

# apu

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## LETTER FROM THE PRESIDENT

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

For more than 100 years Azusa Pacific has held the motto God First as the highest call we place on our students and ourselves. We believe that each student will, in the course of his or her journey with us, be exposed to a Christian worldview – a worldview that holds the value of each person in light of the value that God has placed on him or her, a worldview that places human history in the context of God’s eternal plan.

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

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

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

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



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

Por más de 100 años Azusa Pacific ha mantenido su lema “Dios Primero” como el más alto llamado que hacemos a nuestros estudiantes y a nosotros mismos. Creemos que cada estudiante, en el curso de su jornada con nosotros, será expuesto a una visión del mundo cristiana – una visión del mundo que mantiene el valor de cada persona a la luz del valor que Dios ha puesto en él o ella, una visión del mundo que pone la historia humana en el contexto del plan eterno de Dios.

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

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

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

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

Jon R. Wallace, DBA  
President

Jon R. Wallace, DBA  
Presidente

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| <p>The information and policies included in this catalog are accurate as of the date of publication. The university reserves the right to make changes of any kind whenever these are deemed necessary or desirable.</p> |
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# General Information



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## Regarding the Catalog

This catalog is produced for the university by the Office of Undergraduate Admissions, the Provost, Academic Advising Services, and University Relations. It contains general academic and administrative information and specific descriptions of the courses of study offered.

Because this publication is prepared prior to the year it covers, changes in some programs will inevitably occur. The semester schedule of classes is the final authority with regard to classes offered. This schedule is available prior to registration each semester. The university reserves the right to change any of its policies without prior notice whenever necessary or desirable.

Students who wish to obtain specific information about the university not contained in the catalog are advised to make a personal inquiry to the Office of Undergraduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 812-3016 or (800) TALK-APU [(800) 825-5278], admissions@apu.edu.

## Statement of Faith

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

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

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

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

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

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

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

### Daily Living Expectations

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

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

## Statement of Mission and Purpose

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

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

## Essence Statement

The essence statement of Azusa Pacific University is a philosophical description of the institution and its people – students, staff, faculty, administration, trustees, 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, to understand them, and to 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 encourages us to abandon those distinctions that divide us.

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

### Academic

*We are scholars who:*

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

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

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

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

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

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

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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 to 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 that welcome and seek opportunities for service as a means to clarify and practice our faith and knowledge.

## The Cornerstones

### Christ

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

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

*Colossians 1:15-18*

### Scholarship

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

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

*Proverbs 4:5-9*

### Community

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

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

*Romans 15:5-7*

### Service

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

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

*Romans 12:9-13*

### The Motto

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

### The University's Christian Worldview

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

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

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

## 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 its Faculty Handbook. It states:

The teacher is entitled to complete freedom in the classroom in discussing his/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 the publication of the results, subject to the adequate performance of his/her other academic duties; but research with pecuniary return 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 of Principles" allows for some degree of 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." Azusa Pacific University adheres to this provision through the inclusion of the "Statement of Faith" within faculty application materials.

## University Student Learning Goals

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

Students who complete degrees at Azusa Pacific University shall:

### Christ

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

### Scholarship

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

### Service

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

### Community

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

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

## Commitment to Student Learning Goals

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

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

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

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



## GENERAL INFORMATION

### History

The school that today is Azusa Pacific University is the product of the merger of three Southern California-area Christian institutions: Azusa College, Los Angeles Pacific College, and Arlington College.

The origins of Azusa Pacific University date back to 1899, when a group of spiritual leaders from various denominations met in Whittier, California, and established a Bible college geared to training students for service and missionary endeavors. This was the first Bible college founded on the West Coast. The first class of students met on March 3, 1900, with Mary A. Hill serving as the first president.

The school moved three times in its first seven years, settling in Huntington Park in 1907. The school maintained the name of the Training School for Christian Workers until 1939, when it was changed to Pacific Bible College and four-year degrees were offered. Also in 1939, Cornelius P. Haggard, Th.D., was appointed president, serving for 36 years, until his death in 1975.

