISABILITIES (K-12) SPECIALIST CREDENTIAL

Credential Only

Program Director: David Colachico, Ed.D.
(626) 815-5430
davidc@apu.edu

The current shortage of special education teachers creates a growing demand for educators with this credential. APU now offers a fifth-year credential in Special Education for the teaching of mild/moderate disabled students (K-12). The program is offered in two distinct tracks to accommodate educators from various points of entry. The Level One credential offers Track I for those with no teaching contract; Track II is for the current contracted teacher. Students must see an advisor for proper placement in tracks within this credential program.

Course content is application oriented, enabling students to take what they learn in the evening and use it in their classroom the next day. Classes are small (15-20 students) and conveniently offered at locations throughout Southern California. One course (Introduction to Individual Differences) is presented via picture television at the Temecula Valley site and may be the precursor to a larger format of distance learning. This cutting-edge technology typifies the Azusa Pacific program and the innovative approach of its faculty and staff.

Those who successfully complete the program and earn the Mild/Moderate Disabilities Credential are granted five years within which they must enroll in Level II of the specialist program to clear their credential. The Level II credential is renewable. In this program, candidates will develop an induction plan under the supervision of their school district and an APU advisor.

Program requirements are subject to change according to the California Commission on Teacher Credentialing and Graduate Education policies.

Level One, Track I Application Requirements

- Attendance at a mandatory teacher education information meeting to receive initial group advising
- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- Two copies of 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 mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted from three professionals who can assess personality and character such as: an individual who has supervised the applicant's leadership and/or paid or unpaid teaching experience with children in public and/or private settings, an employer who directly supervised the applicant, or a faculty/ academic reference (References from neighbors, friends, pastors, and relatives are not appropriate unless they have served as supervisors.)
- Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; previous residence or travel experiences (Written and communication skills will be assessed along with content.)
- Résumé or Statement of Experience including most relevant work and volunteer experience
- Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or submit Certificate of Clearance application to APU's credential analyst.)
- Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of successful passage must be submitted no later than the due date of Application for Student Teaching.)
- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.
- After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education will review the file and notify the applicant by postcard to call and schedule an admissions interview. All applicants must be interviewed before admission will be granted.

Step-by Step to Becoming a Teacher

1. Complete Preprofessional Course Requirements

- Human Growth and Development (early childhood through adolescence) EDUC 572 or PSYC 290
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

2. Subject Matter Requirement

- Satisfactory completion of a CCTC-approved waiver program
— or —
- Passing score on MSAT or PRAXIS/SSAT

3. Mild/Moderate Credential Requirements

Level One, Track I

TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I: K-8	1
TEP 550/560	First and Second Language and Literacy: K-8/7-12	3
TEP 551/561	Language Acquisition Field Experience: K-8/7-12	1
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 535	Counseling, Collaboration, and Consultation	3
EDUC 536	Diagnosis of Mild to Moderate Disabilities	3
EDUC 537	Theories and Interventions in Behavior Disorders	3
EDUC 539	Mild to Moderate Fieldwork	1

Appropriate substitutes may be approved by department with submission of both course description and/or syllabus, and official transcripts.

Admission to Student Teaching

Students may submit a departmental student teaching application the semester before enrollment upon completion of above.

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

Admission to student teaching is also dependent upon:

A. Subject-matter competence according to state and program guidelines by:

- Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed (If an applicant has verified completion of at least 4/5^{ths} single-subject matter course work, he or she may be eligible for student teaching, if all other necessary requirements have been met. Remaining subject matter courses must be completed before applying for the Preliminary Credential.)
— or —
- Proof of passage of MSAT (multiple subject) or PRAXIS/SSAT (single subject) exams

B. Satisfactory completion of all required preprofessional and professional education course work

C. Any remediation that may be required for grades lower than B in any course leading to student teaching

D. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

A student hired to teach on a contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is highly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent to the 18-week student teaching semester, which occurs in the Fall or Spring. All contracted student teaching assignments must be approved by the program director prior to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Framework as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching.

Full-time, 18-week student teaching assignment

TEP 570	Student Teaching Seminar, K-8	3
	— or —	
TEP 580	Student Teaching Seminar, 7-12	3
	— and —	
TEP 571/581	Student Teaching, K-12, Special Education	6

Total 33 units

Students become eligible to apply for a Level I Credential upon completion of all above criteria. The Level I Credential is valid for five years and is nonrenewable. The above course work may be modified to include an Intern track. Contact the program director with questions regarding this program.

The Special Education Credential Program is exempt from the RICA requirement until January 1, 2000.

Course Requirements 27 units**Level One, Track II**

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 535	Counseling, Collaboration, and Consultation	3
EDUC 536	Diagnosis of Mild to Moderate Disabilities	3
EDUC 537	Theories and Interventions in Behavior Disorders	3
EDUC 562	Field Experience: Exceptional/Nonexceptional	3
EDUC 563	Field Experience: Learning Handicapped	3
SPED 440	Methods and Curriculum of Mild/Moderate Disabilities in Regular Education	3
TEP 550	First and Second Language and Literacy, K-8 — or —	3
TEP 560	First and Second Language and Literacy, 7-12	3

Total 27 units**Level Two**

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the specialist program to clear their credential. The Level II credential is renewable. In this program, candidates will develop an induction plan under the supervision of their district and APU. Please contact the program director, David Colachico, at (626) 815-5430, for more information.

CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (C.L.A.D.) CERTIFICATE

Program Director: Dan Doorn, Ph.D.
(626) 815-5371, (626) 815-5480
ddoorn@apu.edu

Coordinator: Persida Himmele, Ed. M.
(626) 815-5458

Off-Site Campuses:

Inland Empire, (909) 888-9977
Orange County, (714) 935-0260
Temecula Valley, (909) 679-6413
Ventura, (805) 677-5828

Plans for future expansion of the C.L.A.D. Program include the San Diego Center.

The Cross-Cultural Language and Academic Development (C.L.A.D.) 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 units of California Commission on Teacher Credentialing-approved courses at APU, covering the three domains of knowledge and teaching competencies, and who meet the state foreign language requirement, are not required to take the state examination for the C.L.A.D. Certificate. Those interested in continuing to pursue their Bilingual Cross-Cultural Language and Academic Development (B.C.L.A.D.) Certificate for a specific language, should contact the program director for more information.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- A posted bachelor's degree from a regionally accredited institution
- A photocopy of a current California teaching credential, or proof of being in the process of earning a California teaching credential, an emergency permit, or Certificate of Clearance

Course Requirements 12 units

EDUC 501	Language Structure, Acquisition, and Development	3
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
EDUC 504	Teaching and Cultural Diversity	3

Total 12 units

When it is time to apply for the C.L.A.D. Certificate, students may contact the C.L.A.D. Certificate coordinator or the site coordinator for an application form and guidelines on applying directly to the California Commission on Teacher Credentialing in Sacramento for the C.L.A.D. Certificate.

Each course runs nine weeks and meets one night per week, from 4:45-9 p.m.

Students in APU's Teacher Credentialing Program may substitute TEP 550 or TEP 560 for EDUC 501, and EDUC 405 for EDUC 504.

All four courses for the C.L.A.D. Certificate (12 units) may be applied toward a Master of Arts in Education degree program.

Courses may be taken in any order.

Foreign Language Requirement

Students must meet the California foreign language requirement for obtaining the C.L.A.D. Certificate. There are multiple ways to do so. The three most common ways are:

- Completion of six semester units at a college/university in a foreign language (including American Sign Language) with an average grade of C or better
- Completion of 90 hours of approved language training through a school district or institute with an average grade of C or better
- Three years of one foreign language in high school, with an average grade of B or better

A listing of the alternatives is available at the program and site offices.

GRADUATE EDUCATION DEPARTMENTS

Faculty

Dean: Alice V. Watkins, Ph.D.

Associate Dean: Roger Harrell, Ed.D.

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

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

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

Professor: Paul Mortenson, Ph.D.

Associate Professor: Roger White, Ed.D.

Assistant Professor:
Kathryn Scorgie, Ph.D.

Lecturer: Persida Himmele, Ed.M.

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

Associate Professor: Jay Saurenman, Ph.D.

Assistant Professor: Randy Fall, M.A.

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

Director of the Center on Research on
Ethics and Values;
Professor: Beverly Hardcastle
Stanford, Ph.D.

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

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

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

Professor: Patricia Bonner, Ph.D.

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

ADVANCED CREDENTIALS

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING

Credential Only

Program Director: Barbara Wynne
Sorenson, Ph.D.
(626) 815-5424; bsorenso@apu.edu

Candidates for the School Counseling Credential fulfill all the requirements for the Master of Arts in Education with an emphasis in Pupil Personnel Services plus an additional six units of fieldwork. The program is application-oriented and emphasizes techniques that help young students make the decision to stay in school. Students in this program explore the various support agencies available to school counselors and their students. Parent programs and substance abuse programs are researched to determine their availability within the community and for their innovative methods for caring for today's youth and their families. Problem-solving skills, discipline procedures, and crisis and routine intervention are explored in depth with hands-on activities to support theory. The fieldwork courses provide the opportunity to work side-by-side with a practicing school counselor, offering the benefits of on-the-job-training. This credential program requires a final comprehensive exam. (See page 97 for master's degree requirements.) The School Counseling Program is offered at:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

Plans for future expansion of this program include the San Diego Center.

Selected programs are under review; please contact the individual program director for updated information.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by supervisors who have current knowledge of applicant's academic ability and potential for service within the credential area
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé
- Valid California teaching credential, emergency permit, or certificate of clearance
- Successful completion of the CBEST
- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- The equivalent of EDUC 300 or EDUC 400 Foundations of Education
- PSYC 290 Child Growth and Development

Course Requirements

(Prerequisites exist; please pursue academic advising with the program director before registering.)

Concentration Courses 27 units

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling*	3
EDUC 550	Advanced School Counseling*	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 572	Advanced Educational Psychology	3
EDUC 582	School and the Law	3
EDUC 583	Intervention Through Consultation	3

*Prerequisites for EDUC 583

Credential Courses 6 units

EDUC 562	Supervised Field Experience: Exceptional and Nonexceptional Individuals	3
EDUC 564	Supervised Field Experience: Pupil Personnel	3

Total 33 units

15-unit residency requirement

A written comprehensive examination covering the content of the concentration is also required. All credential candidates must obtain passing scores on the CBEST before they may apply for credentials.

A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services Program.

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL PSYCHOLOGY

Credential Only

Program Director: Barbara Wynne Sorenson, Ph.D.
(626) 815-5424; bsorenso@apu.edu

This 60-unit credential program builds upon the skills gained in the School Counseling Credential Program with a broader scope and more advanced subject matter. With this credential, one is qualified to serve as school psychologist at the district level responsible for overseeing several schools. School psychologists are authorized to make psychological assessments, identify learning disabilities, and place students in special education programs. Because the first half of this program is nearly identical to the School Counseling Program, with the addition of one course (EDUC 568), those pursuing the credential in school psychology may earn their school counseling credential as well. Both credential programs require a final comprehensive exam. The School Psychology Program is offered at:
Azusa
Inland Empire
Orange County
Temecula Valley

Plans for future expansion of this program include the San Diego Center.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by supervisors who have current knowledge of applicant's academic ability and potential for service within the credential area
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Résumé or Statement of Experience
- Valid California teaching credential, emergency permit, or certificate of clearance
- Successful completion of the CBEST
- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- The equivalent of EDUC 300 or EDUC 400 Foundations of Education
- PSYC 290 Child Growth and Development

Course Requirements

(Prerequisites exist; please pursue academic advising before registering.)

Concentration Courses 27 units

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling*	3
EDUC 550	Advanced School Counseling*	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 572	Advanced Educational Psychology	3
EDUC 582	School and the Law	3
EDUC 583	Intervention through Consultation	3

*Prerequisites for EDUC 583

Advanced Courses 27 units

EDUC 558	Advanced Human Growth and Development	3
EDUC 630	Human Learning Abilities and Disabilities	3
EDUC 631	Young Children and Early Intervention	3
EDUC 632	Intellectual Assessment	3
EDUC 633	Multicultural and Bilingual: Assessment and Intervention	3
EDUC 634	Intervention and Prevention	3
EDUC 635	Role and Function of the School Psychologist	3
EDUC 636	Research and Evaluation in School Psychology	3
EDUC 637	Child Psychopathology: Assessment and Intervention	3

Supervised Field Experience 6 units

EDUC 668	Supervised Field Experience: School Psychology I	3
EDUC 669	Supervised Field Experience: School Psychology II	3

Total 60 units

30-unit residency requirement

Any student who does not work in a multi-cultural school must obtain experience at a site where such an opportunity exists.

Students must complete a minimum of 150 hours for EDUC 562 and EDUC 564 plus 2 hours for EDUC 669 fieldwork at two school levels to be verified by the site supervisor and the APU field experience supervisor. Evaluation forms are added to students' files upon completion of the field experience. Official transcripts verify that credit has been earned.

A written comprehensive examination covering the content of the concentration is also required. All credential candidates must obtain passing scores on the CBEST before they may apply for credentials.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (TIER I)

Credential Only

Program Director: Dan Elliott, Ed.D.
(626) 815-5369; delliottd@apu.edu

The Preliminary Administrative Services Credential (PASC) Program is designed for students who already hold a master's degree in education. These students may complete the emphasis in school administration and the supervised fieldwork without the education core and be eligible for the Preliminary Administrative Services Credential (Tier I). However, if the posted master's degree does not cover the educational core competency areas, the student may be required to take EDUC 571 Curriculum Foundations. Candidates without previous course work in mainstreaming special needs students are required to take EDUC 530 Introduction to Individual Differences.

Leading the field, APU is the largest centrally based, credential-granting institution in the state. One of the primary reasons students are drawn to the program is its unique focus on developing effective instructional leaders, dedicated to a compassionate, competent, and caring Christian approach to education. APU's faculty model this commitment as practicing administrators and field work mentors involved in the daily operation of many Southern California school districts. The Tier I Program is offered at:

Azusa
Downey
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Verification of a master's degree or approval of a program of study leading to completion of a Master of Arts in Education with an emphasis in School Administration at APU
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by school administrators who have current knowledge of applicant's academic ability and potential for service in school administration (Forms provided herein.)
- Letter to the dean describing educational goals as well as short- and long-term professional
- Statement of Experience or résumé verifying with supervisor signatures at least three years of full-time service under a California "basic" credential (i.e., Teaching, PPS, Library, School Nurse, etc.)
- Valid California teaching, services, or designated subject credential
- Successful completion of the CBEST or evidence of paid registration for the next CBEST (Proof of successful completion must be provided before completing fieldwork.)
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.

Prerequisites

Candidates who already possess a master's degree in education may complete the concentration in school administration and the supervised field experience without the education core and be eligible for the Preliminary Administrative Services Credential (Tier I). Candidates with a master's degree that did not cover the educational core competency areas may be required to take EDUC 571 Curriculum Foundations. Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530 Introduction to Individual Differences. Candidates without introductory skills in educational use of computers are required to either show proficiency or competency in EDUC 500 Computer Education for Teachers, or its equivalent prior to registering for EDUC 516 Technology for the School Administrator.

Course Requirements

No required sequence except as noted with the asterisk (*).

Core Courses 12 units

(not required for those who possess a master's degree in education)

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

Concentration Courses 21 units

EDUC 516	Technology for the School Administrator*	3
*Must have completed the equivalent of EDUC 500		
EDUC 575	Educational Research and Statistics	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
*Must have completed the equivalent of EDUC 571		
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience**6 units**

(Each course lasts the duration of a 15-week semester.)

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

Total for those who possess a master's degree in education and meet core requirements **27 units**

Total for those who do not possess a master's degree which meets core requirements **Up to 36 units**

Additional Credential Requirement Comprehensive Exam

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

PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP CREDENTIAL (TIER I)**Credential Only**

Program Director: Dan Elliott, Ed.D.
(626) 815-5369; delliot@apu.edu

The Preliminary Administrative Services Credential Internship Program meets a unique need within today's school districts by allowing candidates whose districts desire to employ them immediately as administrators to complete their credential course work while simultaneously filling the administrative position. Candidates do so under supervision of the university and the nominating district and must enroll in the field experience courses during the first two semesters of the program.

Interns participate in the administrative credential courses along with other candidates, bringing with them the invaluable experiences they encounter daily in the field. The timely and relevant course work is immediately applicable and an excellent resource for the problem solving and decision making required in their current positions. Faculty who are practicing administrators and field work mentors enrich the learning experience and offer a strong ethical approach to educational leadership. The Tier I Program is offered at:
Azusa
Downey
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Verification of a master's degree or program of study leading to completion of a Master of Arts in Education with an emphasis in School Administration at APU (The program of study will verify that students are only enrolled in one course per term during the two semesters of supervised internship field experience.)
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by school administrators who have current knowledge of applicant's academic ability and potential for service in school administration
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, PPS, Library, School Nurse, etc.)
- Contract or letter verifying administrative offer of employment and Terms and Agreements forms signed by the superintendent or designee
- Letter from the employing district superintendent or designee nominating the student for the internship credential and expressing a willingness to participate in the process

- Valid California teaching, services, or designated subject credential
- Successful completion of the CBEST
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

Candidates who already possess a master's degree in education may complete the concentration in school administration and the supervised field experience without the education core and be eligible for the Preliminary Administrative Services Credential (Tier I). Candidates with master's degree that did not cover the educational core competency areas may be required to take EDUC 571 Curriculum Foundations. Candidates without previous course work in mainstreaming of special need students are required to take EDUC 530 Introduction to Individual Differences. Candidates without introductory skills in educational use of computers are required to either show proficiency or complete EDUC 500 Computer Education for Teachers, or its equivalent prior to registering for EDUC 516 Technology for the Administrator.

Course Requirements

No required sequence except as noted by the asterisk (*).

Core Courses		12 units
(not required for those who possess a master's degree in education)		
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses **21 units**

EDUC 516	Technology for the School Administrator*	3
*Must have completed the equivalent of EDUC 500		
EDUC 575	Educational Research and Statistics	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
*Must have completed the equivalent to EDUC 571		
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience **8 units**

(Each course lasts the duration of a 15-week semester.)

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

Total for those who possess a master's degree in education and meet core requirements **29 units**

Total for those who do not possess a master's degree which meets core requirements **30-33 units**

Total for those who do not possess a master's degree **38 units**

Additional Internship Credential Requirements Comprehensive Exam

Candidates for either Internship Credential Program must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

Growth Assessment

Candidates for the Internship Credential Program, upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Included are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

Exit Oral Presentation

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

Thesis Option

Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor. The student will register for EDUC 591 Thesis in lieu of the second semester of field experience unless one semester of field experience has been waived for some other reason.

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL (TIER II)

Program Director: Marcia McVey, Ed.D.
(626) 815-5490; mmcvey@apu.edu

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

Candidates who have received the Preliminary Administrative Services Credential (Tier I) and are employed in an administrative position have one year in which to declare (apply for admittance into a Tier II Program) their intention to enter a program of study which will result in the Professional Administrative Services Credential (Tier II). Once employed in an administrative position, candidates have a period of five years to obtain the credential. The Tier II Program is offered at:
Azusa
Downey
High desert
Inland Empire
Orange County
Temecula Valley
Ventura

Plans for future expansion of this program include the San Diego Center.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's and master's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Two recommendation forms submitted by school administrators who have current knowledge of applicant's academic ability and potential for service in school administration
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé verifying with supervisor signatures at least two years of appropriate full-time administrative experience requiring the Tier I Credential
- Valid Preliminary Services Credential (Tier I)
- Successful completion of the CBEST or evidence of paid registration for the CBEST (Proof of successful completion must be provided before completing fieldwork.)
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.

Course Requirements 24 units

EDUC 600	Budgeting and Managing Information Systems in K-12 Education–Human and Fiscal Resources*	3
EDUC 610	Human Diversity and Social Context*	3
EDUC 615	Politics and Policy Analysis in Education*	3
EDUC 620	Administration and Supervision in K-12 Education*	3
EDUC 661	Professional Field Experience I, Induction	2
EDUC 662	Supervised Field Experience II	4
EDUC 663	Supervised Field Experience III	4
EDUC 664	Professional Field Experience IV, Assessment	2

Total 24 units

*May be applied toward the Doctor of Education in Educational Leadership Program at APU.

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

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

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

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

MASTER OF ARTS IN EDUCATION

INTRODUCTION

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

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

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

Areas of Concentration **21 units**

Teaching
Curriculum and Instruction
Special Education
School Administration
Pupil Personnel Services

Options **6 units**

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

Total **36 units**

Additional Master's Degree Requirements

1. Growth Assessment

Near the conclusion of their degree programs, students submit written growth assessments which demonstrate their learning and development and include tentative plans for continued growth in their post-degree lives. The growth assessment paper is considered prerequisite preparation for the final oral evaluation and should be submitted eight weeks prior to the scheduled oral evaluation.

2. Portfolio

Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program. Such a portfolio demonstrates a visible representation of growth during the program and may be used in preparing for the final oral presentation.

3. Core Examination

The core courses are a central part of each masters degree course sequence. These courses provide students with the educational foundation and a broad base understanding in the areas of curriculum, instruction, education psychology, and history and philosophy of education.

Students are required to take a written core examination at the completion of each core course to assess content knowledge and writing skills. The student must pass the core examination in order to pass the course.

If a student is found to be deficient in written communication skills, the professor will notify the student and the School of Education and Behavioral Studies regarding the assessment. If the written communication skills are deficient, a remediation program will be recommended. Upon successful completion of the recommended written communication skills program a second examination will be provided. Only one retake is allowed.

Students who have taken an equivalent graduate core course at another accredited university within the eight-year course obsolescence period may request a waiver of the requirement. An additional elective course may be required for the completion of the degree.

4. Oral Evaluation Interview

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

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

5. Written Comprehensive Examination

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

6. Thesis/Project Alternative

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

MASTER OF ARTS IN EDUCATION WITH AN EMPHASIS IN CURRICULUM AND INSTRUCTION

Program Director: Maria Pacino, Ed.D.
(626) 815-5480; mpacino@apu.edu

This program, designed for K-12 educators with a Preliminary or Clear Credential, or experienced teachers in private schools, expands students' professional knowledge, teaching skills, and perspectives on current issues and research in education. The course work helps students become master or mentor teachers, curriculum designers, and program or faculty leaders. Those whose eventual goal is to teach at a college or university find the program to be the ideal preparation for doctoral studies in the fields of teaching, and curriculum and instruction.

Flexibility is the key feature of this program. With the advisement and approval of the program director, students may adapt the program to their individual needs and interests by selecting up to four courses in other programs. For instance, teachers may complete most of the work for a C.L.A.D. Certificate by taking the four required courses. They may also substitute up to four approved courses (with no more than two courses per program) in the following graduate education programs: School Administration, Pupil Personnel Services, Special Education, Physical Education, Educational Technology, and Language and Literacy Development. Approval is required for all substitutions. The Curriculum and Instruction Program is offered at:

Azusa
Inland Empire
Orange County
Temecula Valley
Ventura

Plans for future expansion of this program include the San Diego Center.

Application Requirements:

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

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

Course Requirements

Core Courses		12 units
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Curriculum and Instruction Emphasis Courses		6 units
EDUC 574	Current Issues in Education	3
EDUC 589A	Research for Educators*	2
EDUC 589B	Research for Educators	1

Elective Emphasis Courses 12 units

(choose remainder from these courses)

EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Language Development	3
EDUC 510	Creative and Collaborative Leadership	3
EDUC 541	Emerging Literacy, K-12	3
EDUC 554	Instructional Principles and Practices	3
EDUC 555	Comparative Education: A Global Perspective	3
EDUC 558	Advanced Human Growth and Development	3
EDUC 582	Schools and the Law	3

Other education electives or approved transfer units 6 units

Extension courses are not viable.

Total 36 units

*Note that EDUC 589A is prerequisite for EDUC 589 B and must be taken last in the program.

MASTER OF ARTS IN EDUCATION: TEACHING

Program Director: Maria Pacino, Ed.D.
(626) 815-5480, (626) 815-5430;
mpacino@apu.edu

This degree is designed for APU credentialed students who have received a Preliminary Credential through APU within the last five years. These candidates have already completed 12-18 of the units required for the Master of Arts in Education: Teaching Program which capitalizes on the strengths of the APU teacher preparation programs.

Novice teachers find the program to be an ideal forum for testing new ideas and sharing experiences with other novices. Veteran educators engage in a stimulating learning environment characterized by discovery, inquiry, and the ethic of caring. All students become anchored in their pedagogy and participate in action research. With an emphasis on immediately applicable course work, candidates in this program are able to make significant contributions to their districts through such activities as serving on committees, enhancing their schools' curricula, and promoting strong child advocacy programs.

All information stated is subject to changes made by the California Commission on Teacher Credentialing and Graduate Education policy. The Master of Arts in Education: Teaching Program is offered at:

Azusa
Inland Empire
Orange County
Temecula Valley
Ventura

Plans for future expansion of this program include the San Diego Center.

Application Requirements

- Completed Application for Graduate Admission
- The \$45 application fee is not required.
- Official transcripts on file in the Graduate Center
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- One recommendation form submitted by a current supervisor who has knowledge of applicant's academic ability and potential
- Letter to the dean
- Statement of Experience or résumé
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- This program is for APU credentialed students only.
- An APU Department of Teacher Education Clearance for Student Teaching or copy of Student Teaching Evaluation
- For specific information on completing and clearing the credential, please refer to the program director.

Course Requirements

Emphasis Elective Courses **21 units**

(21 units from the list below, according to credential requirements)

TEP 410	Methods and Curriculum I, K-8*	3
TEP 420	Secondary Teaching Strategies**	3
TEP 430	Methods and Curriculum II, K-8*	3
TEP 440	Secondary Curriculum and Procedures**	3
TEP 550	First and Second Language and Literacy, K-8*	3
TEP 560	First and Second Language and Literacy, 7-12**	3
EDUC 400	Foundations of Education, K-12***	3
EDUC 500	Computer Education for Teachers***	3
EDUC 502	Methods of Bilingual, English Language Teaching***	3
EDUC 503	School Practicum in English Language Development***	3
EDUC 504	Teaching and Cultural Diversity***	3
EDUC 530	Introduction to Individual Differences***	3
EDUC 541	Emerging Literacy, K-12***	3

*Required Multiple-Subject Credential course

**Required Single-Subject Credential course

***Electives for both Multiple- and Single-Subject Credential students

Substitutions may be made upon approval from the program director.

Core Courses **9 units**

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

Required Emphasis Courses **6 units**

(to be taken when approved)

EDUC 574	Current Issues in Education	3
EDUC 589A	Research for Educators	2
EDUC 589B	Research for Educators	1

Total 36 post-baccalaureate units

Master of Arts in Education: Teaching degree can only be posted after the student has filed for a Preliminary Credential.

MASTER OF ARTS IN EDUCATION WITH AN EMPHASIS IN SPECIAL EDUCATION

Program Director: David Colachico, Ed.D.
(626) 815-5430; (626) 815-5425;
davidc@apu.edu

Students seeking career advancement and a specialization in special education may consider the Master of Arts in Education with an emphasis in Special Education. This program helps educators deepen their understanding of special needs students and the challenges they face. With a strong Christian emphasis, the program equips candidates with a compassionate, caring approach to education which transcends culture, disability, and age level. It is this invaluable quality that distinguishes APU students from their counterparts in the industry, making them highly marketable and eagerly recruited.

Because the Mild/Moderate Disabilities (K-12) Credential course work is embedded within the master's program, most students opt to pursue both, which requires six units of supervised fieldwork. Those choosing to obtain the master's degree alone may substitute six units of approved electives for the fieldwork. The Special Education Program is offered at:

Azusa
High Desert
Inland Empire
Orange County
Temecula Valley
Ventura

Plans for future expansion of this program include the San Diego Center.

Application Requirements

- Attendance at a mandatory teacher education information meeting to receive initial group advising
- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted from three professionals who can assess personality and character such as: an individual who has supervised the applicant's leadership and/or paid or unpaid teaching experience with children in public and/or private settings, an employer who directly supervised the applicant, or a faculty/ academic reference (References from neighbors, friends, pastors, and relatives are not appropriate unless they have served as supervisors.)
- Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; previous residence or travel experiences (Written and communication skills will be assessed along with content.)
- Statement of Experience or résumé or
- Valid teaching credential, emergency permit, Certificate of Clearance, or five years of verified private school teaching experience

- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- Three units of prerequisite course work may be waived for each year of verified, full-time teaching experience.

Course Requirements

Core Courses		9 units
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses		21 units
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling, Collaboration, and Consultation	3
EDUC 536	Diagnosis of Mild to Moderate Disabilities	3
EDUC 537	Theories of Intervention in Behavior Disorders	3
EDUC 538	Basic Skills Assessment	3
TEP 550/560	First and Second Language and Literacy	3

Electives or transfer credit **6 units**

Extension courses are not viable.

Total **36 units**

Additional Master's Degree Requirements Growth Assessment

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

Portfolio

Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program. Such a portfolio demonstrates a visible representation of growth during the program and may be used in preparing for the final oral presentation.

Core Examination

As part of each core class, students are required to take a written examination that assesses knowledge and writing skills. If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed. If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment. Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

Oral Evaluation Interview

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

Thesis/Project Alternative

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

MASTER OF ARTS IN EDUCATION WITH AN EMPHASIS IN PUPIL PERSONNEL SERVICES

Program Director: Barbara Wynne Sorenson, Ph.D.
(626) 815-5424; bsorenso@apu.edu

Today's classroom environment encompasses a wide array of cultural backgrounds, social levels, and learning abilities. This, coupled with the countless pressures, options, and information barraging young students, often clouds the importance and value of school. The Master of Arts in Education with an emphasis in Pupil Personnel Services equips educators with an advanced understanding of these issues and a deeper insight into the myriad of forces that impact young students. Teachers with this degree are better able to communicate with their students and facilitate the education process.

While the master's degree without the corresponding credential does not qualify one to serve as a school counselor or school psychologist, it does offer career advancement opportunities and a highly marketable specialty. Those desiring to obtain a credential as well (90 percent choose this option) must complete nine units of fieldwork in addition to the requirements for the master's degree. Upon completing the master's program, candidates must present a final growth assessment. The content summarizes a topic which the student has chosen to study in depth, describe the student's personal and professional growth, project the student's plan to apply knowledge toward future growth, and provide program evaluation feedback. The Pupil Personnel Program is offered at:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by supervisors who have current knowledge of applicant's academic ability and potential for service within the credential area
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé
- Valid California teaching credential, emergency permit, or certificate of clearance
- Successful completion of the CBEST or evidence of paid registration for the CBEST (Proof of successful completion must be provided before completing fieldwork.)
- International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.
- The equivalent of EDUC 300 or EDUC 400 Foundations of Education and PSYC 290 Child Growth and Development

Course Requirements

(Prerequisites exist; please obtain academic advising before registering.)

Core Courses 9 units

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

Concentration Courses 21 units

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling*	3
EDUC 550	Advanced School Counseling*	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 582	School and the Law	3
EDUC 583	Intervention Through Consultation	3

*Prerequisites for EDUC 583

Electives or transfer credit 6 units

Extension courses are not viable.

Total 36 units**Additional Master's Degree Requirements Growth Assessment**

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

Portfolio

Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program. Such a portfolio demonstrates a visible representation of growth during the program and may be used in preparing for the final oral presentation.

Core Examination

As part of each core class, students are required to take a written examination that assesses knowledge and writing skills. If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed. If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment. Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

Oral Evaluation Interview

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

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

Thesis/Project Alternative

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

MASTER OF ARTS IN EDUCATION WITH AN EMPHASIS IN SCHOOL ADMINISTRATION

Program Director: Dan Elliott, Ed.D.
(626) 815-5369; dellriott@apu.edu

Azusa Pacific University's Master of Arts in Education with an emphasis in School Administration Program prepares students to serve as effective, innovative educational administrators. Graduates emerge well-equipped to fulfill leadership roles such as faculty mentor, curriculum planner, facilitator, or department chair. All course work throughout the program reflects four integrative themes: collaborative leadership and decision making for effective culturally diverse schools; instructional system design/management; care and enhancement of individuals; and moral/ethical development of students and staff. Given this foundation, APU graduates are heavily recruited throughout California school districts.

Most students combine this degree with the Preliminary Administrative Services Credential (Tier I) which is also offered at APU. Those desiring only the master's degree may substitute six units of approved electives for the fieldwork required in the credential program. The School Administration Program is offered at:

Azusa
Downey
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by school administrators who have current knowledge of applicant's academic ability and potential for service in school administration
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé verifying with supervisor signatures at least three years of full-time service under a California "basic" credential (i.e., Teaching, PPS, Library, School Nurse, etc.)
- Valid California teaching, services, or designated subject credential
- Successful completion of the CBEST or evidence of paid registration for the next CBEST (Proof of successful completion must be provided before completing fieldwork.)
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.

Prerequisites

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

Course Requirements

No required sequence except as noted by the asterisk (*).

Core Courses		9 units
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses 21 units

EDUC 516	Technology for the School Administrator*	3
	*Must have completed the equivalent of EDUC 500	
EDUC 575	Educational Research and Statistics	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
	*Must have completed the equivalent of EDUC 571	
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Electives or transfer credit 6 units

Extension courses are not viable.

Total 36 units

Additional Master's Degree Requirements Comprehensive Exam

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

Exit Oral Presentation

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

Growth Assessment

Candidates for the Master of Arts in Education with an emphasis in School Administration and Preliminary Administrative Services Credential (Tier I), upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Included are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

Thesis Option

Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor. The student will register for EDUC 591 Thesis in lieu of the second semester of field experience unless one semester of field experience has been waived for some other reason.

MASTER OF ARTS IN EDUCATION WITH AN EMPHASIS IN SCHOOL ADMINISTRATION AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (TIER I)*

Program Director: Dan Elliott, Ed.D.
(626) 815-5369; delliottd@apu.edu

Educators desiring to serve in administrative roles find APU's combined Master of Arts in Education in School Administration with the Preliminary Administrative Services Credential (Tier I) Program an ideal path toward their goal. The master's program coupled with the Tier I Credential qualifies graduates to serve as effective instructional leaders in administrative roles. The program emphasizes a strong Christian approach and incorporates four integrative themes into all course work: collaborative leadership and decision making for effective culturally diverse schools; instructional system design/management; care and enhancement of individuals; and moral/ethical development of students and staff.

This solid foundation is largely responsible for the program's growth and success since 1985. Today, APU is the largest centrally based, credential-granting institution in the state. The success is also a result of the rigorous standards of the program's faculty. As practicing administrators and fieldwork mentors involved in the daily operation of many Southern California school districts, these professors stand poised to offer relevant, insightful instruction and firsthand experience. Consequently, APU graduates are heavily recruited to serve in districts throughout the state. This program is offered at:

Azusa
Downey
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

*Students must apply and be admitted to both the M.A. and the Tier I programs.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by school administrators who have current knowledge of applicant's academic ability and potential for service in school administration.
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, PPS, Library, School Nurse, etc.)
- Valid California teaching, services, or designated subject credential
- Successful completion of the CBEST or evidence of paid registration for the CBEST (Proof of successful completion must be provided before completing fieldwork.)
- Contract or letter verifying administrative offer of employment, and Terms and Agreements form signed by the superintendent or designee
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.
- Candidates without introductory skills in educational use of computers are required to either show proficiency or complete EDUC 500 Computer Education for Teachers or its equivalent prior to registering for EDUC 516 Technology for the School Administrator.

Course Requirements

No required sequence except as noted by an asterisk (*).

Core Courses 9 units

(not required for those who possess a master's degree in education)

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

Concentration Courses 21 units

EDUC 516	Technology for the School Administrator*	3
*Must have completed the equivalent of EDUC 500		
EDUC 575	Educational Research and Statistics	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
*Must have completed the equivalent of EDUC 571		
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience**6 units**

(Each course lasts the duration of a 15-week semester.)

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

Total for those who possess a master's degree in education and meet core requirements 27 units

Total for those who do not possess a master's degree in education 36 units

Additional Master's Degree Requirements Comprehensive Exam

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

Growth Assessment

Candidates for the Master of Arts in Education with an emphasis in School Administration and Preliminary Administrative Services Credential (Tier I), upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Include are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

Exit Oral Presentation

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

Thesis Option

Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor. The student will register for 591 Thesis in lieu of the second semester of field experience unless one semester of field experience has been waived for some other reason.

MASTER OF ARTS IN EDUCATION WITH AN EMPHASIS IN LANGUAGE AND LITERACY DEVELOPMENT

Program Director: Dan Doorn, Ph.D.
(626) 815-5371; (626) 815-5480;
ddoorn@apu.edu

The 21st century classroom promises to be a complex, multicultural environment. Students need more from their teachers than language processing strategies, they need educators with sensitivity, knowledge, and practical skills that will facilitate learning in the multicultural classroom and the expertise that can help them thrive in an ever-changing society. APU graduate students in the Language and Literacy Development Program gain the perspective and hands-on experience that will enrich language development and increase the literacy levels of all students, especially bilingual and limited-English proficient K-12 students.

The Master of Arts in Education with an emphasis in Language and Literacy Development provides teachers varied opportunities to acquire new knowledge and strategies to better serve the reading, writing, and oral language development needs of all K-12 students interacting within culturally, linguistically, and academically diverse classrooms. The program is designed for teachers working in classes for multiple- or single-subjects, content-area "sheltered English," English as a Second Language, or bilingual education. Across the program teachers gain competencies in applying sound socio-psycholinguistic and cognitive learning principles to classroom practices and integrating reading, writing, and oral language experiences in authentic contexts of meaningful communication. Course work will support teachers in pursuing project-based inquires, valuing reflective teaching, and personally developing their own literate voices. A special option is included for teachers who

do not yet have, but need to earn the C.L.A.D. Certificate through approved course studies. This master's program is offered at:

- Azusa
- Inland Empire
- Orange County
- Temecula Valley
- Ventura

Plans for future expansion of this program include the San Diego Center.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.

Prerequisites

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

Course Requirements

Core Courses 9 units

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

Concentration Courses 21 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 Language Development	3
EDUC 541	Emerging Literacy, K-12	3
EDUC 554	Instructional Principles and Practices	3
EDUC 589A	Research for Educators*	2
EDUC 589B	Research for Educators	1

Elective Courses 6 units

C.L.A.D. Certificate Courses (See Special Option), other electives in education, or approved transfer credits

Special Option 12 units

EDUC 501	Language Structure, Acquisition, and Development	3
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
EDUC 504	Teaching and Cultural Diversity	3

Total 36 units

*Note that EDUC 589A is a prerequisite to EDUC 589B and must be taken at the end of the program.

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY

Program Director: Kathleen Bacer, M.Ed. (626) 815-5480, (626) 815-5355; kbacer@apu.edu

Computers are no longer luxuries in the classroom—they are necessities. Technology has become as basic a requirement as books, paper, and pencils. Students are poised and ready for this new frontier, but how prepared are their teachers? The demand is high for educators and administrators with expertise in technology. Designed for emerging teachers eager to meet the challenge of the 21st century, Azusa Pacific University's Master of Education with an emphasis in Educational Technology prepares a new breed of teacher. Students in the program gain first-hand experience about the integration of technology and the classroom through hands-on activities. The focus moves beyond merely accessing the Internet, offering practical techniques to develop cross-cultural literacy and communicate with the world at large.

The program includes a functional analysis of computers, evaluation of educational software and computer hardware, curriculum and lab design, networking, telecommunications, instructional application of integrated software, desktop publishing, instructional design and development, current trends in educational technology, and much more. Administrators, veteran educators, and novice teachers can all benefit from this cutting edge degree. With a team of faculty members who are leaders in the field of technology, course work is always relevant and immediately applicable. Those seeking to serve as site or district-level mentors, coordinators of technology, or leaders in innovative teaching methods are invited to enroll in this exciting program.

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
- Letter to the dean describing educational goals as well as short- and long-term professional goals
- Statement of Experience or résumé
- Intent to purchase or proof of ownership of a designated laptop computer and required software
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Prerequisites

- Twelve semester units of graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.

Laptop Requirements

In order to maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's new laptop lab will allow students to plug into docking stations and have access to the latest technology at all times. 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, (626) 815-5440.

Required Laptop Specifications

Minimum requirements:

233mhz, 32 ram (more recommended), 2 GB hard drive, floppy drive, 2 expansion slots, 10xCD (20x recommended), 33.6 modem (56 recommended), ethernet, multimedia capability; Zip drive highly recommended

You may purchase either a Toshiba or Macintosh as long as it meets the minimum requirements.

Estimated prices:

Toshiba Laptops	
Satellite 330CDS	\$1,640
Satellite 330CDT	\$1,940
Satellite Pro 490CDT	\$2,500
Tecra 780DVD	\$4,365

Macintosh PowerBook G3	
M6477II/A	\$2,089
M6481LL/A	\$2,443
M7109LL/A	\$3,789
M7111LL/A	\$4,099

Required Software

Software is required for each course. Upon acceptance into the program, a student receives a list of software required per course. The APU Bookstore has all software available for purchase.

For more complete information, contact program director, Kathleen Bacer, at (626) 815-5355 or kbacer@apu.edu, or visit Azusa Pacific University Bookstore Monday-Thursday 8:30 a.m.-8 p.m., or Friday-Saturday 8:30 a.m.-4:30 p.m.

Course Requirements

Core Courses 9 units

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

Concentration Courses 21 units

Choose 21 units from the following:

EDUC 500	Computer Education for Teachers	3
EDUC 512	Instructional Applications of Integrated Software	3
EDUC 513	Operations Systems/Networking	3
EDUC 514	Educational Video and Multimedia	3
EDUC 515	Emerging Trends in Technology	3
EDUC 516	Technology for the School Administrator	3
EDUC 517	Telecommunications	3
EDUC 518	Global Learning/ Cross-Cultural Classrooms	3
EDUC 519	Educational Desktop Publishing	3
EDUC 523	Instructional Applications of Hypermedia	3
EDUC 524	Instructional Design and Development	3
EDUC 526	Practicum in Educational Applications of Technology*	3
EDUC 527	Special Topics in Educational Technology	3

Approved electives or transfer credit available 6 units

Extension courses are not viable.

Total 36 units

*EDUC 526 must be taken at the end of the course work and includes a research-based multimedia portfolio which must be completed to meet the requirements of the degree.

MASTER OF EDUCATION IN PHYSICAL EDUCATION

Program Director: (626) 815-5490,
(626) 815-5457

Azusa Pacific's Master of Education in Physical Education provides the skills, knowledge, and insight necessary for those seeking to serve at the high school or community college levels. Throughout the program, students develop a deeper understanding of the human body, analyzing movement, muscle structure, kinesiology, and proper nutrition, and exploring effective techniques for incorporating this knowledge into everyday practice. Complementing these skills, the student learns invaluable methods for reducing the risk of liability, gaining hands-on experience in athletic training and sports medicine. Preparation for and prevention, identification, and treatment of injuries is emphasized and integrated into each student's required development of an emergency medical plan.

The philosophy of coaching and leading in the field of physical education is covered significantly. Providing students with a strong balance between theory and practice, the program focuses on the importance of self-knowledge for those in leadership roles, requiring each student to submit a personal philosophy paper detailing personal ambitions, motivations, beliefs, approaches, and perspectives and how they apply to coaching or teaching physical education. From this background and knowledge, students are better able to evaluate players' actions and learning styles, parents' concerns, and individual personality types.

The program further prepares candidates by emphasizing the research of the sociology of sport, determining how society has affected athletics and visa versa. Solution-oriented round-table discussions tackle current issues such as violence in sports (including the violent spectator phenomena), drugs in sports and the

anabolic steroid controversy, racism, and gender equity. These and other volatile topics provide students the opportunity to develop sound research and critical thinking skills in preparation for roles of leadership among today's youth and young adults. This program is offered at:

Azusa
Downey
Inland Empire
Orange County
San Diego
Temecula Valley
Ventura

Application Requirements

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
- Letter to the dean
- Statement of Experience or résumé
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
- International students have a separate application procedure. Contact the Office of International Student Services.

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education, or a baccalaureate degree or concentration in Physical Education (Any of APU's education courses are viable for this credit.)
- For each year of verified, full-time teaching or coaching experience, three units of prerequisites may be waived.

Course Requirements

Core Courses **9 units**

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

Concentration Courses **21 units**

Choose 21 units from the following:

PE 550	Sociology of Sport	3
PE 551	Theory and Analysis of Physical Education and Athletic Programs	3
PE 560	Sports Medicine	3
PE 561	Counseling and Guidance in Physical Education, Athletics, and Recreation	3
PE 565	Physical Education, Athletics, and the Law	3
PE 575	Advanced Principles of Physical Conditioning	3
PE 576	Current Professional Problems	3
PE 577	Administration of Physical Education and Athletic Programs	3
PE 578	Psychology of Coaching	3

Approved electives or transfer credit available **6 units**

Extension courses are not viable.

Total **36 units**

Additional Master's Degree Requirements Growth Assessment

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

Portfolio

Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program. Such a portfolio represents growth during the program and may be used in preparing for the final oral presentation.

Core Examination

As part of each core class, students are required to take a written examination that assesses knowledge and writing skills. If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed. If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment. Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

Oral Evaluation Interview

Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning. For the physical education concentration, students participate in oral comprehensive examinations with at least two faculty members, during which students are tested regarding the content of the courses in the concentration.

Written Comprehensive Examination

For certain degree and credential concentrations, a written comprehensive examination covering the content of the concentration is required. Others use a content-focused essay.

Thesis/Project Alternative

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

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Department Chair; Program Director:
Lillian Wehmeyer, Ph.D.
(626) 815-5374; lwehme@apu.edu

Mission

The aim of the doctoral program in educational leadership is to develop individuals who will be distinguished for their visionary leadership, scholarly practice, and exemplary character.

Visionary Leadership

The faculty envisions its graduates as innovative, visionary leaders. These leaders are competent in and committed to creating educational environments that are simultaneously challenging and supportive for students, employees, and communities. Graduates use their skills, insights, and convictions to examine the educational organization in their care; analyze, reflect upon, and evaluate that organization; and imagine and shape its future. Such leaders are bold, yet reflective; creative, yet practical; perceptive and patient; just and compassionate.

Please contact Lillian Wehmeyer for information regarding the new doctoral emphasis in Higher Education.

Scholarly Practice

The faculty envisions its graduates as scholar practitioners who integrate theoretical knowledge with practical decision making. These graduates identify theory and research findings from relevant disciplines and apply that knowledge to problems and needs in a range of educational settings. Such scholar practitioners are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and dedicated to improving their own professional practice, as well as that of other educators.

Exemplary Character

The faculty envisions its graduates as individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence. They

dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world. Therefore, the program will lead students to explore Christian beliefs, values, and practices as they apply to educational leadership in a diverse society.

Christian Perspective

The Azusa Pacific Statement of Mission and Purpose declares that the goal of the university is to “seek to advance the work of God in the world through academic excellence in liberal arts and in professional programs of higher education that encourage students to develop a Christian perspective of truth and life.” Although the university does not require its graduate students to espouse a Christian worldview or sign a statement of faith or conduct, the Doctor of Education Program accomplishes the mission statement of the university in two ways. First, graduate faculty at APU are individuals who possess a Christian commitment and seek to impart to students professional, ethical, and moral standards in keeping with Christian principles. Second, regardless of students’ individual beliefs, they are encouraged and challenged as they progress through their program of study to think deeply about critical professional issues and consider these issues within the context of the Christian worldview.

Sense of Community

Students bring diverse backgrounds and perspectives that provide a rich resource for classroom discussions and projects. Professional collegiality is also supported by an annual reception for doctoral students and in the required Proseminar course, which sets a foundation for the program. Each Proseminar class elects a representative to the Student Input Group, which meets periodically with the program director.

Concern for Individual Needs

While maintaining high academic standards, Azusa Pacific University is committed to meeting the special needs of individual

students. To this end, conferences with the student’s advisor, other faculty, and the program director are readily available. In addition, students may file a petition to request program changes or adaptations, explaining how the modification will better enable them to attain the goals of the program while also facilitating their development as leaders and servants.

Professional Goals

The doctoral program in educational leadership and administration emphasizes the inquiry skills and knowledge required in educational career positions such as superintendent, assistant superintendent, and other district- and site-level administration, and for specialized administrative positions in county, state, and federal educational agencies. Although most students are preparing to extend their careers in public school settings, those in private schools and other educational organizations are also encouraged to consider the program. These service professions provide opportunities for program graduates to advance the work of God in the world through compassionate, ethical, and competent service to students, constituents, and colleagues alike.

RESEARCH CENTER AND ANNUAL INSTITUTE

In keeping with the program’s commitment to scholarly practice, the university has established a Center for Research on Ethics and Values. The center develops and supports research on the relationship between values and organizational behavior, instructional practices, and the teaching of moral and civic responsibility. Both faculty and doctoral students participate in individual studies as members of project teams. The center not only provides a unifying experience for Ed.D. students, but also reaches out to the entire academic community of Azusa Pacific University by drawing on practitioners in schools and districts with which the university is associated through its students and advisors.

CONCEPTUAL MODEL OF THE DOCTORAL PROGRAM

The primary goals of the program are set forth in the list of doctoral strands and courses. To evaluate success in meeting these goals and to uphold the mission and objectives of the university and the School of Education and Behavioral Studies, the program design includes an extensive array of procedures for quality control and assessment. One facet of this evaluation plan calls for extensive input from students.

To accomplish the broad goals of the Doctor of Education in Educational Leadership Program, the curriculum and general requirements are built upon a framework of knowledge and inquiry in six strands. From these course offerings, students take 60 units and write a dissertation. To the 60 units required, students may apply up to 12 units of master’s level work in related courses completed at an accredited institution with a grade of *B* or better. This number may be increased to 15 if the student offers a transferable course in intermediate statistics. Such course work must ordinarily have been completed within 10 years prior to admission.

In addition, students who have taken academic course work for the Professional Administrative Services Credential (Tier II) at Azusa Pacific University within the 10 years prior to admission may transfer up to 12 units if completed with a grade of *B* or better. Tier II course work taken at another accredited institution may be accepted, but is subject to approval of the director of that credential program.

Required courses are offered at least annually. Other courses are typically offered at least every two years. Courses are scheduled to meet weekday evenings and weekends. A three-unit course calls for 37.5 class hours per semester, exclusive of breaks, and 9 hours of preparation per week.

A comprehensive examination is required for each strand of the program. Examinations for strands 1, 5, and 6 are woven into course work or the dissertation process.

Examination requirements for strands 2, 3, and 4 are flexible. They currently include a timed, supervised examination on a list of great readings for one strand, a two-week take-home examination on another list of readings for the second strand, and any one of several choices for the third strand. Students select the strand to be met in each of these ways.

TIME LIMIT FOR DEGREE COMPLETION

Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. To this end, they are expected to take 12 units during a 12-month period. Extensions beyond the eight-year limit may be granted at the discretion of the director of the Ed.D. Program and the dean of the School of Education and Behavioral Studies. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension and the expected date of degree completion. The maximum time extension granted to an Ed.D. student is limited to two additional years.

ED.D. PROGRAM ADMISSION

Applicants to the doctoral program must meet both the department's and the university's criteria for admission. Applicants should obtain the most recent graduate catalog and be familiar with all graduate school policies. Admission materials should be submitted to:

Graduate Center
Azusa Pacific University
901 E. Alost Ave.
PO Box 7000
Azusa, CA 91702-7000.

The university reserves the right to refuse admission to any applicant at the discretion of the deans or the Admission Committee and disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

For complete information regarding university policies and procedures, including admissions and financial and academic policies governing graduate programs, students should refer to the graduate catalog and direct inquiries to the Office of Graduate Admissions, (800) 825-5278.

APPLICATION REQUIREMENTS

The following materials are required of applicants to the Doctor of Education Program. Each application is evaluated as a whole. Students may not register for courses in the 700 (doctoral) series prior to admission.

- Completed Application for Graduate Admission
- A \$45 nonrefundable application fee
- 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- An earned master's degree in education or a closely related field from a regionally accredited institution
- **Prerequisites:** Transcripts, and if need be, course descriptions, indicating the equivalent of the following courses: History of Education, Philosophy of Education, Curriculum Development, Research and Statistics, and Education Psychology (Any prerequisites not taken prior to admission to the program must be completed within the first year of doctoral study.)
- Minimum graduate grade-point average of 3.5 on a 4.0 scale
- Three recommendation forms submitted by persons who can attest to the applicant's potential for doctoral study and leadership (At least one recommendation must come from an educational leader in a supervising relationship. Candidates also applying for admission to the Tier II Administrative Credential Program should obtain all references from administrators.)
- Letter to the dean, 5-7 pages typed, double-spaced, addressing the following issues: professional activities, areas of interest, goals for doctoral study, and career goals
- **Statement of Experience:** submit one or more forms documenting at least five years of relevant professional experience and signed by employers (Students who lack appropriate experience but meet other admissions criteria may be admitted provisionally and, subsequently, complete field experience to broaden their base of practical experience.)
- A current professional résumé
- **Test results:** Results of a Miller Analogies Test (MAT) or Graduate Record Exam (GRE) taken within the last 10 years; scores sent directly from the testing agency to the Graduate Center (The applicant may select either test. In addition, please provide these scores on the Application for Graduate Admission in the space provided.)
- A writing sample that exhibits careful thought and uses 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 district report, etc.)
- Other evidence of potential for leadership, as the candidate desires
- For international students who have graduated from a college or university where English was not the principle language, a minimum TOEFL score of 600; results of the Test of Written English and Test of Spoken English are recommended.
- International students have a separate application procedure. Please contact the Office of International Student Services.

Interview

Upon invitation, applicants must complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the field of educational leadership and administration.

Computer Access

Though not an admission requirement per se, students are expected to own or have ready access to a computer during their enrollment in the doctoral program. The university offers a program that enables students to purchase computers and software at economical rates and on convenient terms.

Provisional Admission

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases the Admissions Committee identifies requirements for full admittance and the time limit for completing them. Failure to meet these requirements may result in dismissal from the doctoral program.

STRAND I: CONTEXT AND WORLDVIEW

Goal: To enable students to explore value orientations, with particular attention to Christian values, around which human beings and their organizations and cultures develop, and to refine their personal value commitments

EDUC 700	Proseminar in Doctoral Study in Education*	3
EDUC 704A-B	Christian Perspectives and Moral/Ethical Issues in Educational Leadership*	2, 1
EDUC 760	Adult Development	3

STRAND 2: ORGANIZATION AND ADMINISTRATIVE BEHAVIOR

Goal: To enable students to develop, nurture, and maintain an effective organization through strategies that facilitate advancing levels of individual and corporate achievement with and among diverse constituencies. At least one course must be selected in this strand.

EDUC 600	Budgeting and Managing Information Systems in K-12 Education—Human and Fiscal Resources**	3
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EDUC 620	Administration and Supervision in K-12 Education**	3
EDUC 714	Theories of Organization in Educational Settings	3
EDUC 716	Leadership Theories and Strategies	3
EDUC 718	Forecasting and Strategic Planning	3
EDUC 720	Innovation and Reform in Educational Organizations	3

STRAND 3: POLICY AND SOCIAL THEORY

Goal: To enable students to exercise perception and skill in articulating viewpoints, forming coalitions, and administering policy mandates with sensitivity to issues of human diversity. At least one course must be selected from this strand.

EDUC 610	Human Diversity and Social Context**	3
EDUC 615	Politics and Policy Analysis in Education**	3
EDUC 722	Legal Aspects of Education	3
EDUC 726	Schooling and Social Theory	3

STRAND 4: TEACHING AND LEARNING PROCESSES

Goal: To enable students to create and maintain a positive, dynamic, and open learning environment that brings about motivation and social integration of students and staff members. At least one course must be selected in this strand.

EDUC 730	Theories and Models of Learning	3
EDUC 731	Achievement Motivation	3
EDUC 733	Advanced Curriculum Development	3
EDUC 736	Seminar: Instruction in K-12 Environments	3
EDUC 739	Adult Learning and Staff Development	3

STRAND 5: RESEARCH AND EVALUATION

Goal: To enable students to conduct and utilize research and employ emerging technologies so as to improve long-range planning, organizational operations, and individual and corporate learning.

EDUC 740	Intermediate Statistics and Data Analysis*	3
EDUC 741	Research Design*	3
EDUC 743	Program Evaluation in Education*	3
EDUC 746	Advanced Data Analysis	3

STRAND 6: INTEGRATION AND SYNTHESIS

Goal: To enable students to demonstrate integrated scholarship and competence regarding educational leadership and administration. Comprehensive examinations must be passed prior to conducting dissertation research. A successful oral defense and public presentation of the dissertation are required prior to approval for graduation.