By the mid 1940s, Pacific Bible College quickly outgrew its Huntington Park campus. After much consideration, the Board of Trustees decided in late 1945 to purchase the 12-acre Maybelle Scott Rancho School for Girls in Azusa. Classes began on the new campus in 1947, and in 1956, the college's name was changed to Azusa College.

Azusa College merged in 1965 with Los Angeles Pacific College, a four-year liberal arts institution founded in 1903 by the Free Methodist Church. The college was then renamed Azusa Pacific College. Three years later, in 1968, Azusa Pacific College merged with Arlington College, founded in 1954 by the Association of Churches of God in Southern California.

After Haggard's death, Paul E. Sago, Ph.D., became the president, serving until 1989. In 1981, the college achieved university status, and in May of that year, the Board of Trustees adopted the name Azusa Pacific University. Among his many accomplishments, Sago encouraged the development and growth of off-site educational regional centers throughout Southern California, and presided over the addition of master's degree programs and development of schools within the university.

Richard E. Felix, Ph.D., became president in 1990. Felix painted a vision of a new Christian university that offered men and women an opportunity to gain their undergraduate as well as master's and doctoral degrees at a flagship Christian institution. Moving toward graduate degrees in selected disciplines meant a renewed emphasis on scholarship without compromising the school's historic Christian mission and priorities for community-building and service. Felix reframed these values as the cornerstones of the University – Christ, Scholarship, Community, and Service. Felix oversaw the construction of seven new buildings, a doubling of student enrollment, and the quadrupling of graduate programs. In addition, he was instrumental in initiating the university's first three doctoral programs. After a decade of exceptional growth and the celebration of the university's centennial, Felix announced his retirement in April 2000. Executive Vice President Jon R. Wallace, DBA, assumed the role of acting president in July 2000. He was selected unanimously by the Board of Trustees to fill the role of president, effective November 27, 2000.

Today, Azusa Pacific stands as a comprehensive Christian university of the liberal arts and professional programs that seeks to serve its diverse constituencies throughout the world. As part of that commitment, APU maintains strong ties with 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.



### Location and Campus

Azusa Pacific University, 901 East Alosta Avenue, is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus. Situated on the 52-acre East Campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of 22 additional acres on Foothill Boulevard, within a quarter-mile of campus, provided the university with room to grow. West Campus, 701 East Foothill Boulevard, houses the Mary Hill Center, the Schools of Nursing, Education, and Behavioral and Applied Sciences, as well as the Department of Computer Science; numerous classrooms and faculty offices; administrative facilities; the state-of-the-art Hugh and Hazel Darling Library; the 3,500-seat, \$13.5 million Richard and Vivian Felix Event Center, a food court; a bookstore; and soccer field. Across the street is the Administration West facility, 568 East Foothill Boulevard, housing the Graduate Center as well as other administrative offices.

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; generally warm and dry throughout the school year.

University residence is an important part of every student's experience. A majority of the undergraduate students live on campus. The university offers food, health, and counseling services, and recreation opportunities to resident students and commuting students who desire them. Approximately 80 percent of the students at Azusa Pacific University are from California; the remaining students are from 39 states and 58 countries.



### Shuttle Service

APU's steady growth has resulted in the addition of new campuses and facilities in close proximity to the university's original location, now called East Campus. For the convenience of students, staff, and faculty, APU provides a shuttle service to and from each area. Four shuttle vehicles operate from 7 a.m.-4 p.m. daily. The "680 Express" (non-ADA equipped) runs clockwise from East Campus to West Campus at Cerritos Avenue (serving 680 Alosta Avenue) to West Campus at Centennial Drive and Administration West and returning to East Campus. The other three vehicles (all ADA equipped) run counter clockwise from East Campus to West Campus at Centennial Drive, to West Campus at Cerritos Avenue, then back to East Campus. In general, a vehicle arrives at each stop, every 7-10 minutes.

Between the hours of 4-11 p.m., one ADA-equipped trolley runs the counter clockwise route, and from 4:30-11 p.m., a 15-passenger van shuttles between West Campus at Cerritos Avenue and 680 Alosta Avenue. For more information regarding the APU Shuttle Service, contact Facility Management Customer Service at (626) 812-3102.