EDUC 790	Doctoral Seminar in Research Studies I*	2-3
EDUC 791	Doctoral Seminar in Research Studies II*	2-3
EDUC 794/795	Dissertation Research***	3, 3
EDUC 798	Special Topics in Educational Leadership	1-3
EDUC 799	Readings in Educational Leadership and Administration	1-3

Total 60 units plus dissertation

* Requirement toward the 60 units
 ** Tier II Credential course
 *** Does not count toward the 60 units

Flexible Schedule

Classes are scheduled so that the program can be completed by attending classes only on weekday evenings or only on Saturdays. Of course, students may select classes on both schedules. Doctoral classes (700 level) are offered on the Azusa campus and scheduled as follows:

Wednesday
4:30-7:10 p.m. and 7:30-10:10 p.m.
Saturday
8 a.m.-12 p.m. and 12:30-4:30 p.m.

Starting fall 1999, the doctoral program will also be offered in the Inland Empire.

Weekend classes meet for 10 sessions, two Saturdays out of three, usually alternating between mornings and afternoons. Most working professionals take two courses per semester, but may take only one, or take no classes, for a semester. Most courses are three units each. There are three semesters each year. Therefore, a student taking 6 units (two courses) each semester can complete 18 units per year.

TIER II

Tier II (600 level) classes are scheduled on a weekday evening or Saturday and taught at several locations throughout Southern California. These 12 hours of Tier II courses may be counted toward the doctorate.

Qualified Faculty with Practical Experience

Each faculty member holds a doctorate from a nationally recognized university and has extensive experience as a practicing leader in education.

Preparation for Professional Advancement

The program helps educational leaders achieve professional goals. An Advisory Commission comprised of district administrators, faculty, and student representatives ensures that the program remains relevant to leadership needs and opportunities in the field.

Infusion of Technology

Students must have computer access and are required to use computer applications in most classes.

Ethical Concerns

One ethics class is required, and the consideration of ethical issues permeates the program.

Focus on Diversity

The program develops leaders who are representative of today's diverse community and who provide educational leadership for today's diverse world.

Reflective Application of Theory into Practice

The program encourages students to apply theory and research to educational practice.

Ed.D. Students

Most doctoral students are public school administrators. However, discussions are also enriched by the several aspiring private school and higher education leaders who also have selected APU.

Designed to Help Leaders Successfully Complete the Doctorate

Upon admission, students are assigned a faculty advisor. The advisor assists in planning a course of study appropriate for the student and the program. When the student begins to work with the dissertation committee, the chair of the committee typically assumes the role of faculty advisor as well.

Placement Services

The university maintains a Career Center to assist students in identifying and applying for appropriate positions. During the course of the doctoral program, students are provided with guidance in career development, both in groups and individually.

Library and Online Services

The 48,903-square-foot Hugh and Hazel Darling Library, opened in 1998, provides rich printed, audio-visual, and online resources for graduate students in education. Its collection of books, journals, microfiche documents, audiovisual materials, and databases continues to expand.

The library offers students 180 computer carrels and 220 workstations. Online access is provided to approximately 100 licensed electronic databases, as well as the Statistical Package for the Social Sciences (SPSS) and the Internet. Most of these are also accessible from students' homes via modem. In addition, students have access to the Academic Computer Center and a workroom for production of audiovisual and computer presentations. The library offers an interlibrary loan service. Doctoral students may also receive reimbursement for a library card obtained at any of several research libraries in the greater Los Angeles area. In addition, five classrooms are equipped with video projectors, computers, and ISDN lines for distance learning.

Costs and Financial Aid

Students are requested to consult with the Graduate Center or the director of the Ed.D. Program for a list of current fees, including tuition.

Like other graduate students at Azusa Pacific, Ed.D. candidates are eligible for federal Stafford loans or personal bank loans. Students are not able to apply for this support until they have been admitted to the program; however, some forms may be processed in advance. Therefore, it is to the student's advantage to contact the Office of Graduate Student Financial Services early in the admissions process.

In addition, the program sponsors three to six fellowships per year involving a 50 percent reduction in tuition and a modest stipend. Recipients must be available 18 hours weekly as research associates for faculty members. Applications for these fellowships are available from the director of the Ed.D. Program.

Contact the Office of Graduate Student Financial Services at (626) 815-5440 or the director of the Ed.D. Program at (626) 815-5374 for information on other support that may be available.

COURSE DESCRIPTIONS

Education

EDUC 300 Introduction to Teaching as a Profession, K-12 (4)

This course provides an overview of and orientation to the role of the professional educator for those interested in teaching as a career. The emphasis is on development of professional self-awareness, including the historical, philosophical, psychological, sociological, and cultural perspectives through which the teaching profession can be viewed. Included are a variety of guest speakers who introduce different careers in education. With an earned grade of B or higher, students may use this course to replace EDUC 400 as a preprofessional course requirement prior to taking the Professional Education Program courses. Includes 15-20 hours of service learning field experience in the Teacher Assistant Program in school settings.

EDUC 400 Foundations of Education, K-12 (3)

This course focuses on the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Review of relevant concepts and theories in psychology and human development and the application of them to the lives of students as they grow from elementary to high school and the teaching/learning conditions and dynamics in classrooms are included. Students reflect on being a teacher, extending and evaluating personal philosophy of education, and exploring their position on major issues, concerns, and challenges in schools today and for the future. *Prerequisite: PSYC 290*

EDUC 405 Diversity in the Classroom (3)

This course focuses on the examination of the interaction of the student's cultural background with ethical, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism to schools. *Meets general studies upper-division intensive writing requirement. Includes service learning hours in educational settings. This is a C.L.A.D.-approved course.*

EDUC 440 Methods and Curriculum of Mild/Moderate Disabilities in Regular Education (3)

This course helps the prospective teacher candidates to organize their classrooms to make education equitable for all students. Special practices that enable all students to achieve to the best of their abilities are delineated.

EDUC 496 Education and Professional Ethics (3)

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major.*

EDUC 499 Readings in Education (1-3)

EDUC 500 Computer Education for Teachers (3)

The areas covered in the course are basic knowledge of hardware and software, the issues that surround computer usage in American society (both today and in the future), and how to use the computer in various ways that are suitable to the grade level and/or subject area of the student. Both instructional and classroom use of computers are explored, using a wide variety of software. This course is approved by the California Commission on Teacher Credentialing to meet the computer requirement for the Clear Teaching Credential.

EDUC 501 Language Structure, Acquisition, and Development (3)

This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Requirements include gathering oral and written language examples and a mini-case study of a second-language learner.

EDUC 502 Methods of Bilingual, English Language Teaching (3)

This course examines models and methods of bilingual education and explores theories and methods of teaching in and through English as a second language for limited-English-proficient students in grades K-12. The course presents basic approaches to assessing language and content area development of bilingual students.

EDUC 503 School Practicum in English Language Development (3)

This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

EDUC 504 Teaching and Cultural Diversity (3)

This course examines the interaction between students' racial, cultural, linguistic, gender, class, religious, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity.

EDUC 505 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, booksharing 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 explores strategies for building stronger school ties with family members and people in the wider community. Students examine the needs and designs of exemplary family-community-school interaction programs which enhance language, literacy, and academic learning for bilingual children and their families. Participation in a community-based project or a service agency program is required.

EDUC 508 Assessment and Evaluation 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 Language Development (3)

Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 510 Creative and Collaborative Leadership (3)

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

EDUC 512 Instructional Applications of Integrated Software (3)

The educational uses of integrated software packages are studied. The student receives hands-on experience with one or more integrated software packages such as Appleworks, Microsoft Works, or Lotus Symphony. Projects utilizing spreadsheets, word processing, and databases in education are required. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 513 Operating Systems/Networking (3)

Students study the principles, theories, and applications of computer networking. Topics include hardware, software, standards, transmission vehicles, local area networks, protocols, network interfacing and performance, types of networks, case studies, and design of a local area network. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 514 Educational Video and Multimedia (3)

This course covers the use of video and interactive multimedia for instruction. Topics addressed include the use of video cameras, video editing equipment, titling software, various methods of video and graphic digitizing, laserdisc players, barcode readers, and interactive computer-assisted instruction (CAI). Projects include producing a video, using hypermedia authoring software to create interactive multimedia software, and writing a hardware acquisition grant. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 515 Emerging Trends in Technology (3)

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 516 Technology for the School Administrator (3)

This course offers an overview of the use of technology in the administrative and instructional processes for the school administrator. Software to handle various administrative tasks routinely and provide better information for school management are featured. Needs assessment, hardware and software selection, classroom applications of various technologies, and other vital areas of technology implementation are also covered. This course facilitates a discussion of the role school administrators can play in leading others to a better understanding of the potential of educational technology and reducing the "computer phobia" that some classroom teachers may experience. *Prerequisites: EDUC 500 and the ability to use word processing, database, and spreadsheet programs*

EDUC 517 Telecommunications (3)

Students study the principles, theory, and application of telecommunications. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 518 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.

EDUC 519 Educational Desktop Publishing (3)

Students learn the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. *Prerequisite: EDUC 512 or instructor's consent*

EDUC 523 Educational Applications of Hyper Media (3)

The basics of Hypermedia are studied. Students are introduced to an authoring program. Topics include the mechanics of the programs and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of Hypermedia with school curriculum is emphasized. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 524 Instructional Design and Development (3)

Development of computer-assisted instruction (CAI) is covered. An authoring program is used to develop CAI lessons. Instructional systems design, storyboarding, flowcharting, screen design, CAI evaluation, tutorials, drill and practice, simulations, instructional games, and feedback use are an integral part of the course. *Prerequisite(s): EDUC 500 and EDUC 523 or instructor's consent*

EDUC 526 Practicum in Educational Applications of Technology (3)

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive portfolio, and an oral defense to conclude the requirements for the master's degree. This course must be taken at the end of the course work. *Prerequisite: 18 units of educational technology course work*

EDUC 527 Special Topics in Educational Technology (3)

The current technologies, trends, or topics in educational computing are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into the classroom or computer laboratory. Different topics may be taken and repeated for credit. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 530 Introduction to Individual Differences (3)

Students are introduced to individuals with exceptional needs, cultural differences, socio-economic disadvantages, and sexual biases, in order to achieve awareness of and 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. This course is approved by the California Commission on Teacher Credentialing to meet the computer requirements for a Clear Teaching Credential.

EDUC 531 Tests, Measurements, and Instructional Planning (3)

Students study the validity and reliability of current tests, interpretation of test results, and their application to the instructional planning analysis of norm- and criterion-referenced measurement and development of objective-based programs.

EDUC 532 Counseling Exceptional Individuals and Their Parents (3)

Varied counseling theories and techniques are examined. Students analyze the psychological processes and emotional stages of parenting children with disabilities and the effects of disabilities on exceptional individuals. The course emphasizes the role of the teacher, the school counselor, and other school personnel in therapeutic relationships with exceptional individuals and their parents.

EDUC 533 Basic School Counseling (3)

Provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on basic skills for the school counselor and other school personnel in therapeutic relationships with exceptional and non-exceptional individuals, parents, teachers, and administration.

EDUC 534 Leader as an Agent of Change (3)

The leadership role is one of the most important roles in the group structure. The course begins with an examination of some of the defining problems regarding leadership and continues with a study of different leadership styles and the contexts in which each style is most effective.

EDUC 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.

EDUC 536 Diagnosis of Mild to Moderate Disabilities (3)

Students study learning disabilities and educational retardation theories concentrating on assessment, diagnosis, and remediation of deficits in behavioral skills and underlying abilities.

EDUC 537 Theories and Interventions in Behavior Disorders (3)

Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

EDUC 538 Basic Skills Assessment (3)

Students develop assessment and remediation skills regarding the reading, mathematics, and language difficulties of learning-disabled children, including preparation and implementation of individual education programs according to the requirements of 94-142 Public Law.

EDUC 541 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 distinctive literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions which 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; and they evaluate the effectiveness and relevancy of such materials for students.

EDUC 543 The Chicano/Hispanic and Education (3)

Students study the cultural origins and characteristics of Chicano/Hispanic people in California and the U.S., gaining insights into their major historical periods and events, migration and immigration, and demography and contributions. Issues of intra- and intercultural relationships are examined.

EDUC 546 Resource Specialist Communication Skills (3)

Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

EDUC 547 Implementation of Special Education Legislation (3)

An overview of special-education legal mandates is provided to students as articulated in 94-142 Public Law and A.B. 3075. Students also study techniques of conducting pupil identification, planning IEP meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures.

EDUC 548 Staff Development and Parent Education Techniques (3)

Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special-education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

EDUC 550 Advanced School Counseling (3)

This course focuses on four areas: school consultation, theory, and practice; multicultural counseling within a school setting; peacemaking within classrooms and schools (e.g., peer mediation, classroom techniques); and crisis/trauma prevention, intervention, and postvention. Both experiential and didactic instructional methods are used.

EDUC 552 Pupil Personnel Services Management and Career Development (3)

Orientation to the concepts and procedures of pupil personnel ethics and management systems is offered. Emphasis is placed on information and the understanding of occupational and career education trends and theories which transcend cultural and gender stereotypes.

EDUC 553 Personalized Learning (3)

This course assists the teacher with creating "learning centers" in the classroom. Included are ways to organize one's self, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

EDUC 554 Instructional 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 will 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 will 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 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 558 Advanced Human Growth and Development (3)

An overview of the human development theories (with an emphasis on the psychosocial model of Erik Erikson) is provided. Special consideration is given to the conditions and influences that shape children's lives, the helps and hazards to their growth, their sources of identity, and the significance of family, school, and culture in their development.

EDUC 560 Supervised Administrative Internship Field Experience I, II (3)

These courses are reserved for candidates who have been nominated by their employing districts as administrative interns. These applied courses provide supervised experience in administrative positions. Interns are expected to exhibit competence in the area of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 561 Supervised Administrative Internship Field Experience I, II (3)

These courses are reserved for candidates who have been nominated by their employing districts as administrative interns. These applied courses provide supervised experience in administrative positions. Interns are expected to exhibit competence in the area of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 562 Supervised Field Experience: Exceptional and Nonexceptional Individuals (3)

Students are provided with on-site experiences including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E&P meetings, and providing counseling and/or consultation as appropriate to students, staff, and parents.

EDUC 563 Supervised Field Experience: Learning Handicapped (3)

Students are provided with on-site experience including diagnoses of learning deficiencies, assessment of learning-disabled pupils' basic skills, identification of learning disorders, and development of remediation and intervention plans including individual education programs.

EDUC 564 Supervised Field Experience: Pupil Personnel (3)

This course provides each student with first-hand, 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.

EDUC 565 Supervised Field Experience in School Administration I (3)

These applied courses provide experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 566 Supervised Field Experience in School Administration II (3)

These applied courses provide experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 567 Supervised Field Experience: Resource Specialist (3)

Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

EDUC 570 Sociology of Education (3)

Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

EDUC 571 Curriculum Foundations (3)

Professional educators employ knowledge gained from psychology, sociology, and subject-matter disciplines in assessing educational needs and planning and implementing a balanced educational program in elementary or secondary schools.

EDUC 572 Advanced Educational Psychology (3)

Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 History and Philosophy of Education (3)

A survey of the historical and philosophical ideas that guide educational theory and practice today is offered. Emphasis is on concept clarification and practical application of ideas in current educational settings.

EDUC 574 Current Issues in Education (3)

Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUC 575 Educational Research and Statistics (3)

Students apply statistical techniques, including descriptive and inferential statistics, to the problems of education. Underlying logical principles and concepts are emphasized.

EDUC 580 Organization and Administration of American Education (3)

The organization of public schools in the U.S. is studied. Special attention is given to patterns of public school governance and methods of bringing about improvement within the school setting. Included is a study of organizational theory as a basis for educational administration.

EDUC 581 Curriculum Leadership (3)

Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service. Emphasis is on research, implementation, and evaluation in planning and decision making.

EDUC 582 Schools and the Law (3)

The student acquires knowledge of federal, state, and local laws; court cases; and legal opinions, and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education.

EDUC 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 to 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 will be 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.

EDUC 584 Supervision of Curriculum and Instruction (3)

Students develop skills in all aspects of planning including practice, task analysis, setting objectives, and the development of plans related to objectives. Systematic and unstructured decision-making procedures are also studied.

EDUC 585 Seminar in School Personnel Management (3)

The role of the leader is studied. Skills are developed in dealing with subordinates. Principles of human dynamics and motivation are applied to problem situations. Special attention is given to handling conflict situations, dealing with controversial issues, working with ethnic groups, dealing with the power structure, and building trust.

EDUC 586 School Site Leadership (3)

Students study school-site leadership including inter- and intra-organizational planning and long- and short-term decision making. School climate, conflict resolution, stress management, needs assessment, and site-level funding and budgeting are also covered.

EDUC 589 Research for Educators A (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 will complete the process in EDUC 589 B.

EDUC 589 Research for Educators B (1)

This course is a sequel to EDUC 589 A, 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.

EDUC 590 Seminar in Research Methods (3)

The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.

EDUC 591 Thesis (4)**EDUC 599 Readings in Education (1-3)****EDUC 600 Budgeting and Managing Information Systems in K-12 Education—Human and Fiscal Resources (3)**

School revenues, apportionments, budgetary procedures, costs, and business management are studied. The focus is on finance, budgeting, resource allocation, and personnel in the context of the state/local systems and their linkages to the quality of the instructional and broader school programs.

EDUC 610 Human Diversity and Social Context (3)

The theoretical and practical basis of educational administration in multicultural situations; the organization and administration of multicultural education, including multi-ethnic, and multilingual programs; and translation of policy into practice are the focus of study.

EDUC 615 Politics and Policy Analysis in Education (3)

This course includes an analysis of administrative interaction with federal, state, and local forces, particularly school boards and interest groups, and the implications of public relations and administrative action.

EDUC 620 Administration and Supervision in K-12 Education (3)

Students study the role and responsibilities of leadership personnel in administration and supervision of elementary and secondary schools and evaluation of curricular, instructional, and staff effectiveness; management of staff development as part of the change process; and knowledge of communication and planning models in the school setting.

EDUC 630 Human Learning Abilities and Disabilities (3)

Theoretical models of learning are explored, focusing on assessment of learning abilities and disabilities and implementation strategies for enhancing learning. The focus is on the assessment of academic learning, diagnosing learning problems, and developing, implementing, and evaluating remedial interventions.

EDUC 631 Young Children Assessment and Intervention (3)

This course equips psychologists to assess the needs of and make intervention recommendations for infants, toddlers, preschoolers, and young school-age children. Attention is given to drawing together information from multiple sources to arrive at a comprehensive picture of the child and his or her environment.

EDUC 632 Intellectual Assessment (3)

This course develops competence in understanding and assessing school-age children's and adults' intellectual abilities. Emphasis is on the multifaceted nature of human intelligence, research, and theories regarding the development and measurement of human intellectual ability, and on the construction, uses, and limitations of assessment tools and methods.

EDUC 633 Multicultural and Bilingual: Assessment and Intervention (3)

This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDUC 634 Intervention and Prevention (3)

Learning, behavior, and social problems are viewed from behavioral cognitive, ecosystemic, and family systems perspectives. The student learns to select, design, implement, and evaluate prevention, intervention, and postvention programs and techniques within a multicultural context.

EDUC 635 Role and Function of the Psychologist (3)

Major theories and models of educational evaluation are surveyed. Consultation theories are considered to help students acquire the knowledge and skills necessary for a productive consultation relationship with school staff, parents, and community agency representatives.

EDUC 636 Research and Evaluation in School Psychology (3)

Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDUC 637 Child Psychopathology: Assessment and Treatment (3)

This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children in school settings most commonly encountered in the delivery of psychological services.

EDUC 661 Professional Field Experience I, Induction (2)

Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II Program.

EDUC 662 Supervised Field Experience II (1-4)**EDUC 663 Supervised Field Experience III (1-4)****EDUC 664 Professional Field Experience IV, Assessment (2)****EDUC 668 Field Experience I (3)**

Students are provided with on-site experience leading to acquiring the skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience will include working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDUC 669 Supervised Field Experience: School Psychology (3)

Through on-site supervision, students experience directly the role and function of school psychologists. This includes student assessment, report writing, consultation with staff and parents, designing prevention, intervention and postvention strategies, working with exceptional students, progress evaluation and interacting with community agencies.

Education/Doctoral**EDUC 700 Proseminar in Doctoral Study in Education (3)**

The proseminar presents an introduction to Azusa Pacific University, its mission, facilities, faculty, and programs. It proceeds to an overview of doctoral study: program requirements, instructional approaches, and professional and personal implications. Students begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice through reflection-in-action. They have intensive experience in locating and evaluating the literature of the field; they explore scholarly writing and possible dissertation topics.

EDUC 704A-B Christian Perspectives and Moral/Ethical Issues in Educational Leadership (2, 1)

Students critically analyze values, morals, and ethics in educational leadership and administration, especially in the public sector. The nature of value claims, value judgments, value propositions, and beliefs are explored, as well as techniques and tools to analyze, clarify, and evaluate them within educational contexts. Students participate in two annual conferences hosted by the Center for Research on Ethics and Values, investigating the published materials of the scheduled speaker each year. Third-year students develop presentations of moral and ethical applications for educational leaders. *Prerequisite: EDUC 573 or equivalent*

EDUC 714 Theories of Organization in Educational Settings (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations. The primary knowledge base for this course is drawn from the fields of organization theory, development, and behavior. Students are required to apply this knowledge base as they identify, diagnose, and develop effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions.

EDUC 716 Leadership Theories and Strategies (3)

This course explores the topic of leadership, both generically and as practiced in contemporary public and private education environments. Various theoretical and practical perspectives relative to the nature of leadership are incorporated. In particular, students examine strategies pertaining to the process of selecting leaders and the development of leadership among administrators and faculty. The concepts of stewardship and servant leadership are incorporated throughout the course. *Recommended prerequisite: EDUC 620 or equivalent*

EDUC 718 Forecasting and Strategic Planning (3)

Students examine procedures for tracking, analyzing, and projecting demographic data internal and external to an educational institution or system. They conduct an environmental scan (situation audit) of educational research and practice, technology, governance, economics, politics, belief systems, and other relevant factors within a school or school systems, its surrounding community, and the world as these factors may affect the lives of students and the process and content of education. Additional topics include examination and evaluation of alternative futures and the theory and application of futurist methodologies in strategic planning, medium- and short-range plans, contingency plans, and control and feedback systems.

EDUC 720 Innovation and Reform in Educational Organizations (3)

This course focuses on the substance and process of change in educational programs at three levels of magnitude: changes that modify programs within current educational systems (innovation), design and development of future generations of programs within current educational systems (innovation), and creation and design of systemic change in education, including instructional systems, administrative systems, and governance systems (reform). Students analyze educational

innovations and reform movements of the past and present, examine theories of change and the forces that encourage and discourage, and apply their knowledge to practical settings.

EDUC 722 Legal Aspects of Education (3)

General areas of law that impact school administrators are addressed. These include, but are not limited to, sources of law and the courts, the law and students, educational personnel and the law, desegregation and its effects, school finance issues and the administrator, and school district liability. Analysis of court decisions and procedures for research in law libraries are integral parts of the course.

EDUC 726 Schooling and Social Theory (3)

This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to deepen understanding of the roles played by individual and groups within and outside school settings to perpetuate or to change patterns of human interaction. This course raises issues related to justice, excellence, diversity, socialization of new teachers, and other topics that call for contemplation. Such understanding should heighten students' ability to intervene as needed.

EDUC 730 Theories and Models of Learning (3)

A critical appraisal is made of theories of learning applied to a range of educational settings. The early connectionist theories of Thorndike, Guthrie, Hull, and Skinner and cognitive theories including Gestalt and those of Tolman and Bandura are explored. Other topics include metacognition, cognitive styles, constructivism, brain-based learning, and the nature of intelligence. Models of learning focus on instructional conditions and variables that impact school learning, such as Vygotsky's zone of proximal design. *Prerequisite: EDUC 572 or equivalent*

EDUC 731 Achievement Motivation (3)

This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including 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 Advanced Educational Psychology*

EDUC 733 Advanced Curriculum Development (3)

Theoretical approaches to development and implementation of curricula in elementary, secondary, and higher education settings are studied. The course emphasizes critical analysis, curriculum inquiry, and theorizing, based on current literature in the field. *Prerequisite: EDUC 571 or equivalent*

EDUC 736 Seminar: Instruction in K-12 Environments (3)

Students examine philosophical positions and personal religious beliefs in relationship to learning theories, instructional methods, curriculum design, architectural and environmental factors, and the use of time, space, and personnel. They synthesize a personal philosophy with regard to each area, then incorporate the elements into a set of coherent and internally consistent models for leadership to develop learning and instructional program in K-12 schools. It is recommended that this course be taken toward the end of the doctoral course sequence.

EDUC 739 Adult Learning and Staff Development (3)

This course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's androgyny and self-directed learning, Mazlow's theory of perspective transformation, McClusky's theory of margin, and Cross's characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K-12 staff development are considered. *Prerequisite: EDUC 572 Advanced Educational Psychology*

EDUC 740 Intermediate Statistics and Data Analysis (3)

The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Prerequisites: EDUC 575 or equivalent, EDUC 700, and a passing score on the review examination*

EDUC 741 Research Design (3)

This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design, and in assessing the technical adequacy of research. *Prerequisites: EDUC 575 or equivalent and EDUC 700*

EDUC 742 Qualitative Research in Education (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 observation, interviewing, and document analysis, and the skills of data management, analysis, and interpretation are 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 in program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review and design a program evaluation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741*

EDUC 746 Advanced Data Analysis (3)

The student explores advanced techniques of data analysis, including application of computer software. Although emphasis is placed on multivariate quantitative techniques, strategies for analyzing qualitative data are also included. Multivariate statistical tools include factor analysis, multiple regression, path analysis, and discriminant analysis. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended)*

EDUC 760 Adult Development (3)

In this course students examine theories, research, and issues in the field of adult development. emphasis is placed on exploring the cultural, interpersonal, and spiritual domains of adulthood. Students apply the insights gained to their personal, social, and professional lives, integrating selected and focused reflections on their own development across the lifespan.

EDUC 790 Doctoral Seminar in Research Studies (2-3)

During this two-semester course students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee and develop an action plan for completing the dissertation. Except by approval of the program director, students may

not enroll in EDUC 790/791 until they are within 20 units of completing, or in their last two semesters of course work other than the dissertation.

Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended); passing score on comprehensive examinations for strands 2, 3, 4

EDUC 791 Doctoral Seminar in Research Studies (2-3)

During this two semester course students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee and develop an action plan for completing the dissertation. Except by approval of the program director, students may not enroll in EDUC 790/791 until they are within 20 units of completing, or in their last two semesters of course work, other than the dissertation.

Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended) and a passing score on comprehensive examinations for strands 2, 3, and 4

EDUC 794 Dissertation Research (3-6)

Students work with their dissertation committee to conduct a doctoral level research project in educational leadership and administration. Students enroll for at least three units of dissertation credit and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisites:* EDUC 743 and EDUC 790/791

EDUC 795 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral level research project in educational leadership and administration. Students enroll for at least three units of dissertation credit and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. Until that time, course EDUC 794 is graded "in progress." *Prerequisites:* EDUC 743 and EDUC 790/791

EDUC 798 Special Topics in Educational Leadership (1-3)

In 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 Education Leadership and Administration (1-3)

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the Ed.D. program director.

Physical Education

PE 550 Sociology of Sport (3)

The evolution of sports and its role in American culture are studied. The ideals and problems represented in the interacting social forces of educational institutions, proprietary enterprises, and self-identification of athletics are thoroughly investigated.

PE 551 Theory and Analysis of Physical Education and Athletic Programs (3)

Students study the historical basis for physical education and athletics. Emphasis is placed on the theory of movement and its effect on creative physical education. Team and individual sports are investigated.

PE 560 Sports Medicine (3)

Students study sports injuries and accidents and the physiological and kinesiological problems which cause them. Rehabilitation techniques, as well as preventive theory, are discussed.

PE 561 Counseling and Guidance in Physical Education, Athletics, and Recreation (3)

Students are introduced to the field of guidance for physical education teachers, coaches, and recreation leaders. The psychological principles of counseling and techniques to help youth with their problems are studied.

PE 565 Physical Education, Athletics, and the Law (3)

This course focuses on the legal responsibilities of coaches and physical educators. The material is also applicable to those who teach sport skills in other recreational settings. It is designed to teach legal responsibilities concerning risk, nuisance, negligence, liability, current legislation, insurance, and other relevant legal implications.

PE 575 Advanced Principles of Physical Conditioning (3)

Theoretical and scientific concepts underlying physical conditioning of strength and endurance development are studied. Students analyze research, techniques, and application to conditioning programs in specific athletic events. Various weight training programs, diet, and nutrition are also examined.

PE 576 Current Professional Problems (3)

Students identify and analyze problems unique to the physical education and athletic professions. Emphasis is placed on a general overview of issues germane to professional tensions arising within an educational setting. A pragmatic approach to problem solving is employed.

PE 577 Administration of Physical Education and Athletic Programs (3)

Management theories and techniques that apply to the administration of physical education and athletic programs are examined. Organizational behavior concepts are explored. Technical, human, and conceptual skills related to the organization are discussed. Philosophy, program development, operations, budgeting, personnel, and staff development are addressed.

PE 578 Psychology of Coaching (3)

Coaching is approached through an in-depth study of player and coach personality traits, motivation, communication, discipline, team building, testing and problems unique to today's athletes.

PE 599 Readings in Physical Education (1-3)

This course is an independent study, arranged with a faculty member on the physical education staff.

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 Clinical Experience in Classroom Management (3)

This course addresses the basic technique necessary to run a well-managed classroom. Included are general methods for effective teaching, how to maintain appropriate student success, how to identify and work with special-needs children, and how to assess, grade, and otherwise evaluate students. Additionally, visits are made to grade-level appropriate classrooms to critique the overall effectiveness of a variety of learning environments.

TEP 515 Clinical Experiences in Teaching Reading and Writing (3)

This course affords beginning teachers opportunities to both examine and experience the conditions necessary for language development and to explore how these relate to literacy learning. Observation of and interaction with children are introduced as powerful tools for examining and understanding the importance and structure of a balanced literacy program, as well as the reciprocal relationship between reading and writing.

TEP 525 Clinical Experience in Teaching Math (3)

This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving.

TEP 535 Clinical Experience in Teaching Science (3)

This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem-solving, and science applications.

TEP 545 Clinical Experience with Integrating the Humanities (3)

Students are introduced to creating as a center piece for moral and civic education, ways to connect the social sciences and the arts through thematic teaching, and a wide use of quality children's literature. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum.

TEP 550 First and Second Language and Literacy, K-8 (3)

This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. An introduction to second-language acquisition accompanied by practice in using SDAIE and ELD strategies form a substantial portion of class content. Students gain practical experience through enrollment in a corequisite course, TEP 551. This course also helps students prepare to take the RICA Exam. This is a C.L.A.D.-approved course. *Corequisite: TEP 551*

TEP 551 Language Acquisition Field Experience, K-8 (1)

This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 550*

TEP 560 First and Second Language and Literacy, 7-12 (3)

This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. An introduction to second-language acquisition is accompanied by practice in using SDAIE and ELD strategies form a substantial portion of class content. Students gain practical experience through enrollment in a corequisite course, TEP 561. This is a C.L.A.D.-approved course. *Corequisite: TEP 561*

TEP 561 Language Acquisition Field Experience, 7-12 (1)

This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 560*

TEP 565 Intern Teaching I (2)

Credit is given for a first semester of full-time supervised teaching in public schools as an intern teacher. The intern fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and the school site.

TEP 570 Student-Teaching Seminar, K-8 (3)

The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Corequisite: TEP 571*

TEP 571 Student-Teaching, K-8 (9)

Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 570*

TEP 575 Intern Teaching II (2)

Credit is given for a second semester of full-time supervised teaching in public schools as an intern teacher. The intern fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and the school site.

TEP 580 Student Teaching Seminar, 7-12 (3)

The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Corequisite: TEP 581*

TEP 581 Student Teaching, Secondary, 7-12 (9)

Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 580*

Special Education**SPED 440 Methods and Curriculum of Mild/Moderate Disabilities in Regular Education (3)**

This course helps the prospective teacher candidates to organize their classroom to make education equitable for all students. Special practices that enable all students to achieve to the best of their abilities delineated.

DEPARTMENT OF COLLEGE STUDENT AFFAIRS AND LEADERSHIP STUDIES

Faculty

*Chair; Professor:
Dennis Sheridan, Ph.D.*

Professor: David McIntire, Ed.D.

Associate Professor: Grace Barnes, Ph.D.

MASTER OF EDUCATION IN COLLEGE STUDENT AFFAIRS

INTRODUCTION

For nearly 25 years, Azusa Pacific University has been a leader in providing graduate education for those preparing for service in the field of college student affairs. Not only is the M.Ed. in College Student Affairs Program one of only three in the state of California which meets the standards established by the Council for the Advancement of Standards of the American College Personnel Association and the National Association of Student Personnel Administrators, it is unique among Christian colleges and universities.

The College Student Affairs Program is designed primarily for persons interested in working with students in a college or university environment. Individuals in this program balance academic and experiential learning in the fields of student affairs, higher education, and the social sciences. Candidates are involved in field experiences at Azusa Pacific and other university campuses in Southern California.

The purpose of this program is to provide degree candidates with the competencies and skills necessary to succeed in the field of college student affairs through the building of a theoretical basis, a comprehensive overview of academic and student affairs programs, and supervised experience in the profession.

Upon completion of the program, graduates are prepared to appraise the nature, characteristics, and needs of college students; analyze and implement student affairs programs in relation to those needs and the institution's objectives; and evaluate the effectiveness of student affairs practice.

PROGRAM OPTIONS

The graduate program in College Student Affairs is delivered in two distinct formats. The residential graduate program is designed as a two-year program for students attending graduate school full time. Classes are held on a weekly basis according to the university's semester schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

The summer track for working professionals is a nontraditional delivery format designed for students who are already employed in college student affairs. Students pursuing this option attend intensive class sessions during a two-week period in the summer. Course assignments and projects are then completed independently during the subsequent academic year. Students in the summer track require three years to complete their degree.

CAREER OPPORTUNITIES

Opportunities available to graduates include professional careers in the field of student affairs, such as residence life, career development and placement, campus ministries, admissions, special services, counseling and testing, academic support services, student financial services, and records.

PREREQUISITES

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from an accredited institution
2. An undergraduate grade-point average of at least 3.0 on a 4-point scale
3. Evidence of at least 12 semester units of undergraduate course work in the social sciences or education
4. Three personal and professional references

REQUIREMENTS

The College Student Affairs Program consists of a total of 39 semester units of course work. Of this total, at least 33 must be taken in residence. Up to six semester units of appropriate work may be transferred into the program. The course work is divided into three major components: foundational studies, professional studies, and integration.

Foundational studies are those which explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assisting students in the assessment of their personal leadership skills. *Professional studies* are those which assist students in developing competencies in program design and evaluation, administration, counseling, and research. The *integration* of the theoretical and practical is provided through supervised field work, the comprehensive examination, and the Capstone Project.

Foundational Studies		12 units
CSA 551	History and Philosophy of College Student Affairs	3
CSA 575	Quantitative Analysis in College Student Affairs	3
CSA 581	Foundations of Higher Education	3
LDRS 501	Foundations of Personal Leadership Development	3

Professional Studies 21 units

CSA 543	Legal and Ethical Issues in College Student Affairs	3
CSA 552	The Process of Adult Development	3
CSA 553	Administration in College Student Affairs	3
CSA 562	Today's College Students	3
CSA 563	Counseling I: The Helping Relationship	3
CSA 583	Counseling II: Counseling Issues and Practice	3
CSA 592	Program Evaluation and Research Methods	3

Integration and Supervised Practice 3 units

CSA 595	Capstone Project in College Student Affairs	3
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600 hours of supervised field placement in two practice areas

Electives 3 units (select one)

CSA 571	Designing Learning Experiences and Environments	3
CSA 591	Organizational Behavior and Development in Higher Education	3
CSA 599	Readings in College Student Affairs	3
GTHE 516	Dynamics of Christian Formation	4
LDRS 574	Servant Leadership	3
LDRS 597	Current Issues in Leadership	3
MHOD 520	Career Development Systems	3
MHOD 521	Organizational Development and Change	3
MHOD 561	Group Dynamics and Conflict Management	3

Total 39 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 Student Affairs Program. A student who receives a graduate assistantship is required to enroll in six units of graduate course work in the program each semester. Graduate assistants are expected to work 20 hours per week, for which they receive a stipend and a 50-percent tuition scholarship.

CAPSTONE PROJECT

During the final semester, students are required to complete a professional portfolio which contains evidence of competence in various aspects of student affairs practice. The presentation of the portfolio should be before a committee of three student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project.

ADVISORY COMMITTEE

The graduate program in College Student Affairs is enriched by an advisory committee of student affairs practitioners who meet annually to review the program curriculum, evaluate program effectiveness, and recommend changes in the program. The following individuals voluntarily serve on the College Student Affairs Graduate Program Advisory Committee:

Ms. Cindy Derrico
Coordinator Residential Life
California State University, Monterey Bay

- Mr. David Guthrie
Director of the Graduate Program in
Higher Education
Geneva College, Beaver Falls, Pennsylvania
- Ms. Susan Hunter Hancock
Dean of Students
Pacific Oaks College, Pasadena, California
- Mr. Randy Harrell
Dean of Students
International School of Theology,
San Bernardino, California
- Ms. Jane Higa
Vice President for Student Affairs
Westmont College, Santa Barbara,
California
- Len Hightower, Ph.D.
Vice President
Pacific University, Hillsborough, Oregon
- Mr. Ray Rood
President
Human Technologies International,
Los Angeles, California
- Ms. Sharyn Slavin
Associate Vice President for
Student Affairs
California Institute of Technology,
Pasadena, California
- Terry Franson, Ph.D.
Vice President for Student Life
Azusa Pacific University, Azusa, California

MASTER OF ARTS IN SOCIAL SCIENCE WITH AN EMPHASIS IN LEADERSHIP STUDIES

INTRODUCTION

The Master of Arts in Social Science with an emphasis in Leadership Studies is designed for experienced professionals who hold positions of leadership. The program is appropriate for those interested in understanding how the process of human growth and development influences and enhances organizational life and productivity and how to manage personal and organizational change processes. The nature of the degree is interdisciplinary, intercultural, international, and organizational. The degree program provides an action-research emphasis for informed decision making and organizational development.

REQUIREMENTS

Students pursuing the Master of Arts degree with an emphasis in Leadership Studies must complete 39 semester units of course work. Up to six units may be transferred into the program by petition. The interdisciplinary nature of the program provides the student with a general background of eight core courses (24 units) in leadership and leadership-related topics along with the opportunity to select a personal emphasis of study consisting of four courses (12 units) chosen by the student. Growth contracting, orientation meetings, faculty advising, and a final celebration help provide cohesiveness to the student's experience. A final Capstone Project in leadership studies (3 units) allows the student to design and complete field research studies. The project provides creative application of learning to the individual's organization.

Core Courses **24 units**

BUSI 516	Organizational Behavior and Communication	3
BUSI 529	Leadership and Managerial Ethics	3
CSA 552	The Process of Adult Development	3
CSA 571	Designing Learning Experiences and Environments	3
CSA 592	Program Evaluation and Research Methods	3
EDUC 510	Creative and Collaborative Leadership	3
LDRS 501	Foundation of Personal Leadership Development	3
LDRS 574	Servant Leadership	3

Integration Course **3 units**

LDRS 595	Capstone Project in Leadership	3-6
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Electives **12 units**

LDRS 597	Current Issues in Leadership	3
LDRS 599	Independent Study: Readings in Leadership Studies	3

Total **39 units**

ADMISSION PROCEDURE

All materials should be submitted to the Graduate Center. A minimum grade-point average of 3.0 in previous undergraduate and/or graduate course work is required. Students with a grade-point average of 2.5-2.99 may be considered for provisional admittance pending the attainment of a grade-point average of 3.0 for the first 12 units of study.

Application to the degree program involves adherence to departmental application procedures and submission of an application to the university; three letters of reference; a statement of purpose for pursuing a master's degree in leadership studies; submission of official undergraduate transcripts from a U.S. accredited college or university indicating completion of the bachelor's degree with at least 12 units of course work in social science or education; and a TOEFL score of 550 (submit proof) for all international students whose native language is not English and whose undergraduate degree was at an institution where English was not the primary language of study.

OPERATION IMPACT PROGRAM

Azusa Pacific University's Operation Impact Program provides continued educational support internationally to leaders of mission organizations, businesses, and nonprofit enterprises by delivering the Master of Arts in Social Science with an emphasis in Leadership Studies Program to sites throughout the world.

The program consists of two-week intensive sessions usually held between June and August during which the student enrolls in up to four courses. The intensive sessions are followed by year-long study projects contracted for each course. These projects, like the classes themselves, relate directly to each student's occupational responsibilities. Students may earn up to 12 units of credit each year.

Contact the department for the list of courses offered in each country, (626) 815-5485.

COURSE DESCRIPTIONS

CSA 543 Legal and Ethical Issues in College Student Affairs (3)

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

CSA 551 History and Philosophy of College Student Affairs (3)

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CSA 552 The Process of Adult Development (3)

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

CSA 553 Administration in College Student Affairs (3)

Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

CSA 562 Today's College Students (3)

Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to assessment methods and policy/program implications.

CSA 563 Counseling I: The Helping Relationship (3)

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques (with culturally diverse populations) as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CSA 571 Designing Learning Experiences and Environments (3)

Students are exposed to a dual study of theory and research pertaining to human learning and the design of effective learning experiences and environments. Needs analysis, specification of objectives, program design, implementation and evaluation, theory to practice dysfunctions, and exploration of contextual variables in practice are addressed.

CSA 575 Quantitative Analysis in College Student Affairs (3)

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 CSA 592 Program Evaluation.

CSA 581 Foundations of Higher Education (3)

Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

CSA 583 Counseling II: Counseling Issues and Practice (3)

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to culturally diverse student populations, including prejudice, substance abuse, promiscuity, suicide, cults, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CSA 591 Organizational Behavior and Development in Higher Education (3)

Students undertake an investigation of the effective functioning of individuals and groups within higher education organizations. Emphasis is on applying conceptual knowledge to major organizational problems and issues such as productivity, conflict, decision making, job stress and satisfaction, task accomplishment and accountability, and leadership and organizational adaptation and change.

CSA 592 Program Evaluation and Research Methods (3)

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

CSA 595 Capstone Project in College Student Affairs (3-6)

During the final semester, students design, conduct, evaluate, and present a substantive program or research project in some area of student affairs practice which synthesizes the theoretical and practical dimensions of the program. An oral presentation of the project is made before a committee of at least three student affairs professionals who evaluate and reflect upon the effectiveness of the project.

CSA 599 Readings in College Student Affairs (3)

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

LDRS 501 Foundations of Personal Leadership Development (3)

This course encourages students to become aware of, understand, and accept themselves and others as whole persons with potential. It provides an opportunity to develop one's personal philosophy of wellness related to the body, mind, and spirit; recognize the concepts and diversity of wellness; and incorporate one's philosophy and knowledge as a wellness agent within organizational and leadership roles to facilitate wholeness in others.

LDRS 574 Servant Leadership (3)

This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values. Offered concurrently as an undergraduate and graduate course.

LDRS 595 Capstone Project in Leadership (3)

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.

LDRS 597 Current Issues in Leadership (3)

Current topics are chosen for discussion, research, and decision making relevant to the College of Student Affairs and Leadership Studies programs.

LDRS 599 Independent Study: Readings in Leadership Studies (3)

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

DEPARTMENT OF GRADUATE PSYCHOLOGY

Faculty

Chair; Professor: David Brokaw, Ph.D.

*Director of the Psy.D. Program;
Professor: Mark Stanton, Ph.D.*

*Director of Clinical Training; Assistant
Professor: Sheryn Scott, Ph.D.*

*Senior Professor of Marital and Family
Therapy: George Larsen, Ed.D.*

Professor: Marv Erisman, Ph.D.

*Associate Professors: Michael Donahue,
Ph.D.; Beth Houskamp, Ph.D.*

*Assistant Professors: Carolyn Lopez,
Ph.D.; Claudia Owens-Shields, Ph.D.;
Christy Sherman, Ph.D.*

MASTER OF ARTS IN CLINICAL PSYCHOLOGY MARITAL AND FAMILY THERAPY

INTRODUCTION

The School of Education and Behavioral Studies offers several graduate programs through the Department of Graduate Psychology.

The Master of Arts in Clinical Psychology with an emphasis in Marital and Family Therapy is intended for individuals who wish to develop a sound foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. As a distinctive, this program also includes interdisciplinary studies in ethics and theology. For those wishing to practice at the master's level, this program meets the current requirements for California licensure as a marital and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

PREREQUISITES

In order to be admitted into the program, students must do following:

1. Hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a 3.0 grade-point average on a 4-point scale. (At the discretion of the university, a higher professional degree such as an MD or DC may be accepted as a substitute for the bachelor's degree.) A limited number of applicants with a grade-point average between 2.60 and 2.99 may be admitted provisionally, at the department's discretion, by providing adequate supportive documentation including a statement of explanation and/or 12 units of upper-division, post-B.A. course work with grades of *B* or better (extension courses excluded).

2. Satisfy two undergraduate prerequisites for full admission into the master's degree program. These courses are 1) Abnormal Psychology, and 2) Human Growth and Development, both of which must have been taken within the previous seven years and completed with a grade of *B* or better.
3. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are also encouraged to submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to graduate-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.
4. In addition, departmental application procedures must be completed. All materials should be submitted to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000, Azusa
CA 91702-7000
(626) 815-5470
(800) 815-5278
Fax (626) 815-5445

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 969-7180
www.apu.edu

COURSE WORK

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The M.A. Program is comprised of 55 units of course work. A maximum of 11 units of selected course work, which meet the following criteria, may be transferred:

1. Taken within the past seven years and completed with a grade of *B* or better.
2. Obtained at a regionally accredited institution.
3. Received from a graduate program in Clinical Psychology, Counseling Psychology, or Marital and Family Therapy.
4. Acceptable for California MFCC licensing requirements.

The California MFCC licensing board requires that each applicant for licensure complete training in child abuse (7 hours) and alcoholism/chemical dependency (1 unit) as part of a master's degree program. This training is offered once annually in a workshop format.

PERSONAL AND GROUP PSYCHOTHERAPY*

Students are required to complete 68 hours of group psychotherapy. This requirement must be met during the first year of the program. Additionally, during the first or second year of the program, students must complete 32 hours of individual psychotherapy. While students may make individual arrangements for personal psychotherapy, they are expected to take part in the group sessions led by psychotherapists secured by the department.

*The California Board of Behavioral Sciences will accept up to 100 of these hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFCC licensure.

FACULTY RECOMMENDATION

At the conclusion of each of the first two semesters of study, the progress and suitability of each student is reviewed by members of the faculty in the Department of Graduate Psychology. Continuation of course work beyond each of the first two semesters is based on faculty recommendation.

ACADEMIC PROBATION

Continuous satisfactory progress toward the M.A. degree is required of all students in the program. Students are placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or if they obtain a grade of *C+* or lower in their course work. Students may be disqualified from further graduate work if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two grades of *C+* or lower in their course work. Course grades below a *C-* do not count toward degree requirements, and such courses will need to be repeated.

CLINICAL PLACEMENT

Students develop therapeutic skills through required hours of direct clinical experience. Students in the two-year program normally do so in a 12-18 month clinical placement; and students in the three-year program, in a 24-30 month placement.

While students are responsible for securing a placement site, assistance is provided by site directors and clinical placement coordinators, and in the Introduction to Clinical Placement course. In addition, students receive support and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training, the site directors, and/or the clinical placement coordinators

maintain contact with the off-site supervisors and evaluate the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the psychology program.

Students are required to obtain 250 hours of direct client experience; 150 of these hours must be in the clinical placement courses. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFCC licensure in California.

COMPREHENSIVE EXAMINATION

Each student must successfully complete a comprehensive examination. Students who plan to graduate in the spring or summer must take the test in January, and those scheduled to graduate in the winter take the exam in September. The selection of courses included in the examination depends on the date of graduation. Any failed sections are retested six weeks after the initial exam. A second failure will require an oral defense of the failed sections before a faculty committee.

PROGRAM SITES

The Department of Graduate Psychology offers its master's degree program on APU's West Campus as well as in Orange County. Information may be obtained by contacting the department chair or the local site administrator.

Azusa Pacific University
901 E. Alostia Ave., PO Box 7000
Azusa, CA 91702-7000
(626) 815-5008

Orange County Program
1915 Orangewood Ave., Suite 100
Orange, CA 92668
(714) 935-0260

COURSE REQUIREMENTS

Foundational Course Work 12 units

PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3

Professional Course Work 34 units

PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Marital Therapy	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
PPSY 581	Introduction to Clinical Practice: Advanced Skills	3
PPSY 595	Special Topics: Alcoholism/ Substance Abuse	1
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3

Interdisciplinary Course Work 9 units

PPSY 509	Philosophical Foundations of Psychotherapy	3
PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 534	Interdisciplinary Seminar in Theology	3

Specialized Training 7 hours

Child Abuse Workshop	7 hours
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Electives Optional units

PPSY 532	Ethical Issues in Sexuality	3
PPSY 568	Therapeutic Applications of Systems Theory	3
PPSY 579	Family Research	3

Total 55 units

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY: FAMILY PSYCHOLOGY

INTRODUCTION

The Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate. The Psy.D. is becoming the recognized degree in psychology for practitioners. The Psy.D. retains a commitment to providing a comprehensive education in psychological science as the foundation for any training in psychology, yet emphasizes the service orientation of a clinical degree in which training and supervision comprise a substantial part of the curriculum.

The Psy.D. curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

PROGRAM GOALS

The Doctor of Psychology degree at Azusa Pacific University:

- approaches the knowledge of psychology from a distinctly Christian perspective and train students to exemplify the servanthood of Christ in their practice of psychology.
- seeks to educate and train students 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.

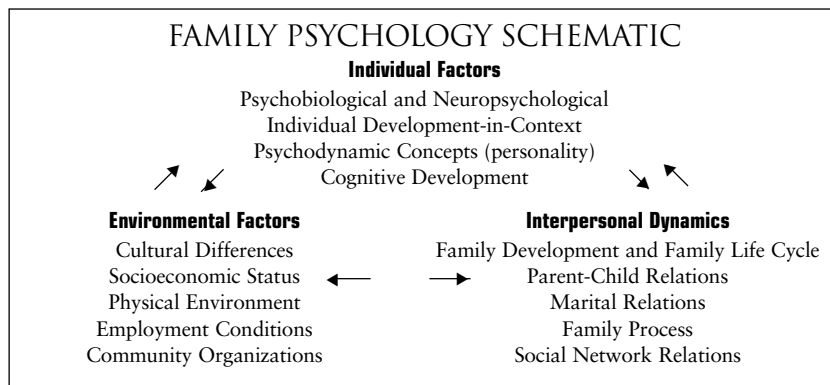
- provides an integrative sequence of courses so that students may understand the inter-relationship among ethics, psychology, and theology.
- emphasizes “Family Psychology,” the distinctive focus on the interaction among individual, interpersonal, and environmental aspects of human behavior.
- recognizes the diversity of human experience and seeks to enable students to respond to the variety of human needs.
- encourages individual growth and development as part of the educational experience so that students develop congruence and authenticity as they balance the demands of professional and personal life.

THE DISCIPLINE OF FAMILY PSYCHOLOGY

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues (*see figure below*).

The doctoral program in Clinical Psychology with an emphasis in Family Psychology incorporates many of the elements of several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by a theoretical understanding of the dynamic, reciprocal relationship among these factors as they impact human behavior.

This theoretical foundation underlies the courses in APU’s program. In courses which have traditionally had an individual



focus (e.g., neuropsychology), this program deliberately incorporates systemic aspects relevant to the content area (e.g., family factors with brain-damaged patients). At the completion of the program, it is the intent that students will be thinking systemically and applying systemic analysis to clinical situations.

In an era when it is increasingly difficult for people to navigate their way through this complex world, a doctorate in Clinical Psychology with an emphasis in Family Psychology will best prepare students to provide psychological services.

INTERDISCIPLINARY STUDIES

Azusa Pacific University has a strong Christian heritage and a commitment to integrating evangelical Christian principles into the educational programs of the university. The Psy.D. in Clinical Psychology with an emphasis in Family Psychology has a sequence of three courses in interdisciplinary studies which integrate ethics, theology, philosophy, and psychology.

The interdisciplinary courses in the master's degree have become an important part of that degree. Psy.D. applicants who have not completed the M.A. courses in interdisciplinary studies will need to complete, prior to their second year in the Psy.D. program, a summary course in Interdisciplinary Foundations which will be offered annually in a concentrated format.

The Psy.D. curriculum contains nine additional units of interdisciplinary course work. In addition, students may choose elective courses in interdisciplinary studies. While Psy.D. students are not required to sign any form of doctrinal statement as part of their participation in this program, these courses prepare students well to provide therapy to persons who want Christian values to guide their decision-making process.

THE PSY.D. PROGRAM

The curriculum for the Psy.D. is 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 achievement of the competencies necessary to function well in the field of psychology. The APU Psy.D. curriculum reflects concern for the development of six core competencies that have been identified in psychology: research and evaluation, relationship, assessment, intervention, consultation, and management and supervision. The six professional competency areas can be defined briefly:

1. Research and evaluation call for a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and to engage in rigorous, careful, and disciplined scientific inquiry. Education and training in epistemological foundations of research, design and use of qualitative and quantitative methods, the analysis of data, application of research conclusions, and sensitivity to philosophical and ethical concerns are needed in order for psychologists to develop in these areas.
2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In developing the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design should include education and training in attitudes essential for the relationship competency, such as (a) intellectual curiosity and flexibility, (b) openmindedness, (c) belief in the capacity to change, (d) appreciation of individual and cultural diversity, (e) personal integrity and honesty, and (f) a value of self-awareness. Experiential learning with self-reflection and direct observation and feedback by peers and experts is essential to develop this competency.
3. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account the sociocultural context and focuses not only on limitations and dysfunctions, but also on competencies, strengths, and effectiveness. Assessment increasingly is addressing the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses, but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.
4. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on knowledge of theories of individual and systemic change, theories of intervention, methods of evaluating quality assurance, professional ethical principles, and standards of practice. Effective training for intervention should include knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers and supervisors, and service systems. The issues of power and authority are particularly relevant to this competency.
5. Consultation is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process. Education is the directed facilitation by the professional psychologist of growth in knowledge, skills, and attitudes in the learner. Students should be required to complete experiential tasks in consultation and education as part of their course work or internship.

6. Management consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public. Supervision is a form of management blended with teaching in the context of relationship directed to the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases of behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures should be provided for students. Demonstrated competence in supervision should include development of receptivity when receiving supervision and the acquisition of skills in providing supervision.*

*Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.), *The core curriculum in professional psychology* (pp. 77-81). Washington, DC: American Psychological Association.

The Psy.D. requires completion of 70 units of curriculum beyond the master's level prerequisites, clinical training (three years of practicum and one year full-time internship), and a clinical dissertation.

PREREQUISITES

Students may enter the Psy.D. in either of two categories: 1) with an earned master's degree in clinical psychology or while enrolled in a master's program in clinical psychology, or 2) directly from completion of a bachelor's degree or with a master's degree that is not in clinical psychology.

1. Students with an earned M.A. in Clinical Psychology or a closely related discipline (e.g., counseling psychology, marital and family therapy, or social work) and students who are in the final year of a master's program in clinical psychology or a closely related discipline are admitted to the Psy.D. in the spring to begin the program in September of that year. Prior to commencing Psy.D. studies, these applicants must have completed the prerequisite courses listed on the following page, or their equivalent. If an applicant's master's degree did not contain all the prerequisite courses a limited number of courses may be completed while in the admission process or concurrently with Psy.D. studies, by agreement with the director of the Psy.D. Program (see detailed admission process).
2. Students applying to the Psy.D. Program directly from a bachelor's degree program and students with a master's degree that is not in psychology or a closely related discipline will be admitted to the Psy.D. Program in the spring, followed by a one-year "pre-Psy.D." track in which the following sequence of prerequisite courses and a clinical practicum are completed as preparation for the Psy.D. Program. A limited number of graduate courses judged equivalent to the prerequisite courses may be transferred in to satisfy these requirements. Upon completion of the one-year track, the student automatically becomes a member of the Psy.D. class the following September. These students do not earn a master's degree en route to the Psy.D. This admission process parallels programs in clinical psychology that only admit students to a continuous program from the bachelor's to doctoral program.