### Accreditation

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 Doctor of Psychology Program is accredited by the American Psychological Association. The Athletic Training Program is accredited by the Commission on Accreditation of Allied Health Education Programs. Haggard Graduate School of Theology is accredited by the Association of Theological Schools. The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Azusa Pacific University offers teacher education programs approved by the California Commission on Teacher Credentialing and Licensing authorizing elementary and secondary school teaching and the National Council for the Accreditation for Teacher Education. Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of students from foreign countries.

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

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

### International Sister Schools

Azusa Pacific University has enjoyed a long-standing international commitment. In addition to involving international students as a vital part of campus life, APU has established sister-school affiliations with the following:

Alliance Academy, Quito, Ecuador  
 Christian Academy, Tokyo, Japan  
 Christ's College, Taipei, Taiwan, R.O.C.  
 Holy Light Theological Seminary, Kaohsiung, Taiwan, R.O.C.  
 Orio Women's Educational Institute, Kitakyushu, Japan  
 Rima College, Kuala Lumpur, Malaysia  
 Tokyo Biblical Seminary, Japan

### Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (East Campus), the Hugh and Hazel Darling Library (West Campus), the James L. Stamps Theological Library (West Campus), and seven regional center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Murrieta, High Desert, and Ventura. A unified catalog identifies 215,000 books, 1,900 print serial titles, and media. The collection of 690,000 microforms includes the Library of American Civilization, Library of American Literature, New York Times, and Educational Resources Information Center collections. The university network provides access to 120 electronic databases, which include more than 15,000 full-text serial titles, as well as all of the material available on the Web. Consortium and contractual arrangements are in place for students to be able to check out books and use other libraries in Southern California with reciprocal borrowing of books throughout the Western United States with the Link+ System offering 15 million books and the Interlibrary Loan service offering 57 million.

Regular hours for the three campus facilities are as follows:

#### William V. Marshburn Memorial Library

|                 |                |
|-----------------|----------------|
| Monday-Thursday | 8 a.m.-1 a.m.  |
| Friday          | 8 a.m.-4 p.m.  |
| Saturday        | 11 a.m.-6 p.m. |
| Sunday          | 2 p.m.-1 a.m.  |

#### Hugh and Hazel Darling Library

|                 |                |
|-----------------|----------------|
| Monday-Thursday | 8 a.m.-11 p.m. |
| Friday          | 8 a.m.-4 p.m.  |
| Saturday        | 11 a.m.-6 p.m. |
| Sunday          | 2-10 p.m.      |

#### James L. Stamps Theological Library

|                 |                |
|-----------------|----------------|
| Monday-Thursday | 8 a.m.-11 p.m. |
| Friday          | 8 a.m.-7 p.m.  |
| Saturday        | 11 a.m.-6 p.m. |
| Sunday          | 7-11 p.m.      |

Special hours may be set for final exam weeks, vacation breaks, and holidays. All hours are posted on the libraries' webpage located at [apu.edu/library/information/hours/](http://apu.edu/library/information/hours/).

The holdings of the William V. Marshburn Memorial Library include collections supporting liberal arts and sciences, music, social work, and business. The library has a 24-hour-a-day, 7-day-a-week study area adjacent to the Cornerstone Café; 40 computer workstations in the information commons, and 7 group-study rooms. This library houses the Sakioka Computer Training Room with 20 computer workstations and the Media Center with state-of-the-art audio-visual equipment, providing access to a large video, CD, DVD, and cassette tape collection. It also houses Interlibrary Loan, Document Delivery Services, children's literature collection, and the Writing Center.

## GENERAL INFORMATION

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, physical therapy, and professional psychology. This library houses the Special Collections of Azusa Pacific University. The library is comprised of two main areas that are connected by the ECF Academic Hall of Fame. The Stamps Rotunda offers a traditional library environment of book stacks and individual study carrels, and the Ahmanson Integrated Information Technology Center includes 70 workstations for research. This center also houses 8 scholar study rooms, 8 group study rooms, 4 conference rooms, and the Special Collections Reading Room. The Berger Computer Training Room with 22 computer workstations is located here along with the Department of Technical Services processing facility for acquisitions, cataloging, and serials.