PRE-PSY.D. TRACK

Prerequisites to the Psy.D.

Course Titles

(All must be master's-level courses)

Child Abuse
(7 hours; suitable for licensure)
Developmental Psychology
Family Therapy (Introductory/Overview)
Human Sexuality/Sex Therapy
Interdisciplinary Foundations
Introduction to Clinical Practice and Clinical Practicum
Introduction to Psychological Testing
Psychological Research Methods
Psychopathology
Psychotherapy and Cultural Diversity
Theories of Psychotherapy

Admission with an Existing Master's Degree in Clinical Psychology or while enrolled in a Master's Program in Clinical Psychology

Applicants must:

1. Submit a completed Psy.D. application. The application deadline is **February 15** (this date may be extended in the initial years of the program).
2. Possess an M.A. in Clinical Psychology (or a closely related discipline) from a regionally accredited college or university with a minimum grade-point average of 3.5 on a 4-point scale, or be enrolled in the final year of a master's degree in psychology or a closely related discipline from a regionally accredited college or university with a minimum current grade-point average of 3.5 on a 4-point scale. These applicants must commit to completion of the master's degree in clinical psychology prior to July 15 of the current year and must maintain a minimum 3.5 grade-point average in the M.A. program, as evidenced on their final transcript for the M.A. All master's degrees must include the courses specified as prerequisite to Psy.D. admission, or the applicant must complete those courses during the application year. (A limited number of master's courses may be remediated while enrolled in the Psy.D. program.) Students who do not satisfy these requirements may have their Psy.D. admission revoked.

3. Obtain two academic references and one clinical reference (e.g., from a clinical supervisor).
4. Produce a five-page autobiography describing personal and professional history.
5. Specify intent to pursue the four- or five-year program sequence.
6. Submit Miller Analogies Test (MAT) scores or Graduate Record Exam (GRE) scores. Applicants may choose the test of their preference. Information on administration of these tests is available from the Department of Graduate Psychology.
7. Take MMPI-2 and 16PF profiles within the previous six months. (These must be taken at APU for a reasonable fee; they may not be self-administered.)

In addition:

8. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to doctoral-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.
9. Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission and for faculty to evaluate student skills. All finalists will have an individual interview with one or more members of the Admissions Committee.
10. Foreign applicants who are finalists will be interviewed by telephone by one or more members of the Admissions Committee.

Admission Directly from the B.A. or with a Master's Degree Not in Psychology

Applicants must:

1. Submit a completed Psy.D. application. The application deadline is **February 15** (this date may be extended in the initial years of the program).
2. Possess a bachelor's degree from a regionally accredited college or university with a minimum overall grade-point average of 3.0 on a 4-point scale and 3.5 for the last two years of the degree. Applicants in the final year of their bachelor's degree must be currently at the grade-point average specified, and their final transcript with degree posted must demonstrate maintenance of the grade-point average specified, or admission may be revoked. A second option is that applicants possess a master's degree in a field other than psychology from a regionally accredited college or university with a minimum overall GPA of 3.5 on a 4-point scale. Applicants in the final year of their master's degree must be currently at the GPA specified, and their final transcript with degree posted must demonstrate maintenance of the GPA specified, or admission may be revoked.
3. Obtain three academic references.
4. Produce a five-page autobiography describing personal and professional history.
5. Commit to completing the APU Pre-Psy.D. track during the following academic year and to begin the Psy.D. curriculum the subsequent September. Students who do not satisfy these requirements may have their Psy.D. admission revoked. Students will not earn a master's degree en route to the Psy.D.
6. Specify intent to pursue the four- or five-year Psy.D. Program sequence.
7. Submit Miller Analogies Test (MAT) scores or Graduate Record Exam (GRE) scores. Applicants may choose the test of their preference. Information on administration of these tests is available from the Department of Graduate Psychology.

8. Take MMPI-2 and 16PF profiles within the previous six months. (These must be taken at APU for a reasonable fee; they may not be self-administered.)

In addition:

9. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to doctoral-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.
10. Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission and for faculty to evaluate student skills. All finalists will have an individual interview with one or more members of the Admissions Committee.
11. Foreign applicants who are finalists will be interviewed by telephone by one or more members of the Admissions committee.

ONE-YEAR PRE-PSY.D. SEQUENCE

Fall		13 units
PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 580	Introduction to Clinical Practice: Basic Skills (A)	3
PPSY 563	Psychopathology	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 595	Interdisciplinary Foundations I (Intensive Weekend Format)	1
PPSY 999	Group Therapy*	0
January		CERT
SEM	Child Abuse Seminar	CERT
Spring		13 units
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 594	Clinical Practicum	3
PPSY 595	Interdisciplinary Foundations II (Intensive Weekend Format)	1
PPSY 999	Group Therapy*	0
Summer I		7 units
PPSY 571	Family Therapy	3
PPSY 572	Research Methodology	3
PPSY 595	Interdisciplinary Foundations III (Intensive Weekend Format)	1
Total		33 units

*Group Therapy (68 hours required) will be taken continuously from the fall through spring semesters. Students must register for Group Therapy as they would for a course. An annual fee is charged to cover the cost of Group Therapy; this is added to tuition and computed as part of financial aid packages.

PROVISIONAL ADMISSION

The university reserves the right to offer provisional admission to selected students who fail to meet all the specified admission criteria. In such cases, the Psy.D. Admissions Committee specifies the additional requirements necessary for provisional admission, the means by which such requirements must be satisfied, and the time limit for completion of the requirements. Failure to meet the requirements of provisional admission may result in dismissal from the Psy.D. Program.

ACCEPTANCE OF ADMISSION AND REGISTRATION

Upon notification of acceptance into the Psy.D. Program, students have 30 days to make a firm commitment to participate in the program. In addition, students must complete preliminary paperwork and registration procedures by the announced dates. Failure to do so may result in revocation of acceptance. Since graduate education in psychology is competitive, this procedure enables the university to take steps to ensure full enrollment in the program.

TRANSFER CREDIT

The Psy.D. Program requires 70 semester units beyond the M.A. degree, clinical training, and a clinical dissertation. Of these units, 64 must be earned at APU, while 6 equivalent doctoral units may be transferred from other institutions. Many applicants to the Psy.D. Program will have an existing master's degree in psychology or marital and family therapy. These degrees will be evaluated according to the list of required prerequisites. Some remediation or additional course work may be required for students from other institutions to satisfy these requirements.

RESIDENCY REQUIREMENTS

Students in the Psy.D. Program must meet a university residency requirement. This is accomplished by enrolling in 64 units during the program.

ACCESS TO A COMPUTER

Students are required to own or have ready access to a computer during their tenure in the Psy.D. Program. The university offers a computer purchase program which enables students to obtain computers and software at economical rates. Current hardware standards that allow access to the university online system are available from the Department of Graduate Psychology. Online access is crucial for students, since an email account and the ability to access PsycInfo, the APA database, are required for all Psy.D. students.

THE PSY.D. CURRICULUM

The Psy.D. curriculum has been designed to meet the requirements of the American Psychological Association (APA) for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Cultural and individual diversity perspectives are woven into courses across the curriculum. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains is stressed throughout the curriculum, as well as in the clinical practicum experience.

The APU Psy.D. embodies an emphasis in family psychology. All the courses in the curriculum incorporate a systemic perspective on psychology which includes an awareness of the dynamic interaction among individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

Required Courses		71 units
PPSY 701	Clinical Practicum I	1
PPSY 702	Clinical Practicum II	1
PPSY 711	Psychology and Systems Theory	3
PPSY 713	Assessment II	3
PPSY 714	Assessment III	3
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3
PPSY 717/735/734	Child or Adolescent Psychology or Gerontology	2
PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	3
PPSY 721	Addictive Behaviors	3
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Couples Theory and Therapy	2
PPSY 725	Moral Psychology	3
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 727	Clinical Practicum I	1
PPSY 728	Clinical Practicum II	1
PPSY 729	Treatment Planning and the Evaluation of Intervention Efficacy	3
PPSY 730	Cognition	3
PPSY 731	Dissertation Development	3
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 739	Psychobiology and Psychopharmacology	3
PPSY 740	Consultation in Clinical Psychology	2
— or —		
PPSY 744	Supervision in Clinical Psychology	2
PPSY 741	Dissertation	2
PPSY 737	Clinical Practicum V	1
PPSY 738	Clinical Practicum VI	1
PPSY 798	Elective Topics (2-units each)	6

These courses have been arranged in two tracks (four- and five-year studies).

CLINICAL TRAINING

Clinical training is central to the practitioner (Psy.D.) model for educating clinical psychologists. Azusa Pacific University’s program is committed to assisting its students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides the practitioner with experiences that ensure depth and breadth of clinical interventions, range and cultural diversity of clients, the opportunity to develop therapeutic competencies that integrate theoretical course work with direct client experience, and development of the six core competencies in professional psychology.

Clinical training at the doctoral level involves three years of practicum and a year of full-time internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. Program with existing clinical training or licensure must still complete the program’s clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings. These include inpatient/residential, child, outpatient, brief/managed care, and settings utilizing psychological assessment.

Concurrent with their supervised practicum, students also participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

Supervision of Psy.D. students is provided by psychologists on the APU faculty and other individuals from the field placement sites.

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. 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 circumstance 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 non-psychology mental health license while they are students in the Psy.D. program, 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 training component of the Psy.D. Program, the student completes a minimum of 1,600 hours of clinical placement course work, including supervision, direct client contact, and an assessment practicum completed over the course of the Psy.D. 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 it does not substitute for the Psy.D. training sequence.

Students entering the Psy.D. Program with a M.A. in Psychology, but without a clinical practicum, are encouraged to take the clinical training practicum in the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level.

CLINICAL TRAINING COURSE WORK

Practicum I and II

These courses are taken by all students in the first year of the Psy.D. to develop a minimum level of clinical skills. The essential purpose of this course is to assess the clinical skills level of the student, set goals for the student's clinical training during the program, provide a foundation in legal and ethical issues in the practice of psychology, and to train the student in basic therapeutic and relationship skills. An initial experience in face-to-face provision of psychological services is included in these courses.

Practicum III, IV, V, and VI

An additional four semesters of practicum course work are intended to provide students with the opportunity to integrate their knowledge of clinical and family psychological theory and research with the real demands of professional psychotherapy. Each course requires at least 12-15 hours of weekly involvement in an appropriate clinical agency. Of those hours, a minimum of eight should be direct client hours. Field supervisors are the primary supervisors for the students' clinical work at each site and provide each student with a minimum of one hour of individual supervision or two

hours of group supervision weekly. In addition to the required hours in the field, the student participates in an on-campus supervision group. The on-campus supervision group is designed to supplement the agency's supervision and maintain effective communication between APU and the students' placement site.

Clinical Competency Exam

As a final evaluative measure prior to internship, each student must pass a Clinical Competency Examination. The student submits an example of clinical work to a committee of two faculty. The student presents a client case in which he/she has performed the initial assessment, case history, and mental status exam; an analysis of the client's psychological testing; 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 countertransference involved in the case. The presentation must include a 20-minute videotape 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 prerequisite skills to successfully complete an internship. Successful completion of the exam is required in order to proceed to internship.

Internship

The internship requirements are intended to be consistent with the requirements for licensure in the state of California as a clinical psychologist, with the requirements of psychology programs accredited by the APA, and with the standards for internships approved by the APPIC (even if the student elects to participate in a non-APPIC site). Internships are expected to provide 2,000 direct service hours, 2 hours of individual, and 1 hour of group supervision per week.

All students are encouraged to go to an APA-approved internship site; however, APU does not currently expect that students go exclusively to APA-approved sites. The department also believes that limiting students to only those internships approved by APA would unfairly restrict their options for the final phase of clinical training.

In the spring prior to a student's final year of on-campus curriculum requirements for the Psy.D., they are eligible to approach the director of clinical training for approval to apply for internship.

Students must complete the requirement of the clinical dissertation by the stated deadlines in order to proceed to internship. Initial approval to apply for internships is contingent upon successful completion of the dissertation by the stated deadlines. Students who do not complete their dissertation must delay their predoctoral internship until the dissertation is completed and approved. This will delay the internship one year.

Upon receiving approval for the director of clinical training, the student may begin the application process to obtain a predoctoral internship. The standard process for completion of this requirement is a one-year, full-time internship. There are, however, a limited number of two-year, half-time internships available.

CLINICAL DISSERTATION

Candidates for the Psy.D. must complete and defend a clinical dissertation as a major part of their degree requirements.

The term "clinical dissertation" is intended to convey the nature of the treatise: it involves critical thinking, creative integration, and scholarly communication relevant to professional issues and practice in psychology. The clinical dissertation may fall within one of several broad categories:

- *Case Analysis*: a case, or class of cases, analyzed from the perspective of a particular theoretical framework
- *Clinical Application*: creative and innovative techniques advancing the field of clinical psychology (e.g., video or computer programs for professional or clinical populations)

- *Conceptual/Theoretical Development*: significant modification, reformulation, or advance in a conceptual or theoretical area relevant to the practice of psychology
- *Empirical Research*: analysis and interpretation of data relevant to the clinical practice of psychology; the data may be original or existing
- *Literature Analysis*: scholarly review and critique of the research literature in an area of clinical psychology
- *Professional Issues*: scholarly address of such matters as proficiencies or specialties in psychology or ethical issues
- *Program Development*: creation or refinement of a psychological program, including needs assessment, program content and structure, and evaluation procedures
- *Program Intervention*: detailed planning and evaluation of a program intervention.
- *Public Service*: creation and/or development of legislation, materials, or programs beneficial to the profession of psychology in the public domain

The nature and scope of the Psy.D. clinical dissertation is distinct from the type of dissertation required in a Ph.D. program. The clinical dissertation is intended to demonstrate satisfaction of the research and evaluation competency in professional psychology. However, a clinical dissertation may not require extensive original empirical research. The Psy.D. research curriculum and clinical dissertation teaches students to follow “a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena.” Successful completion of the courses and clinical dissertation demonstrates the competency “to engage in rigorous, careful, and disciplined scientific inquiry.”

The clinical dissertation model is evolving in the field of professional psychology. In general, a clinical dissertation refers less to theoretical application and experimental inference than to the professional issues and practice of psychology. The publication size of the Psy.D. dissertation is often less than a Ph.D. dissertation. In addition, the clinical dissertation stands parallel, as a significant final project in the program, with the clinical

competency exam, the clinical skill outcome measure built into the clinical component of the program. The combination of these two measures is more appropriate for a Psy.D. program.

RELATIONSHIP OF RESEARCH CURRICULUM TO DISSERTATION

Students gain experience in research and assistance in formulating their clinical dissertation in the research sequence of courses in the Psy.D. curriculum. The Research Design I course teaches a variety of designs which may be utilized in scientific inquiry and assists the student in the initial development of a dissertation proposal. The Research Design I course guides students in the formulation of their formal dissertation proposal and the conduct of the literature review. Faculty research interests and areas of expertise are provided to students in this course to aid in the selection of their dissertation committee. Review of the proposal to the committee chair are provided to assist students to a satisfactory accomplishment of the initial stages of dissertation development. Submission of the proposal to the selected dissertation committee chair is the final requirement of the Research Design courses. The course in Research Design II provides the foundational skills necessary for understanding and analyzing data utilizing a statistical analysis program. The Dissertation Development Seminar is intended to assist the student in the completion of the clinical dissertation. This course reviews APA style guidelines, provides critical review of the developing clinical dissertation from faculty and peers, and prepares the student for the oral defense of the dissertation. It is the university's intent to develop a culture of dissertation completion in which students complete this requirement prior to internship.

Students register for Dissertation units in the fall semester of the third (Four-Year Plan) or fourth (Five-Year Plan) year in the program. Interaction with the dissertation chair and committee will be especially heavy during the spring and summer prior to this semester and into the fall semester. The dissertation must be completed during the fall semester, prior to application for the predoctoral internship.

DISSERTATION COMMITTEE

The dissertation committee consists of no less than two members who guide the student through the process of dissertation completion. It is expected that students make initial contact with the person they would like to chair their committee during the semester in which Research Design I is taken. Selection and approval of the entire committee is a requirement for completion of the course. Submission of the proposal to the dissertation committee chair must be successfully completed as the final requirement of the Research Design II course. All dissertation committee members must hold an earned doctorate from an accredited institution. The chair must be a full-time faculty member in the Department of Graduate Psychology at APU. The remaining member(s) may be full-time faculty from the Department of Graduate Psychology or another department at APU, adjunct faculty in the department, or a person from outside the APU community. If the student chooses a person from outside the APU community, approval of the committee chair must be secured. Students should choose committee members whose research interests and content expertise are closely related to the area of their dissertation.

DISSERTATION PROCESS AND ORAL DEFENSE

After the completion of the research design course, students proceed with the development of their dissertation. Dissertation committee chair and members are available to students. The Dissertation Development Seminar and interaction with the committee facilitates completion of the dissertation. Students are required to complete a “polished” literature review and the methods sections of the dissertation in this course to demonstrate their progress toward completion of the dissertation.

Each student is responsible for the timely completion of their dissertation. The dissertation must be complete and the oral defense scheduled by **September 15** of the student’s third year (for four-year students) or fourth year (for five-year students.) The oral defense must be completed by **November 15**. It is required that the dissertation be completed before the students are allowed to apply for predoctoral internship. Failure to complete the dissertation by the deadline will result in a minimum of a one year delay in applying for an internship. Students should note that there is an additional dissertation fee for each semester beyond the deadline 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 should follow current APA style guidelines and the university guidelines in the dissertation manual, including appendices. Once the written dissertation is complete and meets the requirements of the Dissertation Committee chair and members, the student will be informed that the written dissertation is acceptable as a scholarly contribution with minor revisions (students do not proceed to the defense until the committee has indicated that the written dissertation is acceptable). The student must then successfully defend 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, the committee will signify its approval using appropriate forms. The committee must have unanimous agreement to approve the dissertation defense. If the dissertation defense is rejected, the student must demonstrate substantive improvement in their ability to defend the dissertation, consistent with the response of the committee, prior to a second defense.

Following approval of the defense, the student makes any necessary corrections in the written dissertation as requested by the committee. These corrections must be approved by the dissertation chair and any other member(s) of the committee who wish to review them. The final corrected copy is then submitted to a technical reader, who reviews the dissertation to determine compliance with APA style guidelines. These corrections are returned to the student and must be completed within a month. Each student is required to present several unbound copies of the final corrected draft of the dissertation; three copies must contain an original signature page. Dissertations are submitted to the University Microfilms for inclusion in dissertation abstracts. A final approval, signifying completion of all 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 require the student to repeat the oral defense.

PUBLIC PRESENTATION

After the approval of the dissertation, students are required to make a public presentation of their work. The Department of Graduate Psychology will coordinate a public forum for the presentation. The presentation should demonstrate the primary design and results of the dissertation. Faculty in the Department of Graduate Psychology, students in the Psy.D. program,

friends and relatives of the student, the Azusa Pacific academic community, and members of the public are invited to attend. This presentation must be completed before commencement.

DEGREE POSTING

The degree is not posted until the end of the term in which the student has met all of the degree requirements, including final clinical dissertation approval and completion of the predoctoral internship. Degree posting dates conform to those published in the Graduate Catalog.

DOCTORAL ASSISTANTSHIPS

Funds are allocated to provide up to two assistantships in each entering class of the Psy.D. Program. Each assistant receives 50 percent tuition remission plus a \$5,000 annual stipend in return for 15 hours of service per week in the Department of Graduate Psychology. The director of the Psy.D. Program determines the roles and responsibilities of the assistants.

Preference is given to applicants who evidence financial need, possess cultural knowledge and language skills that facilitate provision of psychological services in a minority community, and express commitment to providing psychological services in a minority community following graduation.

If a student elects the five-year sequence in the Psy.D., the assistantship and tuition remission will apply only to courses actually taken in the first three years of the program. Minimum GPA and performance standards must be maintained to continue in the assistantship.

Applications for the assistantships and criteria for evaluation of applications are available from the director of the Psy.D. Program.

ADHERENCE TO FOUR- OR FIVE-YEAR TRACK

Students are admitted to the Psy.D. based on their stated intent to adhere to one of the two course sequence tracks created for the program. The four-year track requires a greater weekly time commitment and more units per semester; the five-year track is less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. Program. The Psy.D. faculty believe that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

ACADEMIC PROBATION

Psy.D. students must demonstrate continuous satisfactory progress toward the Psy.D. degree. 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 course work (*C+* or lower). 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 below a *B-* in their course work.

IDENTIFICATION OF STUDENTS WITH THE PROFESSION OF PSYCHOLOGY

To facilitate their identification with the profession of psychology, all students are required, upon acceptance into the Psy.D. Program, to join the American Psychological Association as student members. Membership in APA provides many benefits, including subscriptions to the *Monitor* and the *American Psychologist*. All students are required to abide by the ethical principles of the APA throughout their tenure as a student and in all roles connected with student status.

PERSONAL PSYCHOTHERAPY REQUIRED

Students entering the program through the Pre-Psy.D. are required to complete the 68-hour group therapy process coordinated by the Department of Graduate Psychology.

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.

CALIFORNIA PSYCHOLOGY LICENSURE

The APU Psy.D. Program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

Board of Psychology
PO Box 980668
West Sacramento, CA 95798-0668
(916) 263-2699

Students seeking licensure in another state should contact the appropriate examining board in that state.

COURSE DESCRIPTIONS

PPSY 509 Philosophical Foundations of Psychotherapy (3)

This course introduces students to the philosophical analysis of the anthropologies embedded within psychotherapeutic systems. Key issues in both the formation of moral selfhood and the development of a biblical anthropology are identified. Students are encouraged to develop a view of human nature that demonstrates theological consistency and clinical applicability.

Prerequisite: PPSY 531

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)

This course introduces students to the moral foundations, ethical responsibilities, and California laws essential to the practice of clinical psychology and marital and family therapy. Ethical codes and the resolution of moral dilemmas are studied from the perspective of the Judeo-Christian ethical tradition. The study of family law includes the legal rights and obligations of spouses, children, and grandparents; divorce settlements and mediation; and custody and visitation rights. The study of law related to clinical psychology and practice of marital and family therapy comprises confidentiality, privilege, limitations, and all reporting requirements imposed on the therapist by statute and case law. Consideration is also given to the moral, ethical, and legal responsibilities of trainees, interns, and supervisors.

PPSY 531 Ethical Foundations of Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 532 Ethical Issues in Sexuality (3)

This course examines the individual in the context of family of origin, marriage, and sexuality. Theological and ethical perspectives are offered on many critical issues, such as divorce, homosexuality, gender roles, and rights.

Integrative clinical strategies, based on ethics, theology, and psychotherapy, are developed.

Prerequisite: PPSY 531

PPSY 534 Interdisciplinary Seminar in Theology (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 509 and PPSY 531*

PPSY 551 Theories of Personality and Psychotherapy (3)

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, readings, reflection, and experiential learning.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

PPSY 557 Marital Therapy (3)

A study of the psychotherapeutic theories utilized in the clinical assessment and treatment of marital dysfunction is covered in this course. Models of a healthy marriage are also studied. Reading specific books and journal articles, as well as conducting a psychological assessment of couples, is required.

PPSY 558 Advanced Developmental Psychology (3)

This course utilizes a lifespan perspective to consider individual development as it occurs within the family and family development as composed of individuals. Biological, psychological, social, and moral development are studied. Psychoanalytic, cognitive, and ecological systems models of development are presented. Special

attention is given to the transition points at which the greatest individual and family tension occurs, examining the process of change and adaptation. Clinical application of the material is stressed. *Prerequisite: Human Development or equivalent*

PPSY 561 Child and Adolescent Therapy (3)

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, offering the student an opportunity to develop a knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, and the social environment is addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). *Prerequisite: Abnormal Psychology or equivalent*

PPSY 568 Therapeutic Applications of Systems Theory (3)

This course provides an in-depth analysis of the tenets of systems theory and their application to psychotherapy. Students are challenged to adopt an ecological systems epistemology. Philosophical, theological, and psychological ramifications of system theory are considered. Students are trained in the administration and clinical usage of systemic assessment devices. Clinical application of theoretical concepts is stressed through experimental learning and case-study analysis.

PPSY 571 Family Therapy (3)

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

PPSY 572 Research Methodology (3)

This course surveys the major social science research methods, preparing students to design and implement a testable research proposal and to review and utilize professional literature.

PPSY 577 Psychological Assessment (3)

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing devices. Emphasis is placed on developing skills in interviewing, understanding and interpreting test data and reports, and gaining knowledge of referral questions, as well as writing integrated reports and providing feedback to examinees.

PPSY 579 Family Research (3)

Recent family research is reviewed with suggestions for improvement of design. Efforts are made to delineate appropriate research areas and appropriate theory and methodology. Implications for counseling are reviewed.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of B- or higher must be achieved.

PPSY 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 595 Special Topics (1-6)

Special topics courses offer graduate level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. Among these topics are the Substance Abuse course, offered twice annually, and topics having to do with contemporary approaches to integration and counseling. The unit values of these courses range from one to six unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597/ 598 Clinical Placement I, II (3)

During the final year of study, students participate weekly in a practice class, clinical field placement, and supervision session. In the classroom, students discuss and practice the clinical application of psychological theories to clients seen in their field placement. Students receive feedback from instructors and other students in response to role playing and audio/videotaped client sessions. In the clinical placement, students develop their skills through direct treatment of individuals, couples, families, and children. In the individual/group supervision session, students discuss their clinical placement case load with their on-site supervisor. These courses represent the classroom portion of students' clinical experience.

The clinical placement begins after a student has completed 12 semester units, but no later than the first week of the final year of study. All application and approval forms for a clinical placement must be filed with the Department of Graduate Psychology no later than 30 days prior to the first week of the student's involvement in a clinical field placement. Students must obtain an approved clinical placement as a prerequisite to registering for Clinical Placement I, II. Student violations of professional ethics codes are sufficient grounds for dismissal from the program. *Prerequisites: PPSY 512, PPSY 580, PPSY 581 (Master of Science nursing students should consult the School of Nursing for separate prerequisites.)*

PPSY 701 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology I: Ethics and Professional Practice (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 702 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology II: Advanced Clinical Skills (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 711 Psychology and Systems Theory (3)

This course provides an introduction to the discipline of family psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

PPSY 712 Psychological Theories of Change (3)

This course examines major theoretical orientations regarding the process of change in psychotherapy. Psychodynamic, cognitive-behavioral, and systemic models are introduced and critiqued. Students are expected to develop a coherent theoretical rationale for their therapeutic interventions.

PPSY 713 Assessment II (3)

This course provides a review of the fundamentals of psychological assessment; the administration, scoring, and interpretation of objective instruments for the clinical assessment of personality; and professional report writing. Instruments to be studied include the Minnesota Multiphasic Personality Inventory-2 and the Millon Clinical Multiaxial Inventory III. Cultural issues in the interpretation of psychological tests are addressed.

PPSY 714 Assessment III (3)

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation are considered. The development and composition of comprehensive assessment batteries are addressed.

PPSY 715 Adult Psychology (3)

This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in the developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

PPSY 716 Family Psychology (3)

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans which recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717 Child Psychology (3)

This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of the child within the family and the cultural context.

PPSY 718 History and Systems of Psychology (3)

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline, the various schools of thought associated with the discipline since its inception, and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

PPSY 721 Addictive Behaviors (3)

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors is studied, including substance use disorders, gambling, sexual addictions, eating disorders, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

PPSY 722 Research Design I (3)

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

PPSY 723 Research Design II (3)

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential, laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

PPSY 724 Couples Theory and Therapy (2)

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in-depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

PPSY 725 Moral Psychology (3)

This course explores psychological perspectives on moral development and moral meaning. Students gain an understanding of the moral development of individual and family life using the conceptual frameworks and moral categories of phenomenological, gestalt, existential, cognitive, and object relations theories.

PPSY 726 Biblical Ethics and Psychotherapy (3)

In this course students examine the primary ethical perspectives of Scripture in order to understand their role in the development of person and family values and their importance as a source of ethical guidance for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

PPSY 727 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology III: Interventions and Ethical Applications (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 728 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology IV: Interventions and Ethical Applications (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 729 Treatment Planning and the Evaluation of Intervention Efficacy (3)

This course provides instruction in the development of clinical treatment plans and evaluation of the efficacy of clinical interventions. The development of treatment plans includes the definition and diagnosis of problems, the utilization of psychological assessment and measurement, and the formulation and implementation of empirically supported intervention strategies. In addition, students are trained in the use of methods to evaluate the efficacy of their interventions. Issues of cultural diversity are considered in treatment planning and intervention evaluation. Application is made to the variety of settings in which clinical psychology is practiced.

PPSY 730 Cognition (3)

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

PPSY 731 Dissertation Development (3)

In this course students develop the proposal for their clinical dissertation, conduct the literature review for the dissertation, select the members of their dissertation committee, and present their proposal to the committee chair.

PPSY 734 Gerontology (2)

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

PPSY 735 Adolescent Psychology (2)

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders which relate especially to

adolescents are reviewed, and therapeutic interventions are studied. Special attention is given to models which recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736 Social Ethics and Psychotherapy (3)

This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

PPSY 737 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology V: Clinical Competency (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 738 Clinical Practicum in Clinical Psychology with an Emphasis in Family Psychology VI: Clinical Competency (1)

This course provides an on-campus forum for the review of the clinical practicum experience. During this practicum, students are assigned to a practicum site chosen subsequent to the development of an individualized training plan. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 739 Psychobiology and Psychopharmacology (3)

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

PPSY 740 Consultation 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 741 Supervision in Clinical Psychology (3)

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.

PPSY 798 Special Topics (Electives) (2)

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

PPSY 798 Neuropsychology (2)

This course considers the neurological bases of behavior. The emphasis is on understanding the relationship of neurological disorders and psychopathology and an introduction to neuropsychological assessment. Screening, referral, and treatment issues are covered. The role of family/ social network issues in treatment are emphasized.

PPSY 798 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 Family and Community Violence (2)

This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state-authorized reimbursement to therapists treating victims of violence.

PPSY 798 Psychological Assessment: Projectives (2)

This course covers the administration, scoring, and interpretation of the major projective tests for both children and adults. Emphasis is on the Rorschach and the Thematic Apperception Test (TAT), with additional focus on projective techniques, such as the House-Tree-Person, Kinetic Family Drawings, and Incomplete Sentences.

PPSY 798 Interpersonal Approaches (2)

This course considers the theory and practice of interpersonal psychotherapy, beginning with the foundational work of Sullivan, the founder of interpersonal psychiatry. In addition to the theory and work of Horney, Leary, and Benjamin, Klerman's interpersonal psychotherapy of depression is examined.

PPSY 798 Psychology of Women (2)

This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by women clients and treatment approaches for dealing with these issues.

PPSY 798 Psychotherapy and Personality Disorders (2)

This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., 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 Brief Therapy and the Managed Care Environment (2)

This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.



SCHOOL OF MUSIC

Master of Music in Performance	142
Master of Music Education	142

SCHOOL OF MUSIC

Faculty

Dean; Professor:

Duane Funderburk, DMA

Professor: Robert Sage, DMA

Associate Professors:

Donovan Gray, DMA; Don Neufeld,

M.A.; Dennis Royse, Ph.D.;

Philip Shackleton, M.A.

Assistant Professors: Al Clifft;

Ruth Meints, M.M.;

Brenda Reinebach, M.A.

MASTER OF MUSIC IN PERFORMANCE AND MASTER OF MUSIC EDUCATION

INTRODUCTION

The Master of Music in Performance and Master of Music Education degrees are designed to equip professionals in the field of music for career advancement and advanced study by strengthening their academic and performance skills as well as increasing their knowledge of the particular subject areas. The Master of Music in Performance Program emphasizes musical performance in varying venues. The Master of Music Education degree is designed for people who desire additional preparation for a profession in music education and for current professionals in the field, challenging them to excellence in the field and expanding their body of knowledge and their professional opportunities for employment and service.

ADMISSION REQUIREMENTS

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. 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 come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution
5. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Candidates with a grade-point average between 2.5-2.99 may be considered for provisional admission.)
6. Résumé or Statement of Experience
7. International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 550.
8. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

Students must complete at least 30 semester units in residence at Azusa Pacific University. No more than six units of equivalent course work may be transferred into the program. Courses are scheduled so that the program can be completed in two years. A maximum of eight years is allowed for the completion of the degree.

ADDITIONAL DEGREE REQUIREMENTS

Advancement to Candidacy

Each student will be reviewed for advancement to candidacy after the completion of one semester (nine units). Candidacy is based on completion of all admission requirements.

Comprehensive Examinations

Written comprehensive examinations must be passed at the conclusion of the program.

Core Courses 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 509	Conducting III	3

Additional Courses Required for the Master of Music in Performance

Conducting 21 units

GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Arranging	3
GMUS 510	Conducting IV	3
GMUS 511	Conducting V*	3
GMUS 512	Conducting VI*	3
GMUS 542	Vocal Techniques	2
	Electives**	4
	Comprehensive Examinations	N/C
	Graduate Recital	N/C

*A \$100 nonrefundable recital fee is required.

Piano 15 units

GMUS 520/521/522/523	Applied Instrument	8
GMUS 524	Keyboard Literature	2
GMUS 525	Chamber Ensemble	2
	Electives**	3
	Comprehensive Examinations	N/C
	Graduate Recital	N/C

**Private lessons taken for elective units require an additional fee.

Vocal 17 units

GMUS 525	Chamber Ensemble	2
GMUS 530/531/532/533	Applied Voice	8
GMUS 534	Vocal Literature	2
GMUS 542	Vocal Techniques	2
	Electives**	3
	Comprehensive Examinations	N/C
	Graduate Recital	N/C

Instrumental 15 units

GMUS 520/521/522/523	Applied Instrument	8
GMUS 525	Chamber Ensemble	2
GMUS 588	Ensemble	1
GMUS 589	Ensemble	1
	Electives**	3
	Comprehensive Examinations	N/C
	Graduate Recital	N/C

**Private lessons taken for elective units require an additional fee.

Additional Courses Required for the Master of Music Education 21 units

GMUS 504	Advanced Orchestration	3
	— and —	
GMUS 515	Instrumental Pedagogy	2
	— or —	
GMUS 505	Advanced Arranging	3
	— and —	
GMUS 517	Seminar in Choral Pedagogy	2
GMUS 510	Conducting IV	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
	Electives	4

*One unit may be taken each semester until completion of degree; independent student fee(s) and form are required.

Total 36 units

COURSE DESCRIPTIONS

GMUS 501 Seminar in Music History I (3)

This course offers a survey of performance styles, and literature, both choral and instrumental.

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.

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 orchestral techniques, as well as scoring for varied instrumental groupings, are offered. The course concentrates on using scoring knowledge as a conductor and on practical writing techniques. *Prerequisite: MUS 423 or equivalent*

GMUS 505 Advanced Arranging (3)

This course empowers students to develop and enhance their skills in arranging music for performance. Both choral and instrumental areas are covered. *Prerequisite: MUS 421 or equivalent*

GMUS 509 Conducting III (3)

Discussion and preparation of choral and choral-orchestral works are offered. Musical interpretation, rehearsal procedures and techniques, programming, and performance procedures are discussed. Practical conducting experiences are also provided.

GMUS 510 Conducting IV (3)

Students discuss and prepare instrumental works. Course discussion centers on performance procedures, musical interpretation, rehearsal techniques, score reading and preparation, and programming.

GMUS 511 Conducting V (3)

A continuation of GMUS 509 and GMUS 510, this course involves an evolving practical approach to individual and universal problems in conducting techniques. Stylistic performance procedures, musical interpretation, and choir management are discussed. A \$100 nonrefundable recital fee is required.

GMUS 512 Conducting VI (3)

Special emphasis is placed on developing a repertoire for both school and church situations. Students conduct works from the medieval period to the 20th century. The ability of the ensemble to communicate with the audience is stressed. A \$100 nonrefundable recital fee is required.

GMUS 513 Philosophical and Psychological Foundations of Music Education (2)

Philosophical understanding of the foundations of music education coupled with practical application of the principals of the psychology of music in the classroom are studied.

GMUS 514 Issues in Music Classroom Pedagogy (2)

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515 Instrumental Pedagogy (2)

Students survey method books and repertoires appropriate for elementary, junior high, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

GMUS 516 Social and Historical Foundations of Music Education (2)

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 517 Seminar in Choral Pedagogy (2)

The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

GMUS 520 Applied Instrument (2)

Individual instruction in an instrument is given in this course. *Prerequisite: Admission to the graduate program in instrumental performance or instructor's permission*

GMUS 521 Applied Instrument (2)

Individual instruction in an instrument is given in this course. *Prerequisite: GMUS 520*

GMUS 522 Applied Instrument (2)

Individual instruction in an instrument is given in this course. *Prerequisite: GMUS 521*

GMUS 523 Applied Instrument (2)

Individual instruction in an instrument is given in this course. *Prerequisite: GMUS 522*

GMUS 524 Keyboard Literature (2)

Students survey the musical literature from all historical periods. Solo and small ensemble literature is 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 530 Applied Voice (2)

Individual instruction in voice is given in this course. *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. *Prerequisite: GMUS 530*

GMUS 532 Applied Voice (2)

Individual instruction in voice is given in this course. *Prerequisite: GMUS 531*

GMUS 533 Applied Voice (2)

Individual instruction in voice is given in this course. *Prerequisite: GMUS 532*

GMUS 534 Vocal Literature (2)

Students survey the musical literature from all historical periods. Solo and small ensemble literature is 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 588 Ensemble (1)

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which the student participates 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 NURSING

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SCHOOL OF NURSING

Faculty

Dean; Professor:
Rose Liegler, RN, PhD

Chair; Associate Professor, Graduate Program: Leslie Van Dover, RN, PhD

Chair; Assistant Professor, Undergraduate Program:
Shila Wiebe, RN, MSN

Professors: Barbara Artinian, RN, PhD;
Felicitas dela Cruz, RN, DNSc;
Marsha Fowler, RN, PhD, MDiv, FAAN;
Elaine Goehner, RN, PhD;
Aja Tulleners Lesh, RN, PhD

Associate Professors: Connie Brehm, RN, PhD, FNP; Cheryl Westlake, RN, PhD

Lecturers (part time):
Divina Bautista, RN, MSN, FNP;
Linda Callahan, CRNA, PhD;
Laura Guerero, RNC, MSN, FNP;
Dorothy Kleffel, RN, DNSc;
Catherine Manz, RN, MN, PNP;
Zarmine Naccashian, RN, MN, GNP;
Elizabeth Styffe, RN, MSN

Professor Emeritus:
Phyllis Esslinger, RN, MS

SCHOOL OF NURSING GRADUATE PROGRAMS

The School of Nursing offers three pathways to the Master of Science in Nursing degree and Pos-Master's Credential Programs in several areas:

1. *Accelerated ADN to Master of Science in Nursing Program*—for graduates of A.A. or diploma programs who want to earn both BSN and MSN degrees
 - Total units for a Clinical Nurse Specialist track is 104.
 - Total units for Family Nurse Practitioner track is 112.
2. *Articulated RN to Master of Science in Nursing Program*—for those with an A.A. degree or diploma in nursing who have a baccalaureate degree in a field other than nursing
 - Total units for a Clinical Nurse Specialist track is 65.
 - Total units for Family Nurse Practitioner track is 73.

3. *BSN to Master of Science in Nursing Program*—for those who have completed a bachelor's degree in nursing
 - Total units for Clinical Nurse Specialist track is 42.
 - Total units for Family Nurse Practitioner track is 50.
4. *Post-Master's Nursing Credential Programs*—in Adult, Parent-Child, High Risk Home Health, Parish Nursing, and Family Nurse Practitioner

Nurses who have already completed a master's degree in nursing may earn a post-master's credential.

The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high-quality program. In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year.

Selected programs are under review; please contact the individual program director for updated information.

ACCELERATED ADN-MASTER OF SCIENCE IN NURSING PROGRAM

The Accelerated ADN-MSN Program is designed for nurses who have graduated from an accredited A.A. or diploma program and wish to attain competency in advanced nursing practice while receiving both the BSN and MSN degrees in one program. This program facilitates educational mobility and strengthens leadership abilities of nurses who already have a foundation in the profession. The course sequence acknowledges existing expertise and enhances academic and professional preparation. The bachelor's requirements include both theoretical and clinical course work that provide the foundation for advanced graduate study and address the objectives of the generic bachelor's program. Coinciding with the master's degree in nursing, the bachelor's degree will be awarded only at completion of the entire program of study.

ADMISSION REQUIREMENTS FOR THE ACCELERATED ADN-MSN

- An A.A. degree or diploma from an accredited nursing program
- A 3.0 grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
- Current licensure as a registered nurse
- Current CPR certification
- Current malpractice insurance
- A health examination within six months of the first clinical course
- Recent work experience
- A completed application for admission and three letters of reference (two professional, one personal)
- A written statement of educational and professional goals
- A completed California Critical Thinking Test (given in the School of Nursing)
- A TOEFL score of 550 or higher for all international students

- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

All materials should be submitted to:

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

Send international applications to:

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

Bachelor's Requirements for the Accelerated ADN-MSN

Registered nurses must meet all of the requirements of the University's General Education Program* and nursing support courses. A minimum of 126 semester units are required for the BSN degree. Each applicant is individually evaluated and appropriate credit is given for previously completed course work. Up to 96 units of transfer and challenge credit are allowed (64 semester units maximum transfer credit from a junior college). Challenge examinations are available in general education and nursing courses. A testing mechanism is used for challenging nursing courses: UNRS 210 Nursing Care of Maternal, Newborn, and Women's Health; UNRS 212 Nursing Care of Adults; UNRS 310 Mental Health Nursing; UNRS 313 Restorative Nursing; and UNRS 314 Nursing Care of Children and Young Adults. In addition, challenge examinations are available for nursing courses UNRS 220 Health Assessment; UNRS 367 Pathophysiology; and UNRS 325 Nursing Research for applicants who wish to receive credit for knowledge gained through prior education. A total of 30 semester units of challenge credit may be utilized for the BSN Program.

Support Courses for the Nursing Major

37 units

BIOL 220	General Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
CHEM 111	Chemistry for Health Sciences	3
CHEM 112	Biochemistry for the Health Sciences	1
COMM 111	Public Communication	3
ENGL 101	College Composition	3
MATH 110	College Algebra	3
PSYCH 290	Human Growth and Development	3
PSYCH 350	Applied Statistics	3
PSYCH 360	Abnormal Psychology	3
SOC 358	Human Diversity	3

NOTE: Upper-division writing intensive and senior seminar requirements are met in nursing courses.

Undergraduate Nursing Course Requirements: Accelerated ADN-MSN Program

27 units

UNRS 220	Health Assessment	3
UNRS 325	Nursing Research**	2
UNRS 400	Advanced Practice Studies and Communication Skills***	3
UNRS 367	Pathophysiology**	3
UNRS 446	Theory and Practice in Community Care Settings***	6
UNRS 447	Nursing Leadership in Acute Care Settings***	6
UNRS 496	Senior Seminar: Ethics and Issues in Health Care	4

*See the current Undergraduate Catalog.

**Prerequisite for UNRS 446/447

***Prerequisites: one year of clinical practice as an RN and completion of all nursing challenge examinations

****Upper-division writing requirement

NOTE: All undergraduate requirements must be completed before enrolling in graduate courses. See current Undergraduate Catalog for specific support course prerequisites.

For the Accelerated ADN-Master of Science in Nursing Program, the Master's-Level Courses Required of All Students Are:

Academic Core
Advanced Practice Core
Clinical Specialty Option
Concluding Courses

Please see the Master of Science in Nursing Program (which follows) for course requirement details.

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

ARTICULATED RN-MASTER OF SCIENCE IN NURSING PROGRAM

The Articulated RN-Master of Science in Nursing Program offers registered nurses who have a bachelor's degree in an academic discipline other than nursing the opportunity to pursue both bachelor's and master's degrees in nursing. A sequence of courses has been designed which recognizes the expertise of the registered nurse and enhances the academic and professional preparation required at both the bachelor's and master's levels in nursing. The program facilitates educational mobility and strengthens the leadership abilities of registered nurses. The bachelor's requirements include both theoretical and clinical course work that provide the foundation for advanced graduate study and address the objectives of a generic bachelor's program. Coinciding with the master's degree in nursing, the bachelor's degree will be awarded only at completion of the articulated program. Course work must be completed in seven years.

ADMISSION REQUIREMENTS

- An A.A. degree or diploma in nursing from an accredited program
- A bachelor's degree from an accredited college or university where general education requirements are similar to those offered in the APU undergraduate program
- A 3.0 grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
- Current licensure as a registered nurse
- Current CPR certificate
- Current malpractice insurance
- A health examination within six months of the first clinical course
- Recent (within past five years) experience as a registered nurse
- A completed application for admission and three letters of reference (two professional, one personal)
- A written statement of educational and professional goals

- A TOEFL score of 550 or higher for all international students
- Completion of the California Critical Thinking Test (given in the School of Nursing)

All materials should be submitted to:

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

Bachelor's Requirements for the Articulated RN-MSN 23 units

UNRS 220	Health Assessment*	3
UNRS 325	Nursing Research*	2
UNRS 367	Pathophysiology*	3
GNRS 546	Theory and Practice in Health Care Systems of the Community**	6
GNRS 547	Nursing Leadership in Acute-Care Settings**	6
PSYC 402	Applied Statistics*	3

Total 23 units

Please see the current Undergraduate Catalog for descriptions of undergraduate courses listed above.

All requirements must be completed before enrolling in graduate courses.

*At least one of these four courses must be taken or challenged at Azusa Pacific University.

**These courses must be taken at Azusa Pacific University.

For the Articulated ADN-Master of Science in Nursing Program, the Master's-level Courses Required of All Students Are:

Academic Core
Advanced Practice Core
Clinical Specialty Option
Concluding Courses

Please see the Master of Science in Nursing Program (which follows) for course requirement details.

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

THE MASTER OF SCIENCE IN NURSING PROGRAM

Nationally accredited, the Master of Science in Nursing Program prepares students in advanced theory and practice in a specialized clinical area of nursing. Graduate students are prepared to assume functional roles as clinical nurse specialists or family nurse practitioners and may elect an additional emphasis in administration, education, or parish nursing. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing.

The curriculum assists students in developing a conceptual frame of reference for analyzing nursing problems, studying advanced pathophysiology and pharmacology, utilizing theories related to nursing practice, and integrating principles of spiritual care and bioethics in their professional roles. Students have the opportunity to practice as clinical nurse specialists and/or family nurse practitioners in a variety of health care settings.

Students electing the administration emphasis are prepared to manage nursing services in a variety of health care settings. Emphasis is given to analyzing health care needs of groups of patients, utilizing resources, and organizing and implementing the delivery of nursing services to meet those needs.

Students electing the nursing education emphasis learn to develop and evaluate curricula for various types of programs in nursing education, develop and implement various teaching strategies, and assess and meet the learning needs of a diverse group of adult learners across multiple educational environments.

Students electing the parish nursing emphasis learn to integrate theology, nursing, ethics, and pastoral care into the role of health minister. This includes implementation of congregation-based programs for health promotion and health maintenance of parishioners. Spiritual care and nurturance, outreach, and mission are key emphases.

ADMISSION REQUIREMENTS

- A bachelor's degree in nursing from an NLN-accredited program (Nurses with bachelor's degrees in fields other than nursing will be considered for admission to the Articulated RN-MSN Program.)
- A 3.0. grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
- Current licensure as a registered nurse
- Current CPR certificate
- Current malpractice insurance
- A health examination within six months of the first clinical course
- Recent (within past five years) experience as a registered nurse
- A completed application for admission and three letters of reference (two professional, one personal)
- A written statement of educational and professional goals
- Completion of the California Critical Thinking Test (given in the School of Nursing)
- Computer literacy (This includes how to start a computer, enter and exit programs, format disks, save and delete files, and use basic functions in word processing and/or data programs.)
- Completion of courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership, and community health nursing equivalent to those offered in the APU undergraduate nursing program

- A TOEFL score of 550 or higher for all international students
- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

All materials should be submitted to:

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

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

PROGRAM REQUIREMENTS

For the Master of Science in Nursing degree, the following are required of all students:

Academic Core		15 units
GNRS 501	Theoretical Thinking in Nursing	2
GNRS 503	Cultural Competency in Health Care	2
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 510	Family Theory in Health Care	2
Advanced Practice Core		14 units
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

Clinical Specialty Options 8-16 units

In addition to the academic and advanced practice core courses, students select their clinical focus in one of the four advanced practice clinical specialties—Adult, Parent-Child, High Risk Home Health or the Family Nurse Practitioner. Students work closely with faculty and clinical preceptors to learn theory and practical skills essential for their advanced practice roles.

Adult, Parent-Child, High Risk Home Health	8 units
Family Nurse Practitioner	16 units

Concluding Courses 5 units

GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Thesis/Comprehensive Exam	1

Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program.

**Total Clinical Specialty Program
42 units for CNS
50 units for FNP**

Elective Courses

Students may select additional elective courses to support their programs of study as directed by faculty. In addition, if desired, students may elect a second emphasis in administration, education, or parish nursing.

CLINICAL NURSING SPECIALTIES (CNS)

Adult, Parent-Child, or High Risk Home Health Clinical Nursing Specialty (CNS)

The Master of Science with a clinical specialty in Adult, Parent-Child, or High Risk Home Health Nursing allows students to concentrate on one of these three clinical areas of content and practice. Post-master’s credentials are also available in these fields.

For details on Academic Core and Advanced Practice Core courses, please see “Program Requirements” on the previous page.

Academic Core 15 units

Advanced Practice Core 14 units

Clinical Specialty Courses 8 units

GNRS 520 Theory and Practice in Adult Nursing	4
— or —	
GNRS 520 Theory and Practice in Parent-Child Nursing	4
— or —	
GNRS 580 Theory and Practice in High Risk Home Health Nursing	4
— and —	
GNRS 521 Clinical Specialist in Nursing Care of Adults	4
— or —	
GNRS 531 Clinical Specialist in Parent-Child Nursing	4
— or —	
GNRS 581 Clinical Specialist in High Risk Home Health Nursing	4

Concluding Courses 5 units

GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Thesis/Comprehensive Exam	1

Total Required for Clinical Nurse Specialist (CNS) 42 units

FAMILY NURSE PRACTITIONER (FNP) SPECIALTY

This specialty program prepares students to be nurse practitioners across the human lifespan. The program is designed so graduates can be licensed by the state of California and can also take National Certification examinations for the Family Nurse Practitioner. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A post-master’s credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see “Program Requirements” on the previous page.

Academic Core 15 units

Advanced Practice Core 14 units

Clinical Specialty Courses 16 units

GNRS 590 Primary Health Care of the Young Family	6
GNRS 591 Primary Health Care of the Childbearing Family	4
GNRS 592 Primary Health Care of the Mature and Aging Family	6

Concluding Courses 5 units

GNRS 540 Case Management	2
GNRS541 Clinical Practicum in Case Management	2
GNRS 597/598 Thesis/Comprehensive Exam	1

Total Required for FNP Specialty 50 units

PARISH NURSING EMPHASIS

Along with a clinical specialty track, students may select parish nursing as an additional emphasis. Parish nursing prepares nurses to serve within church or other nonmedical settings as an associate to the minister in the capacity of visitation and pastoral care. The parish nurse brings together nursing, theological, ethical, and pastoral concerns in the development and implementation of church-based programs for health maintenance and care of parishioners. This specialization builds on skills and knowledge obtained while completing course work in other clinical specialties. A post-master's credential is also available.

Required Courses for Parish Nursing Emphasis

Academic Core	15 units
Advanced Practice Core	14 units
Clinical Specialty Courses	
Adult, Parent Child, High Risk Home Health	8 units
— or —	
Family Nurse Practitioner	16 units
Concluding Courses	5 units
Required Parish Nursing Emphasis Courses	16 units
GTHE 504 Theology I: God and Creation*	4
GTHE 514 Theology II: Jesus Christ and Salvation*	4
GMIN 568 Field Education in Ministry I*	2
GMIN 569 Field Education in Ministry II*	2
GMIN 618 Seminar in Ministry*	4

Total Requirements for CNS with Parish Nursing Emphasis 58 units

Total Requirements for FNP with Parish Nursing Emphasis 66 units

*See course descriptions in the Haggard Graduate School of Theology section of this catalog.

NURSING EDUCATION EMPHASIS

Along with a clinical specialty track, students may elect nursing education as an additional emphasis. This course of study prepares students at the master's level for teaching roles in various clinical or academic settings.

Required Courses for Nursing Education Emphasis

Academic Core	15 units
Advanced Practice Core	14 units
Clinical Specialty Courses	
Adult, Parent Child, High Risk Home Health,	8 units
— or —	
Family Nurse Practitioner	16 units
Concluding Courses	5 units
Required Nursing Education Emphasis Courses	9 units
GNRS 552 Educational Concepts and Clinical Instruction in Nursing	5
GNRS 554 Curriculum Foundations and Instructional Strategies	4

Total Requirements for CNS with Nursing Education Emphasis 51 units

Total Requirements for FNP with Nursing Education Emphasis 59 units

NURSING ADMINISTRATION EMPHASIS

Along with a clinical specialty track, students may elect nursing administration as an additional emphasis. Course work focuses on combining the resources of nursing, organizational development, and business management. This program prepares nurses for administration of nursing service in a variety of health care settings.

Required Courses for Nursing Administration Emphasis

Academic Core	15 units
Advanced Practice Core	14 units
Clinical Specialty Courses	
Adult, Parent Child, High Risk Home Health	8 units
— or —	
Family Nurse Practitioner	16 units
Concluding Courses	5 units
Required Nursing Administration Emphasis Courses	9 units
GNRS 560 Theory and Practice in Nursing Administration	5
GNRS 568 Issues in Health Care Financing	4

Total Requirements for CNS with Nursing Administration Emphasis 51 units

Total Requirements for FNP with Nursing Administration Emphasis 59 units

POST-MASTER'S CREDENTIAL PROGRAMS

Post-master's credential programs are available in: Adult, Parent-Child, High Risk Home Health, Parish Nursing, and Family Nurse Practitioner. Please contact the graduate program for specific requirements at (626) 815-5391 or fax (626) 815-5414.

FAMILY NURSE PRACTITIONER

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing. This program promotes 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.

Prerequisites

1. Master's degree in nursing
2. Completion of a basic health assessment course

Required Courses* 34 units

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role**	3
GNRS 515	Advanced Pathophysiology	2
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

Total Requirements for FNP Post-Master's Credential 34 units

*Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist may challenge or request waiver of the course work required for the Family Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated on admission and approved through the Graduate Coordinating Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.

NURSING ADMINISTRATION

Students must be admitted into the university before registering for this program. The Nursing Administration Post-Master's Credential Program prepares students for administration of nursing service in a variety of health care settings. Course work 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.

Prerequisite

Master's degree in nursing

Required Courses 9 units

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Financing	4

Total Requirements for Nursing Administration Post-Master's Credential 9 units

NURSING EDUCATION

The Nursing Education Post-Master's Credential 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.