The holdings of the James L. Stamps Theological Library, located in the Duke Academic Complex, include collections supporting Biblical studies, theology, philosophy, church history, and ethics. This library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, Holiness and Salvation Army. The library includes 16 study carrels, 11 computer workstations, study tables, easy chairs, and couches for study comfort.

The Regional Center libraries support the academic programs at each center by providing core library collections, access to all APU online information tools and resources, and a full range of library services. Each regional center library includes computers providing direct access to library resources and services. For more information about Regional Center library services, call (626) 816-6000, Ext. 3220.

### Library Use

Electronic resource access is available through student Cougars' Den accounts. Cougars' Den accounts can be set up through Information and Media Technology (IMT). An APU student ID card is required for library material checkout and other library services.

### Computers

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

As a commitment to the importance of computing as an integrated part of the learning experience, APU is excited to offer incoming freshman and junior students the opportunity to be part of a two-year voluntary program introducing the power and mobility of a laptop. As a member of this program, students receive an HP laptop or Apple notebook computer, computer backpack, software, connection to the university network, and support. For more information, please visit [laptop.apu.edu](http://laptop.apu.edu), contact the laptop program coordinator at [laptop@apu.edu](mailto:laptop@apu.edu), or call (626) 815-3831.

Students not participating in this program may use the following as a guide for minimum standards when purchasing a computer for use at APU (recommended configuration in parentheses):

**PC** – Celeron (Pentium 4) 733MHz (1.5GHz) processor; 256 (512)MB RAM; 20 (40)GB hard drive; 56K modem; 10/100 Base-T Ethernet card; CD-ROM (CDRW/DVD); 802.11b compatible wireless card; Windows XP operating system

**MAC** – G4 (G5) or iMac/iBook (Powerbook) - 700MHz (1GHz) processor; 128 (512)MB RAM; 20 (40)GB hard drive; 56K modem; 10/100Base-T Ethernet card; CD-ROM (CDRW/DVD); Airport or 802.11b (Airport Extreme or 802.11g) compatible wireless card; OS X 10.2 (OS X 10.4) operating system.

## Information and Media Technology

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information in the area of technology for Azusa Pacific University. IMT supports administration, faculty, staff, and students. Please visit the website for more information – [www.apu.edu/imt/](http://www.apu.edu/imt/).

- The Support Desk provides assistance for students experiencing trouble with Cougars' Den accounts or requesting a classroom-setup. It is also the location where camcorders can be checked-out for class projects.
- The Laptop Program provides assistance for students experiencing trouble with leased HP or Apple computers.
- Cougars' Den, APU's intranet service, is a free benefit offered to every student, providing the necessary tools to communicate with other students and faculty. A Cougars' Den account provides a free email account, free disk space for web pages, and access to critical campus resources such as grades, chapel attendance records, financial information and library online resources.
- Network access to APU resources. There are three ways to connect.
  1. REZnet is a service allowing students to connect their computer to the campus network from campus living areas.
  2. All Access is APU's name for the wireless network. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, search library resources, etc. from various locations on campus, including outdoor green spaces without using cables.
  3. Remote/Dial-In Service for commuter students.
- **Antivirus Protection** – Antivirus protection is provided through a corporate license with Symantec. Norton AntiVirus will be installed automatically upon the first use of the APU network and will be updated with each subsequent use. This free service precludes the use of any other antivirus software when using the APU campus network.
- Any 802.11b or 802.11g wireless card is compatible with APU's All Access wireless network.
- Laptop program. Azusa Pacific University partners with Apple and Hewlett Packard to provide laptops to students. This is a two-year program introducing the power and mobility of Apple laptop and HP laptop computers. For more information, please send an email to the laptop program coordinator at [laptop@apu.edu](mailto:laptop@apu.edu).
- Computer facilities. IMT offers a distributed computing model providing computers in locations where students spend the majority of their time such as the libraries, student union, and the four dorms – Adams, Smith, Engstrom, and Trinity. These 20-plus computer centers are equipped with PC and MAC workstations and printers. Software available includes SPSS, Microsoft Office Suite, medical programs, databases, a variety of discipline-specific programs, and full Internet access. Lab assistants are available during operational hours.
- Video Production, located on West Campus, includes video-editing suites, a live sound stage video control room, and equipment checkout for mass communication students.