Prerequisite

Master's degree in nursing

Required Courses 9 units

GNRS 552	Educational Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4

Total Requirements for Nursing Education Post-Master's Credential 9 units

COURSE DESCRIPTIONS

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)

Elective

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, and so on). *Prerequisites: graduate standing and consent of instructor*

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 and instructor's consent; strongly recommended, any one of the following: GNRS 501, GNRS 504, or GNRS 510*

GNRS 508 Research for Advanced Practice Nursing (3)

The focus of this course is development of an understanding of the principles of the research process, especially quantitative methods, with an overview of qualitative methods. The course prepares the advanced practice nurse to systematically review and critique research literature, participate in evaluation of health services, and effectively utilize research in clinical practice. A computer lab experience in data entry and analysis is included. *Prerequisites: computer literacy, undergraduate research course, a statistics course, and GNRS 501*

GNRS 509 Qualitative Research:

Grounded Theory (3)

Elective

A variety of qualitative research approaches and issues, including grounded theory, phenomenology, and ethnography are introduced and explored. Students collect and analyze qualitative data. *Prerequisites: GNRS 508 and permission of instructor*

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. *Prerequisite: GNRS 501 or permission of instructor*

GNRS 512 Advanced Health Assessment and Health Promotion (6)

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 (3)

The focus is on the concepts of role development and performance competence of the advanced practice nurse. Emphasis is placed on the clinician, educator, consultant, and researcher roles of the advanced practice nurse. Leadership aspects of the advanced practice nursing role are explored in relation to clinical decision making, health care delivery, proposal writing, and regulation of practice. *Prerequisite: completion of Academic Core courses*

GNRS 514 Research Proposal Writing (2)

This course focuses on the application of the concepts in GNRS 508. 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 508*

GNRS 515 Advanced Pathophysiology (2)

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: undergraduate pathophysiology and graduate Academic Core courses*

GNRS 520 Theory and Practice in Adult Nursing (4)

Critical concepts in the care of selected adult-client populations utilizing the nursing process are a primary focus. Advanced assessment and intervention strategies of selected clients who exhibit health problems and have entered the health care delivery system are emphasized. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 521 Clinical Specialization in Nursing Care of Adults (4)

A study of the clinical specialist role in nursing is included. Continued refinement and extension of professional knowledge and skills in a selected clinical area are emphasized. Practicum and seminars are planned according to the students' clinical interests. *Prerequisite: Academic Core, Advanced Practice Core courses, and GNRS 520*

GNRS 530 Theory and Practice in Parent-Child Nursing (4)

Theory and practice in care of fathers, mothers, and infants in all phases of the reproductive processes are the primary focus. High-risk families and problems related to normal pregnancy are included. Nursing processes and conceptual models for practice are incorporated into both the didactic and clinical components of the course. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 531 Clinical Specialization in Parent-Child Nursing (4)

A study of the clinical specialist role with young family populations is included. Application of theory and continued refinement of professional knowledge and skills in maternal-child health are emphasized. Seminar and practicum are planned according to the students' clinical interests. *Prerequisites: Academic Core, Advanced Practice Core courses, and GNRS 530*

GNRS 540 Case Management (2)

This course focuses on principles and models of case 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 case management approaches. Integral to case management is the promotion of consumer education, involvement and advocacy. *Prerequisite: completion of one clinical graduate specialty course*

GNRS 541 Clinical Practicum in Case Management (2)

This clinical course promotes the development of case management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of case management and utilize case management tools and methods to improve patient care and patient outcomes. Evaluation of 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 552 Education Concepts and Clinical Instruction in Nursing (5)

The roles of the nurse educator in nursing education and service programs are investigated. This course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Teaching/learning theories are implemented in clinical and lecture situations with a group of nursing students or nursing service personnel. Additional attention is

directed to issues of men's and women's intellectual development and the needs of adult and ethnic minority learners. *Prerequisites: Academic Core, Advanced Practice Core, Specialty courses, and GNRS 554*

GNRS 554 Curriculum Foundations and Instructional Strategies (4)

Curriculum issues in education and teaching/learning theories are emphasized. Development and evaluation of nursing curricula for a variety of nursing programs are discussed. Specific teaching strategies derived from presented theories are identified for implementation in a variety of nursing settings: community or bedside client instruction, in-service presentations, and classroom instruction within schools of nursing. *Prerequisites: GNRS 501, GNRS 503, GNRS 504, and GNRS 510*

GNRS 560 Theory and Practice in Nursing Administration (5)

The advanced study of management theories and their relationship to nursing and health care facilities are addressed. Emphasis is on organizational and communication theories, nursing care delivery systems, and quality of care. *Prerequisites: GNRS 501, GNRS504, GNRS 510, and GNRS 568*

GNRS 568 Issues in Health Care Finance (4)

An introduction to control mechanisms for use in nursing administration is provided. Content in strategic planning, forecasting, goal setting, and financial planning in health care is emphasized. Development of skills in planning and measuring the cost-effectiveness of nursing care delivery, plus program planning and budgeting for nursing services, are included.

GNRS 580 Advanced Theory and Practice in High Risk Home Health Nursing (4)

A combined theory and clinical course that focuses on the clinical role of the specialist in high risk home health care. Special emphasis is placed on the use of the nursing process with a conceptual framework for nursing practice. Clusters of common home care nursing diagnoses are discussed to develop effective care plans for the high risk home care client/family. Emphasis is placed on minimizing the effect of illness and disability to enhance optimal function and development, preventing institutionalization, and/or promoting a peaceful and dignified death. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 581 Clinical Specialization in High Risk Home Health Nursing (4)

This combined theory and clinical course focuses on the indirect caregiver role of the clinical nurse specialist in high risk home care. Based on identified competencies of the clinical specialist, the course focuses on the roles of educator, program manager, researcher, and consultant. Utilizing a conceptual framework, the student designs a program for a specific high risk home health client population including budgetary considerations, staffing patterns, and evaluation methods to achieve expected outcomes. Concepts of advocacy, communication, power, and leadership are emphasized. *Prerequisites: Academic Core, Advanced Practice Core courses, and GNRS 580*

GNRS 590 Primary Health Care of the Young Family (6)

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. *Prerequisite: Academic Core and Advanced Practice Core courses*

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 family with a childbearing woman. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to women bearing children are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592 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 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 (1-4)

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) Elective

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; and GNRS 540; GNRS 541 may be taken concurrently*

GNRS 598 Thesis (1)

A student initially enrolls in this option toward the latter part of the program for one (1) unit of credit. The student registers for one unit of thesis credit each semester (2 of 3 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*



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HAGGARD GRADUATE SCHOOL OF THEOLOGY

Faculty

Dean; Professor: Gayle Beebe, Ph.D.

*Associate Deans; Professors:
Earl Grant, Ph.D.; Jesse Miranda, D.Min.*

*Chairs; Professors: John Hartley, Ph.D.,
Department of Biblical Studies; Lane A.
Scott, Ph.D., Department of Theology and
Ethics; Earl Grant, Ph.D., Department of
Ministry*

*Director of the D.Min. Program;
Professor: Earl Grant, Ph.D.*

*Professors:
Les Blank, Ph.D.; Don Thorsen, Ph.D.;
Richard Foster, D.Th.P.*

*Associate Professor:
Lynn Allan Losie, Ph.D.*

*Assistant Professors:
Gordon Coulter, M.A.; Ronald Freeman,
Ed.D.; Sung Min Park, Ph.D.; Sarah
Sumner, Ph.D.; Enrique Zone, Ed.D.*

Scholar in Residence: Ralph Martin, Ph.D.

*Lecturers (part time):
Charles Crosby, M.Div.; Doug Heal, M.A.;
J. Timothy Kauffman, Ph.D.; Jim
LaShanna, Ph.D.; Larry Lloyd, M.A.; Jack
Loo, M.A.; Luis Madrigal, M.Div.; John
McKenna, Ph.D.; Hyo Shick Pai, Ph.D.;
Laurie Polich, M.A.; Terry Samples, Ph.D.;
John Sarver, D.Min.; Claude M. Stonier,
Ph.D.; Steven Wilkinson, Ph.D. Cand.;
Ron Williams, M.Div.*

*Selected programs are under review; please
contact the program director for updated
information.*

INTRODUCTION

The Haggard Graduate School of Theology at Azusa Pacific University is an expansion of an institution that began in 1899 with the formation of the Training School for Christian Workers. Devoted Christian educators from the Evangelical Friends (Quaker) and Methodist churches provided education for ministry at the training school throughout the early part of the present century. Today, the Haggard Graduate School of Theology exists to carry on and expand this fundamental purpose of training men and women for effective ministry in the Church of Jesus Christ. The theological stance of the Haggard Graduate School of Theology is Wesleyan.

DEGREE PROGRAMS

Degree programs in the Haggard Graduate School of Theology prepare men and women for ministry in the church, whether as lay persons or as ordained professionals. Six degrees are offered including the Master of Arts in Religion, a 36-unit program for persons preparing to teach Bible or theology courses; the Master of Arts in Pastoral Studies, a 60-unit program which trains students for service in special ministries; the Master of Arts in Christian Education, a 60-unit program basically directed toward the person with a specific call to educational ministries (may be desirable for lay ministries not seeking ordination); the Master of Arts in Nonprofit Leadership and Theology, a 60-unit program for the person with specific call or leading to one of the more specialized fields of professional ministry; the Master of Divinity, a 97-unit program which equips students for pastoral and other forms of ministry (many denominations require the Master of Divinity for ordination); and the Doctor of Ministry, a 36-unit professional doctorate in spiritual formation.

SPIRITUAL LIFE

The faculty of the Haggard Graduate School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of the spiritual life is integral to every course. In addition, there are opportunities for the graduate school community to pray together and share experiences in Jesus Christ. Chapel services are conducted during each semester. Students and faculty are encouraged to attend the university chapels as well as special services and lectures.

EXPERIENTIAL LEARNING

The Haggard Graduate School of Theology utilizes an experiential learning model. The Master of Divinity, Master of Arts in Christian Education, Master of Arts in Christian Nonprofit Leadership and Theology, Master of Arts in Pastoral Studies, and the Doctor of Ministry programs are designed with the intentional integration of biblical, theological, and ministerial studies with ministry practice. Field education, the central component in the M.A.C.E., M.A.N.L.T., M.A.P.S., and M.Div. degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least 12 hours per week for the duration of their master's degree program to some form of supervised ministry.

BIBLICAL LANGUAGES

Master of Divinity students are required to obtain competence in at least one biblical language for use as an exegetical tool in the study of the Bible. This requirement may be met by the course GBBL 500 Elements of Greek Exegesis or by transcript evidence of one year of biblical Greek or Hebrew at the undergraduate level. It is strongly recommended, however, that students who anticipate further graduate study in theology complete a full-year course in biblical Greek and/or Hebrew. To obtain full benefit from courses in biblical studies, students should enroll in the biblical language course, as well as in GBBL 511 Seminar in Biblical Interpretation, as early as possible in their academic program.

LOS ANGELES URBAN MINISTRIES/STUDIES CENTER

Because Azusa Pacific University has a special concern for the great cities of the world, with their diverse ethnic populations and multitudes of poor people, it makes available to its students various opportunities for field education in the vast Los Angeles metropolis. Professors with special experience in urban ministry lead seminars and direct the field education courses. In addition, a special concentration in urban ministerial studies is offered at the Los Angeles Urban Ministries/Studies Center. Located in Los Angeles at 2003 East Imperial Highway, Los Angeles, the center affords students in the Master of Arts in Pastoral Studies and Master of Divinity programs the opportunity to earn up to 20 units toward their degree.

ASIAN CENTER

The Asian Center, located in the Koreatown district of Los Angeles at the Wilshire Campus of Azusa Pacific University (3200 Wilshire Boulevard, Suite 315), offers bilingual courses in English and Korean for the various degree programs in the Haggard Graduate School of Theology. The programs of the Asian Center are supervised by Earl E. Grant, Ph.D., director of Asian ministry studies.

FRIENDS CENTER

The Friends Center is the seminary education and ministry training program of Friends Church Southwest, at the Haggard 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 Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation of ministry. There is significant emphasis placed on instruction related to ministry skills and practical application. Jeff Davis is director of the Friends Center.

COUNCIL FOR CHRISTIAN WOMEN IN LEADERSHIP

The Council for Christian Women in Leadership is a body of professional women and men whose purpose is to advance Christian women as ministers and ambassadors of Christ. The council provides support and guidance to women in the community and at Azusa Pacific University who are considering, entering, or currently serving in ministry. In addition, the council sponsors a variety of events to help establish our vision of seeing women and men serve the Lord together with freedom to use our spiritual gifts. The council is led by Sarah Sumner, Ph.D., professor of theology and ministry.

LIBRARY AND INFORMATION RESOURCES

The university libraries of Azusa Pacific University currently have more than 750,000 holdings. These include more than 144,000 cataloged monographs, 1,300 printed serial titles, 7,700 media volumes, and 600,000 microforms. Collections in the areas of theology, biblical studies, and philosophy include nearly 50,000 volumes within the library holdings. The university maintains special collections for denominations with historic ties to the institution including Friends, Church of God-Anderson, Free Methodist, Holiness, and Salvation Army.

The library has placed a high priority on obtaining the latest in electronic technology including many full-text databases. Additionally, a CD-ROM network includes theology, philosophy, and biblical studies research products. Access through the Internet is available to the APU community and includes the library's electronic catalog, APOLIS, as well as more than 100 proprietary databases. The OCLC First Search system provides access to the holdings of more than 20,000 libraries throughout the world.

The theological librarian serves on the faculties of both the library and the Haggard Graduate School of Theology and oversees collection development for resources at the main campus libraries and at the San Diego, Wilshire, and Urban campus sites. Training in the use of library resources for religious studies, database use, and use of the internet is available to classes and individuals by appointment.

The library resources of the Haggard Graduate School of Theology are expanded through several consortial and contractual agreements. Through a contractual arrangement with the Claremont School of Theology, the Haggard Graduate School

of Theology students and faculty have the use of its theological library (140,000 volumes). A consortial arrangement with the Southern California Area Theological Library Association (SCATLA) provides access to the 18-member campus libraries between Santa Barbara and San Diego.

The Hugh and Hazel Darling Library is located on APU's West Campus. It offers users a sizable collection of printed books, reference materials, serials and microfilm. In addition, students can use 180 computer carrels and 220 workstations with access to more than 100 licensed electronic databases and Web resources.

DUAL DEGREE REQUIREMENTS

Students may be either simultaneously or sequentially enrolled in the Master of Arts in Religion and the Master of Arts in Pastoral Studies or Master of Divinity programs at the Haggard Graduate School of Theology and earn two degrees by completing a minimum of 78 units for the Master of Arts in Religion/Master of Arts in Pastoral Studies and 115 units for the Master of Arts in Religion/Master of Divinity combinations. All degree requirements for both programs must be met. A minimum of three years of full-time study is required for the Master of Arts in Religion/Master of Arts in Pastoral Studies combination; a minimum of four years of full-time study is required for the Master of Arts in Religion/Master of Divinity combination.

Advanced Standing

- M.Div. students may petition for up to 15 units of advanced standing from undergraduate work in religion.
- M.A.C.E., M.A.N.L.T., and M.A.P.S. students may petition for up to 10 units of advanced standing from undergraduate work in religion.
- M.A.R. students may not petition for advanced standing.
- Prior to formal admission, the request for advanced standing petition form should be completed.
- A student must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is \$30 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 C or lower was earned may not be used for advanced standing.
- Students admitted under the exceptional category may not petition for advanced standing units.

Transfer Units

- A student may petition for up to 48 units for the M.Div., less any advanced standing units (e.g., 33 units transfer and 15 units advanced standing or any other combination totaling 48 units for the M.Div.), 30 units for the M.A.C.E., M.A.N.L.T., M.A.P.S., less any advanced standing units, and 6 units for the M.A.R. from other accredited graduate degree programs. Units transferred are limited to 1/3 of an earned master's degree. A minimum of 49 units for the M.Div.; 30 units for the M.A.C.E., M.A.N.L.T., and M.A.P.S.; and 30 units for the M.A.R. must be completed at the Haggard Graduate School of Theology.

- Transfer units from unaccredited schools must be evaluated on a course-by-course basis.
- Units transferred must have been earned within eight years from the date of admission for the M.Div. and five years for the M.A.C.E., M.A.N.L.T., M.A.P.S., and M.A.R. degrees.
- Courses in which a grade of B or better was earned may be used in a limited number as transfer credit toward the M.A.C.E., M.A.N.L.T., M.A.P.S., and the M.Div. degrees.
- Prior to formal admission, the Request for Transfer Credit petition form should be completed.

Visiting Student Status

The Haggard Graduate School of Theology has visiting student agreements with Fuller Theological Seminary and Claremont School of Theology. Students may contact the Haggard Graduate School of Theology for additional information, (626) 812-3049.

Advancement to Candidacy

In order to progress beyond the initial courses of the degree program and be admitted to full graduate standing, the student must be granted candidacy. Candidacy is granted by faculty approval upon the completion of the stated candidacy requirements for the respective degrees, and after the faculty (through a careful review) is satisfied with the student's progress in his/her field education studies, spiritual formation, and personal growth. Specific requirements for attaining candidacy are listed under the respective degree program descriptions.

MASTER OF DIVINITY

INTRODUCTION

The Master of Divinity Program prepares men and women for professional ministry in the church. The core curriculum provides students with solid training in biblical, theological, and ministerial studies. A unique feature of the program is its intentional integration of academic and experiential components. Students must engage in some form of supervised ministry during their degree programs. The Haggard Graduate School of Theology's faculty brings to the program a unique combination of the highest academic credentials and extensive ministerial experience.

PROGRAM GOALS

The program helps the student develop a pastoral theology for the ministry in a local church or parachurch organization. The emphasis involves biblical and theological reflection on a broad spectrum of ministry tasks and needs. Specifically, the goals of the Master of Divinity Program are to prepare graduates who:

- Understand basic principles for interpretation of Scripture and use an inductive method of Bible study.
- Understand and discuss the central themes of the Bible and expound on the Scriptures.
- Utilize resources from church history and systematic theology to shape contemporary ministry.
- Understand the contributions of the Wesleyan movement and apply these to their particular tradition.
- Explicate a theory of ministry relevant to their intended ministerial vocation.
- Communicate effectively through preaching, teaching, and writing.
- Perform ministry with an appropriate professional style.
- Teach, train others to teach, and direct the teaching program of the local church.
- Experience personal and spiritual growth.
- Plan and lead worship effectively.
- Counsel people and make referrals to appropriate mental health professionals.
- Provide leadership in the administration of the local church.
- Provide leadership in addressing the church's social and cultural mandate.

- Have global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

ADMISSION REQUIREMENTS

1. A bachelor's degree from an accredited college or university is required; however, a limited number of students who do not have bachelor's degrees, but have extensive ministerial experience, may be considered for admission. For a description of the standards governing these exceptions, please write to the dean of the Haggard Graduate School of Theology.
2. Students must have a 3.0 grade-point average. Applicants with a grade-point average between 2.5-2.99 may be admitted with provisional standing.
3. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

ADMISSION PROCEDURES

Applicants to the master's program shall submit the following items:

1. Completed university application and adherence to all departmental application procedures
2. Three references
3. Official transcripts from all colleges/universities attended
4. A nonrefundable \$45 application fee

These items should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-5445
www.apu.edu

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 969-7180
www.apu.edu

After the information has been reviewed by the Admissions Committee, the candidate is notified of the committee's decision. An academic counseling appointment with the Haggard Graduate School of Theology faculty is required prior to registration for classes.

Program of Studies

The Master of Divinity Program requires 97 units of course work comprised of 24 units of biblical studies, 24 units of theology and ethics, 24 units of ministry studies, 13 units in the professional block, and 12 units of electives. Students who have not completed a course in a biblical language must register for GBBL 500 Elements of Greek Exegesis. Emphases in parish nursing is available through a joint program with the School of Nursing.

Requirements for the Master of Divinity Program	97 units
Biblical Language Requirement*	4 units
GBBL 500 Elements of Greek Exegesis+	4
Biblical Studies Core	24 units
GBBL 511 Seminar in Biblical Interpretation	4
GBBL 512 Gospels' Witness to Christ	4
GBBL 521 The People of God	4
GBBL 531 Kingdom of God	4
GBBL 532 Paul the Apostle and Theologian	4
GBBL 622 Church of the First Century	4

Theology and Ethics 24 units

GTHE 504	Theology I: God and Creation	4
GTHE 513	History of the Modern Church	4
GTHE 514	Theology II: Jesus Christ and Salvation	4
GTHE 524	Theology III: Holy Spirit and the Church	4
GTHE 615	Church and Society	4

Additional choice of one:

GTHE 503	History of Early and Medieval Church	4
— or —		
GTHE 505	Christian Ethics	4

*Students who have completed one year of undergraduate Hebrew or Greek may waive this requirement.

*If a student takes GBBL 500 Elements of Greek Exegesis, only eight elective units are required.

Ministry Studies Core 24 units

GMIN 507	Preaching and Worship	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 518	Pastoral Church Leadership	4
GMIN 528	Transitions in Ministry	4

Additional choice of two:

GMIN 508	Church Leadership and Administration	4
GMIN 538	Evangelism and Discipleship	4
GMIN 598	Principles of Church Growth	4

Field Education 9 units

GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 568	Field Education in Ministry III	2
GMIN 569	Field Education in Ministry III	1

Philosophy of Ministry Requirement 4 units

GMIN 618	Philosophy of Ministry**	4
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Electives+ 12 units

Total 97 units

**An oral exam is taken in GMIN 618 Philosophy of Ministry.

+If a student takes GBBL 500 Elements of Greek Exegesis, only eight elective units are required.

Additional Degree Requirements Candidacy

In order to advance toward the Master of Divinity degree, the student must attain candidacy by completing 60 units of course work with a grade-point average of 2.7 or better, including GBBL 500 Elements of Greek Exegesis or a year of Greek or Hebrew, GBBL 511 Seminar in Biblical Interpretation, and 3 units of field education. In addition, students must comply with the following requirements:

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation by the faculty of the student's spiritual and personal growth and skills for ministry development
3. Approval for candidacy by the Haggard Graduate School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Divinity Program must devote at least 12 hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the philosophy of ministry requirements.

Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

MASTER OF ARTS IN PASTORAL STUDIES

INTRODUCTION

The Master of Arts in Pastoral Studies Program is for persons seeking preparation in the specialized field of urban and intercultural ministries. This program may be desirable for professional lay ministers not seeking ordination.

Admission requirements and procedures are the same as for the Master of Divinity Program.

PROGRAM GOALS

The Masters of Arts in Pastoral Studies Program helps the student, who has had a specific call, develop a practical theology within urban and intercultural ministries. Specifically, the goals of the Master of Arts in Pastoral Studies Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods urban and intercultural ministries.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of urban and intercultural ministries.
- Critique and evaluate basic concepts, theories, and methodologies of urban and intercultural ministries from a disciplined theological perspective.
- Develop professional proficiency and leadership ability.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

Program of Studies

The Master of Arts in Pastoral Studies requires 60 units of course work: 24 units of core courses, 20 units of course work in urban and intercultural ministry, 14 units in the professional block, and 2 units of electives.

Requirements for the Master of Arts in Pastoral Studies 60 units

Core Courses 24 units

GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 513	History of the Modern Church	4

Two of the following:

GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	The People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	Church of the First Century	4

Concentration 20 units

Select five courses in urban and intercultural ministries.

Professional Block 14 units

GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry*	4

Elective 2 units

Total 60 units

*An oral exam is taken in GMIN 618 Philosophy of Ministry.

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

In order to advance toward the Master of Arts in Pastoral Studies degree, the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7 or better. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity Program (see p. 163).

All students in the Master of Arts in Pastoral Studies Program must devote at least 12 hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the philosophy of ministry requirement.

Time Limit

The Master of Arts in Pastoral Studies must be completed within eight years from the date of admission. Credit earned between 6-10 years prior to completion of degree requirements is counted for half credit.

Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

THE MASTER OF ARTS IN CHRISTIAN EDUCATION

The Master of Arts in Christian Education Program is for persons seeking preparation in the specialized field of educational ministries. This program may be desirable for professional lay ministers not seeking ordination.

PROGRAM GOALS

The Masters of Arts in Christian Education Program is basically directed toward the person with a specific call to educational ministries. Specifically, the goals of the Master of Arts in Christian Education Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of Christian education.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of Christian education.
- Critique and evaluate basic concepts, theories, and methodologies of Christian education from a disciplined theological perspective.
- Develop professional proficiency and leadership ability within Christian education.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry and the role of Christian education within that ministry.
- Integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

Program of Studies

The Master of Arts in Christian Education Program requires 60 units of course work: 24 units of core courses, 22 units of course work in Christian education, 14 units in the professional block, and 2 units of electives, based on concentration.

Requirements for the Master of Arts in Christian Education 60 units

Core Courses 24 units

GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 513	History of the Modern Church	4

Two of the following:

GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4

Concentration 22 units

GMIN 506	Foundation of Educational Ministries	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 526	Curriculum and Instruction	4
Electives		2

Two of the following:

GMIN 546	Seminar in Educational Ministries: Innovation and Entrepreneurship	4
GMIN 596	Educational Ministry Administration	4
GMIN 606	Current Issues in Educational Ministries	4

Professional Block 14 units

GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry*	4

Total 60 units

*An oral exam is taken in GMIN 618 Philosophy of Ministry.

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

In order to advance toward the Master of Arts in Christian Education degree the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity program.

All students in the Master of Arts in Christian Education Program must devote at least 12 hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Arts in Christian Education must be completed within eight years from the date of admission. Credit earned between 6-10 years prior to completion of degree requirements is counted for half credit. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

THE MASTER OF ARTS IN CHRISTIAN EDUCATION IN YOUTH MINISTRIES

Today's youth ministers meet teenagers from more diverse backgrounds than ever before. Consequently, a new breed of youth ministers is emerging. The 21st century youth minister must be rooted in scriptural principles and able to meet the complexity of challenges facing youth in today's culture (suicide, teen pregnancy, crime, drugs, etc). Youth workers today must become active liaisons between schools, nonprofit government agencies, law enforcement agencies, and the community. Today's youth ministers must understand the crucial function of role modeling and effectively establish mentoring programs in a wide array of settings and circumstances.

THE DEGREE PROGRAM

The M.A.C.E. Program offers those with a passion for the spiritual growth of today's youth the opportunity to earn a master's degree in only three years. Classes meet one night per week with summers off.

The cohort model of teaching brings together 20 adult learners for the duration of the program who study, learn, and experience the dynamic interplay of spiritual formation and educational preparation. Such an experience also fosters deep and supportive friendships that span cultural, age, and gender differences and last far beyond graduation.

When and Where the Program Is Offered

New cohorts begin each fall semester at both the Azusa and San Diego campuses.

PROGRAM GOALS

- Integration of truth with culture
- Development of a philosophy of lifelong service to Christ
- Promotion of an understanding of youth culture
- Provision of hands-on experience and reality-based learning

Partners of Haggard Graduate School of Theology

Betty Alvarez Ham, president, City Impact
 Jim Burns, president and founder, National Institute of Youth Ministry
 Roger Cross, president, Youth for Christ
 Laurie Polich, member, Youth Specialties National Resource Seminar

PROGRAM REQUIREMENTS

- This 60-unit program is comprised of 24 units of core courses, 20 units within the Christian Education concentration, and 6 units in the professional block.
- At least 12 hours per week are devoted to the practice of some form of supervised ministry in an approved church or parachurch field center for the duration of the program.
- Maintenance of a 2.7 grade-point average or higher, and passing of an oral exam is required in conjunction with the Philosophy of Ministry Requirement.

Cost

The per-unit cost is \$255 at this time. Other fees include a \$30 access fee, and a \$75 fee if students choose to go on the payment plan. Please call (626) 812-3049 for more information on payment procedures.

Program Requirements

Biblical Studies Core 12 units

GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 532	Paul the Apostle and Theologian	4

Theology and Ethics Core 12 units

GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GTHE 513	History of the Modern Church	4

Ministry Studies Core 20 units

GMIN 506	Foundations of Educational Ministries: Youth	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 528	Transitions in Ministry	4
GMIN 546	Seminar in Educational Ministries: Youth	4
GMIN 628	Seminar in Ministry: Youth	4

Professional Block Field Education 6 units

GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1

Philosophy of Ministry Requirement 4 units

GMIN 618*	Philosophy of Ministry	4
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Electives 6 Units

Total 60 units

*An oral exam is taken in GMIN 618 Philosophy of Ministry.

THE MASTER OF ARTS IN NONPROFIT LEADERSHIP AND THEOLOGY

The Master of Arts in Nonprofit Leadership and Theology Program is for the person with a specific call or leading to one of the more specialized fields of professional ministry. Included in this group are:

- students presently enrolled in M.A.P.S. with an emphasis in Church Development
- graduates from the Christian Ministry bachelor's program
- graduates from the business bachelor's program
- mid-level managers and executives at not-for-profit and church organizations

PROGRAM GOALS

Specifically the goals of the Master of Arts in Nonprofit Leadership and Theology are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of nonprofit leadership.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to nonprofit leadership.
- Critique and evaluate basic concepts, theories, and methodologies of nonprofit leadership from a disciplined theological perspective.
- Develop professional proficiency and leadership ability within nonprofit.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry and the role of non profit leadership within that ministry.
- Integrate personal and professional development through disciplined reflection on ministry, personal, and academic experiences.

ADMISSION REQUIREMENTS

Admission requirements and procedures are the same as for the Master of Divinity Program.