## Duplicating and Graphics Center

### Duplicating

Duplicating assists university departments in the reproduction of documents utilizing resources, technology, and service opportunities. Services include: black and white copies, full-color copies, pre-drilled color paper, collating, stapling, binding, folding, cutting, tab inserts, NCR paper, page number inserts, drilling, padding, and shrink wrapping. Duplicating is located on West Campus next to the Graphics Center in Darling Room 409.

#### Fall/Spring hours:

|                 |                  |
|-----------------|------------------|
| Monday-Thursday | 8 a.m.-6 p.m.    |
| Friday          | 8 a.m.-4:15 p.m. |
| Saturday        | 11 a.m.-4 p.m.   |

#### Summer hours:

|               |                                      |
|---------------|--------------------------------------|
| Monday-Friday | 8 a.m.-4:15 p.m.<br>(hours may vary) |
|---------------|--------------------------------------|

Center Manager: Donna Rutherford

Duplicating Key Operator: Denise Cundari  
(626) 815-5418

### Graphics Center

The Graphics Center provides a self-serve resource lab where students, faculty, staff, and the general public can create projects at affordable prices in a convenient location. Student workers are available to provide assistance with the use of machinery and software. Products/services include: black and white copies, color copies, photo prints, poster printing, poster lamination, lamination, binding, résumé paper, envelopes, construction paper, cardstock, butcher paper, padding notepad glue, transparencies, poster board, foam core, CD-R and DVD-media and labels, T-shirt press, hat press, T-shirts, hats and transfers, Ellison die cut machines, electric paper cutter, scanners, button makers, sticker and decal maker, magnet maker, video editing stations, and fax machine. Macintosh computers are available with Adobe Photoshop, Illustrator, InDesign, QuarkXpress, Microsoft Office, PageMaker, and more.

#### Fall/Spring hours:

|                 |                  |
|-----------------|------------------|
| Monday-Thursday | 9 a.m.-9 p.m.    |
| Friday          | 9 a.m.-4:15 p.m. |
| Saturday        | 11 a.m.-4 p.m.   |

#### Summer hours:

|               |                  |
|---------------|------------------|
| Monday-Friday | 9 a.m.-4:15 p.m. |
|---------------|------------------|

The Graphics Center is closed Sundays and holidays. [Hours and schedules are subject to change throughout the year.](#)

Coordinator: Kristen McCabe

To confirm current hours and special schedules, please call (626) 815-5078. *Prices and product availability are subject to change. For prices and current products, please call Ext. 5078.*

### Student Phone Service

Azusa Pacific University provides telephone service to all students maintaining residency in the residence halls and designated modular units. Each of these areas is equipped with one voice-line jack and two data jacks that are shared by all roommates. There is no monthly service fee billed. The university owns the phone lines in the specified living areas, therefore, students may not request any other long distance provider. The university is unable to offer any special packages such as call waiting, caller ID, or call blocking.

### On-campus Dialing

From the residence halls and designated modular units, students can dial on campus using a four-digit extension number which is the last four digits of the phone number. On campus dialing includes: all residence halls, designated modular units, and university offices.

### Off-campus Dialing—Local Calls

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

### Off-campus Dialing—Long Distance Calls

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

### Calling Card Use

Personal calling cards may be used from the student's phone. Calling cards are offered at the University Bookstore, (626) 815-5044, or Ext. 5044. Since the telephone lines in the residence halls are university property, students are not permitted to order a calling card against the telephone number. Any cards ordered against the residence hall telephone number will result in termination of phone service along with a \$75 fine for telephone abuse. Students are advised to choose calling cards that utilize either a local or toll free number.

### Telephone Instrument

Students are responsible for providing their own phone instrument. The 2.4 GHz cordless phones are **not** permitted on campus. These phones interfere with on-campus wireless Internet connectivity. Any 2.4 GHz phones will be removed after a warning is given.