Program of Studies

The Master of Arts in Nonprofit Leadership and Theology requires 60 units of course work: 24 units of core courses, 2 units of course work in a concentrated area of ministry, 14 units in the professional block, and 1 unit of electives.

Requirements for the Master of Arts in Non Profit Leadership and Theology

60 units

Core Courses

24 units

GTHE 504	Theology I: God and Creation	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 513	History of the Modern Church	4
Two of the following:		
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4

Concentration

22 units

BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Ethics in a Changing Organizational Environment	3
BUSI 583	Integrated Decision Making	3
Independent study with BUSI 583		1
(The independent study is not necessary if taking GMIN 528.)		
BUSI 578	Strategy and Planning	3
GMIN 508	Church Leadership and Administration	4

Professional Block

14 units

BUSI 528	The Christian Business Leader	3
GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry*	4

Total

60 units

*An oral exam is taken in GMIN 618 Philosophy of Ministry.

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

In order to advance toward the Master of Arts in Nonprofit Leadership and Theology degree the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity Program.

All students in the Master of Arts in Nonprofit Leadership and Theology Program must devote at least 12 hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Arts in Nonprofit Leadership and Theology must be completed within eight years from the date of admission. Credit earned between 6-10 years prior to completion of degree requirements is counted for half credit. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

MASTER OF ARTS IN RELIGION

INTRODUCTION

The Master of Arts in Religion Program is designed for students with an undergraduate major or minor in religion who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. The Master of Arts in Religion may also serve as the foundation for doctoral studies in Bible or theology and ethics.

PROGRAM GOALS

The Master of Arts in Religion Program provides a general foundation in the biblical and theological disciplines as well as an opportunity for specialized training in either biblical studies or theology and ethics.

Specifically, the goals of the Master of Arts in Religion Program are to prepare graduates who:

- Understand the principles and methods of biblical interpretation, with particular focus on the inductive method of Bible study.
- Understand the principles and methods of the formation of Christian doctrine and/or ethics.

Graduates with a concentration in biblical studies:

- Use the critical methods of biblical interpretation.
- Understand the relationship of historical and cultural context to the interpretation of the Bible.
- Understand the methodology and central themes of biblical theology.

Graduates with a concentration in theology and ethics:

- Use theological methodology in addressing theological and ethical issues.
- Understand the historical development of Christian doctrine and ethics.
- Understand the central doctrines of Christian theology and the foundations of Christian ethics.

ADMISSION REQUIREMENTS

1. Students seeking admission must hold a bachelor's degree with a 3.0 grade-point average from an accredited college or university. Provisional admission may be granted to applicants with a grade-point average between 2.5-2.99.
2. Students must have completed at least 18 semester units of upper-division undergraduate course work in religion.
3. At least six semester units of biblical Greek or Hebrew for students concentrating in biblical studies are required. Proficiency in the biblical language must be demonstrated by examination.

Additional admission procedures are outlined under the Master of Divinity Program (see p. 163).

Program of Studies

The Master of Arts in Religion requires 36 units of course work comprised of 12 units of core courses, 20 units of concentration in either biblical studies or theology and ethics, and 4 units of electives or a thesis. Each student is assigned a faculty advisor who will give guidance in the selection of courses, preparation for the written core examination, and composition of the research paper or thesis.

Requirements for the Master of Arts in Religion **36 units**

Core Courses **12 units**

Select three from the following:

GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 512	The Gospels' Witness to Christ	4
GTHE 534	Interdisciplinary Seminar in Theology	4

Concentration **20 units**

The student chooses a concentration in either theology and ethics or biblical studies and selects 20 units of courses from the area of concentration.

Elective/Thesis Option **4 units**

The student selects one elective or writes a thesis.

Total 36 units

ADDITIONAL DEGREE REQUIREMENTS

Candidacy

Before students are allowed to enroll in courses beyond a total of 24 units, they must be advanced to candidacy in the Master of Arts in Religion Program. Candidacy is granted by the faculty of the Haggard Graduate School of Theology after a review of the student's progress in the program and the successful completion of the core courses and the written core examination (taken after the three core courses are completed).

Research Paper or Thesis

To receive the Master of Arts in Religion degree, students must demonstrate the ability to write and conduct scholarly research in their area of concentration. Under the supervision of the faculty advisor, the student prepares a major research paper or a thesis which is defended in an oral session before the faculty advisor and two other faculty members selected by the faculty of the Haggard Graduate School of Theology. The major research paper or thesis may be an expansion of work presented to meet course requirements in the concentration. The oral defense may be scheduled after the student has achieved candidacy and is within six units of the completion of course work, and must be accomplished before the degree is awarded.

Time Limit

The Master of Arts in Religion must be completed within five years from the date of admission. Credit earned between 5-10 years prior to completion of degree requirements is counted for half credit. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

DOCTOR OF MINISTRY

INTRODUCTION

The Doctor of Ministry is the highest professional degree offered by schools of theology. It builds on and develops the professional competence in ministry achieved in the completion of the Master of Divinity degree. The doctorate offered by the Haggard Graduate School of Theology focuses on spiritual formation. In the program attention is also given to the development of ministry skills which will make the pastor more effective as a spiritual leader.

PROGRAM GOALS

The goals of the Doctor of Ministry program are to:

- Develop a theology of spirituality by drawing on and integrating insights from scripture, theology, and related disciplines in the humanities and behavioral sciences.
- Understand the spiritual dynamics in the transformation of the human personality.
- Understand how persons form habits that facilitate spiritual growth.
- Understand how renewal movements enhance or inhibit the formation of Christian character.
- Understand how the pastor's style of leadership contributes to spiritual formation in the congregation, with reflection on the concerns of men and women in ministry.
- Understand the relationship between personal piety and the promotion of social justice.
- Understand the dynamics of spiritual life in the context of urban life and ministry.
- Apply the theory of spiritual formation to personal spiritual growth and the tasks of ministry through experience-oriented learning strategies.

ADMISSION REQUIREMENTS

Admission to the D.Min. Program is on the basis of competence in theology and ministry, giving evidence of the motivation and ability to pursue further study at the doctoral level. This is demonstrated not only by the applicant's previous academic work but also by the endorsement of the church or parachurch organization to which the applicant is accountable. Admission therefore is granted by the D.Min. Committee with reference to the following requirements:

- Possess an ATS-accredited M.Div. degree or its educational equivalent, achieved with a grade-point average of at least 3.0 and verified by the submission of an official transcript. (The educational equivalent of the M.Div. degree is understood to be a minimum of 97 semester units of graduate work in theology, distributed among biblical, theological, and ministerial studies. Transcripts of any other graduate study beyond the baccalaureate level must also be submitted.)
- Provide evidence of the active practice of ministry for at least three years subsequent to the M.Div. degree as well as current involvement in ministry. (This evidence must include the written endorsement of the church or parachurch organization to which the applicant is accountable.)
- Submit a 1,500-word written statement of the applicant's ministerial goals, including reference to personal history, ministerial experience, and recent theological reading.
- Obtain three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills.
- Schedule a personal interview, if deemed appropriate, with the director of the D.Min. Program and/or the D.Min. Committee.
- Applicants for whom English is a second language must demonstrate proficiency to work at the doctoral level by a score of 550 on the Test of English as a Foreign Language (TOEFL) and test of written

English or an equivalent score on another standardized English examination. Students who have completed at least 48 units in an accredited English speaking program may be admitted without the TOEFL.

- Possession of or access to a computer is highly recommended for all students (The university offers a computer purchase program that enables members of the university community to purchase computers and software at economical rates.)
- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

All materials should be submitted to:
Graduate Center
Azusa Pacific University
901 E. Alostia Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-5445
www.apu.edu

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alostia Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 969-7180
www.apu.edu

TRANSFER CREDIT

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. Program. A maximum of six semester units of doctoral-level work will be allowed as transfer credit.

Full-Time Status

Full-time status in the D.Min. Program is 8 units per term. Students who enroll in at least 4 units are considered to be 1/2 time.

Time Limit for Degree Completion

A maximum of 16 units of course work may be completed during one calendar year, requiring a minimum of two years for completion of the course work. The written D.Min. project may be completed in the third year. The maximum time allowed for completing the program is eight years from the time of enrollment. Extensions beyond this deadline may be granted at the discretion of the D.Min. Committee in response to requests received before the conclusion of the eighth year, citing appropriate extenuating circumstances and specifying the expected date of completion.

Leave of Absence

Students in good standing who must interrupt their studies for compelling reasons may petition the D.Min. Committee for a leave of absence of not more than two years.

Written D.Min. Project

Specific competence in a specialized area of ministry, related to the candidate's personal experience and interest and involving research and writing at both the theoretical and practical level, will be demonstrated by a written D.Min. project.

Advancement to Candidacy

Following the successful completion of two core courses and the first two orientation courses and the presentation of the topic for the written D.Min. project, the student is advanced to candidacy status after review by the D.Min. Committee. The minimum standard will be a grade-point average of 3.0 in course work and an approved topic for the written D.Min. project.

As a preliminary step to the review by the D.Min. Committee, the student's experience in ministry and progress in the program will be evaluated. A report and recommendation from the D.Min. faculty members based on this interview will be presented to the D.Min. Committee for consideration in its review of the student's qualifications for candidacy.

STRUCTURE OF THE PROGRAM

Formation of the Spiritual Life 12 units

GDMN 710	Spiritual Formation	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4

Ministry for Spiritual Formation 16 units

Choose one:

GDMN 740	Spiritual Leadership	4
GDMN 750	Civic Spirituality	4

Choose four:

GDMN 760	Christian Spirituality and Modern Technology	3
GDMN 762	Prayer and the Spiritual Disciplines	3
GDMN 764	History and Theology of Worship	3
GDMN 766	Empowering the Laity	3
GDMN 768	Urban Immersion	3
GDMN 770	Church Growth and Church Planting	3

Specific Focus in Spiritual Formation 8 units

GDMN 700	Orientation I	1
GDMN 701	Orientation II	1
GDMN 702	Orientation III	1
GDMN 703	Orientation IV	1
GDMN 790	D.Min. Project	4

INSTRUCTIONAL FORMAT

Each course is structured to include three components which incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. *Preliminary reading.* Reading is assigned that must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a three-unit course and 2,400-2,500 pages for a four-unit course. The reading will provide the theoretical basis for the analysis of practical situations in ministry.
2. *Classroom experience.* Classroom experience is in concentrated sessions during a two-week period that involves interaction with the faculty instructor and with the student's peers in a seminar format (a three-unit course will comprise 30 hours of classroom contact and an 8-hour field assignment; and a four-unit course, 40 hours of classroom contact and an 8-hour field assignment). The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical expertise to keep the seminar in focus and ensure that in-depth analysis, application, and integration occur. The concentration of classroom time in an intensive period of residence on campus facilitates the development of a community of colleagues for enrichment and support. Field assignments on the weekend at the midpoint of the class sessions allow for experiential learning outside of the formal classroom periods. Discussion among colleagues can continue after the formal class sessions have been completed through the establishment of email groups through the internet.
3. *Course project.* An extensive post-classroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministry situation. The results of this reflection will be submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Courses are scheduled two times during the year—January and July.

COURSE DESCRIPTIONS

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 504 New Testament Greek I (3)

This class is an introduction to 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 505 New Testament Greek II (3)

This class is an introduction to 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 looks at the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 512 The Gospels' Witness to Christ (4)

An examination of the life and teaching of Jesus portrayed in the Gospels, this course explores the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

GBBL 521 People of God (4)

This course addresses the theology of Creation, including history and covenant. Genesis, Exodus, and Deuteronomy are used as primary source material.

GBBL 531 Kingdom of God (4)

The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets.

GBBL 532 Paul the Apostle and Theologian (4)

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.

GBBL 541 Exegetical Study of the Greek or Hebrew Text (4)

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

GBBL 542 Biblical Foundations for Spirituality (4)

This course investigates the biblical foundations of the spiritual life. Students study selected biblical texts to develop a theology of worship, prayer, spiritual disciplines, and the Holy Spirit's work in the believer. The application and integration of this material to the student's life is stressed.

GBBL 551 Geographical and Historical Setting of the Bible (4)

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

GBBL 570 Directed Research (1-4)**GBBL 571 Readings in the Hebrew Text of the Pentateuch (1-4)**

Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

GBBL 572 Readings in the Greek Text of the Gospels (1-4)

Selected passages from the Greek text of the Gospels are examined, and special attention given to the tools of source, form, redaction, and narrative criticism.

GBBL 581 Readings in the Hebrew Text of the Prophets (1-4)

Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

GBBL 582 Readings in the Greek Text of the Epistles (1-4)

Selected passages from the Greek text of the Epistles are examined and special attention given to rhetorical criticism.

GBBL 590 Thesis (4)**GBBL 599 Readings in Biblical Studies (1-4)****GBBL 611 Old Testament Seminar (4)**

Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.

GBBL 612 New Testament Seminar (4)

Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.

GBBL 622 The Church of the First Century (4)

Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.

Ministry**GMIN 506 Foundations of Educational Ministries (4)**

Students explore the history of Christian education and its influence as a Church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

GMIN 507 Preaching and Worship (4)

The preparation of the preacher, sermon construction, and delivery are studied. Students are supervised in the development of effective communication skills, with attention given to the different elements of Christian worship, leadership in worship, and planning the worship service.

GMIN 508 Church Leadership and Administration (4)

The nature and function of church administration are studied in light of a process through which the church moves to fulfill its central purpose. The role of leadership in giving direction is examined.

GMIN 509 Urban Anthropology and Christian Ministry (4)

Theories of urban anthropology are evaluated with special emphasis on cross-cultural perspectives, ethnic differences, the distinction between urban and folk societies, and the encounter of the Church with the urban environment.

GMIN 516 Dynamics of Christian Formation (4)

This course offers a study of foundational principles and models of Christian formation and discipleship, with special emphasis on edification and evangelism, and human growth and development. Consideration is given to the varying needs of each student.

GMIN 518 Pastoral Servant Leadership (4)

This introductory course explores the varied and many roles and aspects of pastoral ministry. Emphasis is given to the strategies necessary in handling the responsibilities of family, church, and community.

GMIN 519 Christian Ministry and Urban Social Problems (4)

The task of ministry is viewed from the perspective of urban sociology. Attention is devoted to the pressing social problems of the city and the cults that exist in the modern urban center.

GMIN 526 Curriculum and Instruction (4)

Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

GMIN 527 Expository Preaching (4)

The principles and techniques of expository preaching are covered. Students are supervised in the practice of preaching from a biblical text.

GMIN 528 Transitions in Ministry (4)

The Church and its ministry are studied. The course emphasizes contemporary changes in the Church, directions in which the Church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the Church's ministry strategy.

GMIN 529 The City in Theological Perspective (4)

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GMIN 538 Evangelism and Discipleship (4)

Students undertake an analysis of the principles and methods of establishing interpersonal relationships, fellowship, and resources necessary to communicate and live out the Gospel message.

GMIN 546 Seminar in Educational Ministry (4)

An important area in the field of educational ministry and spiritual formation is selected and studied each semester. Areas of study may include family ministry, age-group studies, leadership, spirituality, and ministry.

GMIN 548 Pastoral Counseling (4)

This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

GMIN 558 Women and Men in Ministry (4)

Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and to cross gender communication skills.

GMIN 559 Urban Cross-Cultural Ministry (4)

Students learn about particular ethnic groups, with a focus on ministry to each group, the Church in changing neighborhoods, and the development of multicongregational churches.

GMIN 568 Field Education in Ministry I (2)**GMIN 569 Field Education in Ministry I (2)****GMIN 570 Directed Research (1-4)****GMIN 590 Thesis (4)****GMIN 598 Principles of Church Growth (4)**

The basic principles of church growth, with special application to evangelism, mission, education, and administrative leadership, are covered.

GMIN 599 Readings in Ministry (1-4)**GMIN 606 Current Issues in Educational Ministries (4)**

Each term, a selected topic in educational ministry is chosen, building upon and integrating ideas from theology, the social sciences, education, and leadership.

GMIN 618 Philosophy of Ministry (4)

Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

GMIN 628 Seminar in Ministry (1-4)

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

Theology**GTHE 503 History of the Early and Medieval Church (4)**

The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the Church.

GTHE 504 Theology I: God and Creation (4)

This course covers God and creation while introducing the discipline and methodology of Christian theology. The doctrines of revelation, Scripture, God, and creation are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 505 Christian Ethics (4)

The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

GTHE 513 History of the Modern Church (4)

Major theological movements within the Christian Church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern Church.

GTHE 514 Theology II: Jesus Christ and Salvation (4)

This course covers Jesus Christ and the history of redemption. The doctrines of humanity, sin, incarnation, atonement, and salvation are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 523 Seminar in Church History (4)

Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

GTHE 524 Theology III: Holy Spirit and the Church (4)

This course covers the immanent work of God in the world. The doctrines of the Holy Spirit, Christian experience, the Church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 529 The City in Theological Perspective (4)

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 534 Interdisciplinary Seminar in Theology (4)

A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory is studied in a given semester.

GTHE 544 The Theology of John Wesley (4)

Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

GTHE 554 Friends Theology, Worship, and Leadership (4)

Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

GTHE 570 Directed Research (1-4)**GTHE 590 Thesis (4)****GTHE 599 Readings in Church History, Theology, and Ethics (1-4)****GTHE 615 Church and Society (4)**

This course deals with the nature and mission of the Church and the problems which the Church must face in its relationship with society.

GTHE 625 Seminar in Christian Ethics (4)

A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

Doctorate of Ministry

GDMN 700 Orientation I (1)

Each orientation course integrates theology and spirituality and gives attention to the practical application of the course work to the needs and ministerial context of the individual student. The first course focuses on the tools for study and research in spiritual formation.

GDMN 701 Orientation II (1)

This course provides an orientation to the Doctor of Ministry Program. Special attention is given to the necessary tools for study and research in spiritual formation.

GDMN 702 Orientation III (1)

The process of developing a design proposal for the written D.Min. project is covered.

GDMN 703 Orientation IV (1)

The process of research and writing in preparation of the written D.Min. project is considered.

GDMN 710 Spiritual Formation (4)

The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

GDMN 720 Theology for Spiritual Formation (4)

Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the *imitatio Christi*, is the focus of the integration process; practical application is made to congregational life.

GDMN 730 Church Renewal (4)

Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian Church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

GDMN 740 Spiritual Leadership (4)

Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

GDMN 750 Civic Spirituality (4)

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African American, Asian American, Asian, Hispanic American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

GDMN 760 Christian Spirituality and Modern Technology (3)

Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

GDMN 762 Prayer and the Spiritual Disciplines (3)

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the *via positiva*, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764 History and Theology of Worship (3)

This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

GDMN 766 Empowering the Laity (3)

This course focuses on the universal ministry of all Christians, the priesthood of all believers. Attention is given to everyday life as the place for effective spiritual formation, the exercise of discernment in the common life of the Christian community, and the role of the enabling pastor in mobilizing Christians for ministry.

GDMN 768 Urban Immersion (3)

Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

GDMN 770 Church Growth and Church Planting (3)

This course stresses the dynamics of church growth in the context of planting churches both mono- and cross-culturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

GDMN 772 Ignatian Spirituality (0)

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 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.

COUNCIL OF CHRISTIAN WOMEN IN LEADERSHIP

The Council for Christian Women provides support, guidance, and resources for women preparing for ministry at Azusa Pacific University.

Rev. Tony Beckham

Co-pastor of All Nations Church
Adjunct Faculty, School of Business and Management
Azusa Pacific University, Azusa, California

Gayle Beebe, Ph.D.

Dean, C. P. Haggard School of Theology
Azusa Pacific University, Azusa, California

Mrs. Pat Clary

President, Women's Ministries Institute

Mrs. Nan Dhuet

Clinical Director, California Christian Counseling Center
Family Ministry Staff Member, Christian Assembly Foursquare Church

Rev. Tom Dunn

Senior Pastor, Glendora Christian Fellowship

Mrs. Sheila Graham

Founder, Christian Women in Touch
Women's Ministry Support Coordinator, World Wide Church of God

Ms. Carolyn Koons

Executive Director Institute for Outreach Ministries
Azusa Pacific University, Azusa, California

Ms. Liz Leahy

Assistant Professor, Associate University Librarian/Theological Reference Librarian
Azusa Pacific University, Azusa, California

Mrs. Sally Bruyneel Padgett

Adjunct Faculty, Haggard Graduate School of Theology, Azusa Pacific University, Azusa, California
Ph.D. Candidate in Historical Theology, University Durham

Mrs. Julia Staton

Pastor of Adult Ministries, Crossroads Christian Church

Sarah Sumner, Ph.D.

Assistant Professor of Systematic Theology; Director of Council for Christian Women in Leadership, Azusa, Pacific University, Azusa, California

Mrs. Gayle Tippitt

Director, Counseling Center, Azusa Pacific University, Azusa, California

COUNCIL OF CHURCH LEADERS

The following church leaders advise the dean and faculty of the Haggard Graduate School of Theology on program development to ensure the practicality and relevance of program content.

Dr. Roger Bowman

District Superintendent
Church of the Nazarene
Pasadena, California

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ACADEMIC CALENDAR 1999-2000

15-WEEK SESSION FALL SCHEDULE

Tuesday, August 24 Graduate Mail-In
Registration Due
Wednesday-Friday, August 25-September 17
Late Registration (\$100 late fee)
Friday, September 7 Fall Classes Begin
Friday, September 17 Last Day to Register
Friday, September 17 Last Day to
Add or Drop Classes
Friday, September 17 Fall Semester Independent
Study Proposals Due in Registrar's Office
Friday, September 24 Intent to Graduate Due
for Winter Commencement
Friday, October 22 Dinner Rally
Saturday, October 23 Homecoming
Friday, November 12 Last Day to
Withdraw from Classes
Thursday-Sunday, November 25-28
Thanksgiving Vacation
Monday, November 29 Classes Resume
Monday-Friday, December 13-17
Final Examinations
Monday, January 3, 2000
Fall Grades Due for Full Semester
Friday, February 4
Winter Graduate Commencement

9-WEEK SESSION FALL I SCHEDULE

Tuesday, August 24 Graduate Mail-In
Registration Due
Wednesday-Friday, August 25-September 17
Late Registration (\$100 late fee)
Friday, September 7 Fall I Classes Begin
Friday, September 17 Last Day to Register
Friday, September 17 Last Day to
Add or Drop Classes
Friday, September 17 Fall Semester Independent
Study Proposals Due in Registrar's Office
Friday, September 24 Intent to Graduate Due
for Winter Commencement
Friday, October 15 Last Day
to Withdraw from Classes
Monday, November 8 Last Day of Fall I Classes
Tuesday-Sunday, November 9-14
Term Break
Friday, November 19 Fall I Grades Due

9-WEEK SESSION FALL II SCHEDULE

Monday, November 1 Graduate Mail-In
Registration Due
Tuesday-Monday, November 2-29
Late Registration (\$100 late fee)
Monday, November 15 Fall II Classes Begin
Thursday-Sunday, November 25-28
Thanksgiving Vacation*
Monday, November 29 Classes Resume
Monday, November 29 Last Day to Register
Monday, November 29 Last Day to
Add or Drop Classes
Monday, November 29 Fall II Independent
Proposals Due in Registrar's Office
Friday, December 17 Winter Commencement
Monday-Sunday, December 20-January 2, 2000
Christmas Vacation
Tuesday, January 3 Classes Resume
Friday, January 7 Last Day
to Withdraw from Classes
Monday, January 17 Martin Luther King, Jr.
Holiday*
Tuesday, January 18 Classes Resume
Saturday, January 29 Last Day of Fall II Classes
Sunday-Sunday, January 30-February 6
Term Break
Friday, February 11 Fall II Grades Due

15-WEEK SESSION SPRING SCHEDULE

Monday, December 20 Graduate Mail-In
Registration Due
Tuesday-Friday, December 21-January 21
Late Registration (\$100 late fee)
Monday, January 10 Spring Classes Begin
Monday, January 17 Martin Luther King, Jr.
Holiday
Tuesday, January 18 Classes resume
Friday, January 21 Last Day to Register
Friday, January 21 Fall Semester Independent
Proposals Due in Registrar's Office
Friday, February 11 Intent to Graduate Due
for Spring Commencement
Friday, February 18 Presidents Day
Holiday
Tuesday, February 21 Classes Resume
Friday, March 17 Last Day
to Withdraw from Classes
Monday, November 15 Fall I Grades Due
Sunday-Monday, April 16-24 Easter Vacation
Tuesday, April 25 Classes Resume
Monday-Friday, May 1-5 Final Examinations
Saturday, May 6 Spring Commencement
Friday, May 12 Spring Semester Grades Due

**Classes missed as a result of a holiday must be made up at the discretion of the professor, with notification to the dean. Classes may be made up on Saturdays, during term break, or by extending the regular class period.*

9-WEEK SESSION SPRING I SCHEDULE

Monday, January 24 Graduate Mail-In
Registration Due
Tuesday-Thursday, January 25-February 17
Late Registration (\$100 late fee)
Monday, February 7 Spring I Classes Begin
Friday, February 11 Intent to Graduate Due
for Spring Commencement
Friday, February 17 Last Day to Register
Friday, February 17 Last Day to
Add or Drop Classes
Friday, February 17 Spring Semester Independent
Study Proposals Due in Registrar's Office
Friday, February 18 Presidents' Holiday*
Monday, February 21 Classes Resume
Friday, March 17 Last Day
to Withdraw from Classes
Saturday, April 8 Last Day of Spring I Classes
Friday, April 21 Spring I Grades Due

**Classes missed as a result of a holiday must be made up at the discretion of the professor, with notification to the dean. Classes may be made up on Saturday, during term break, or by extending the regular class period.*

9-WEEK SESSION SPRING II SCHEDULE

Monday, April 3 Graduate Mail-In
Registration Due
Tuesday-Friday, April 4-28
Late Registration (\$100 late fee)
Monday, April 17 Spring II Classes Begin
Friday, April 28 Last Day to Register
Friday, April 28 Last Day to
Add or Drop Classes
Friday, April 28 Spring II Independent
Proposals Due in Registrar's Office
Saturday May 6 Spring Commencement
Friday, May 26 Last Day
to Withdraw from Classes
Friday, May 26 Intent to Graduate
Due for Summer Commencement
Friday, May 29 Memorial Day Holiday*
Tuesday, May 30 Classes Resume
Saturday, June 17 Last Day of Spring II Classes
Sunday-Sunday, June 18-25 Term Break
Friday, June 30 Spring II Grades Due

**Classes missed as a result of a holiday must be made up at the discretion of the professor, with notification to the dean. Classes may be made up on Saturday, during term break, or by extending the regular class period.*

12-WEEK SESSION SUMMER SCHEDULE

Monday, April 24 Graduate Mail-In
Registration Due
Tuesday-Friday, April 25-May 19
Late Registration (\$100 late fee)
Monday, May 8 Summer Semester Classes Begin
Friday, May 19 Last Day to Register
Friday, May 19 Last Day to
Add or Drop Classes
Friday, May 19 Summer Term Independent
Study Proposals Due in Registrar's Office
Friday, May 26 Intent to Graduate Due
for Summer Commencement
Monday, May 29 Memorial Day Holiday*
Tuesday, May 30 Classes Resume
Wednesday, June 30 Last Day to
Withdraw from Classes
Tuesday, July 4 Independence Day Holiday*
Wednesday, July 5 Classes Resume
Friday July 24 Last Day of Summer classes
Friday, July 28 Summer Commencement
Friday, August 11 Summer Semester Grades Due

**Classes missed as a result of a holiday must be made up at the discretion of the professor, with notification to the dean. Classes may be made up during the week of July 31-August 5, following summer graduate term.*

5-WEEK INTENSIVE SUMMER TERM

Monday, June 12 Graduate Mail-In
Registration Due
Tuesday-Friday, June 13-30
Late Registration Fee Begins
Monday, June 26 Summer Intensive
Classes Begin
Friday, June 30 Last Day to Register
Friday, June 30 Last Day to
Add or Drop Classes
Tuesday, July 4 Independence Day
Holiday*
Wednesday, July 5 Classes Resume
Friday, July 14 Last Day to
Withdraw from Classes
Friday, July 28 Last Day of Summer
Intensive Classes
Friday, July 28 Summer Commencement
Thursday, August 11 Summer Intensive
Grades Due

**Classes missed as a result of a holiday must be made up at the discretion of the professor, with notification to the dean. Classes may be made up during the week of July 31-August 5, summer graduate term.*

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Tanshui 25120
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