### Voicemail

Residence hall and designated modular unit residents receive free voicemail service. The voicemail system functions similarly to an answering machine with additional features such as recording messages while the phone is engaged, saving or deleting individual messages, and providing remote message retrieval. To access voicemail from an on-campus phone, dial Ext. 3750. Because the size of the university's voicemail capacity is limited, voicemail messages (new or saved) are held for a maximum of seven days. Re-saving a message will not extend this time.

Residents can create a personal extension mailbox separate from their roommate, providing privacy for each user. From off campus, students may retrieve messages by dialing (626) 815-3888 and entering their four-digit extension and personalized password. For more information on voicemail setup and use, please contact the IMT Support Desk at (626) 815-5050 or Ext. 5050.

### Telephone Abuse

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

## GENERAL INFORMATION

### Collect Calls

Under no circumstances are students to accept collect or third-party calls. If a call is accepted, a processing fee of \$9 will be billed in addition to the cost of the call. Due to the difficulty of identifying the responsible party in this situation, all tenants in the room may be required to evenly split the charges for calls accepted by their extension.

### Students Living in Campus Apartments

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

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

### Internet Acceptable-Use Policy

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

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

### User Requirements

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

### Acceptable Uses

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

### Unacceptable Use

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

### Enforcement and Violations

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



### Intercollegiate Athletics

Azusa Pacific University, a member of the National Association of Intercollegiate Athletics (NAIA), sports a nationally renowned 14-team intercollegiate athletics program. The Cougars are also charter members of the Golden State Athletic Conference (GSAC), an 11-member conference featuring Christian colleges and universities throughout California.

Azusa Pacific men and women compete in cross country, soccer, basketball, tennis and track and field. Women compete in volleyball and softball; men in football and baseball.

In 2005, Azusa Pacific captured the prestigious Directors' Cup recognizing the Cougars as the premier athletics program in the NAIA. The Cougars have finished in the top ten of the Directors' Cup for ten consecutive years, the only NAIA school in the United States to do so. Additionally, Azusa Pacific is the 11-time defending GSAC all-sports champion.

In the spring of 2005, men's tennis appeared in its third straight NAIA championship match and won the national title, the first in program history and the 25<sup>th</sup> for Azusa Pacific overall. Only two schools have won more national championships in NAIA history than Azusa Pacific.

The Cougar football team, one of only two members of the national Council for Christian Colleges and Universities west of the Rockies to field a football team, was crowned the NAIA national champion in 1998. In the same year, the Cougar women's soccer team went undefeated in 25 games and won the NAIA championship as well. Since that 1998 season, APU football has qualified for the NAIA playoffs five more times and women's soccer has advanced to at least the "Elite Eight" of the NAIA championship tournament six times in the past seven years.

The Cougar men's track and field program has garnered 18 NAIA national championships since 1982, while the women's program swept the 2003 and 2004 indoor and outdoor NAIA crowns. For four of the past six years, the women's cross country team has finished in the NAIA's top five, and the men's squad was a top-five performer each of the past two years.

The men's basketball team played for the NAIA championship in 2005 and has advanced to the NAIA championship tournament 10 consecutive years, and 12 of the past 13. The Cougars have won the GSAC title 12 of the past 13 years as well.

Men's soccer played in NAIA title game in the fall of 2005 and has made two straight NAIA Tournament appearances.

Cougar softball has won three GSAC crowns and in 2000 finished second in the NAIA. Women's basketball has won three GSAC titles as well, and had advanced to the NAIA Tournament five times in the past six years. Women's tennis has appeared in six straight NAIA Tournaments and played in the 2004 championship match. Women's volleyball, which won the 1980 NAIA title, has earned four NAIA Tournament berths.

### **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 chief judicial officer is the campus coordinating officer for Title IX, and all inquiries should be made to the Office of Student Life.

In compliance with the Americans with Disabilities Act, Title III and 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 chief judicial officer.

# Admissions Policies



|  |           |  |           |   |           |
|--|-----------|--|-----------|---|-----------|
| <b>Undergraduate Admission to the University</b> | <b>16</b> | <b>Admission Status</b>                | <b>19</b> | <b>Credit for Advanced Placement Exams</b>            | <b>20</b> |
| <b>Policy Regarding False Information</b>        | <b>16</b> | <b>Notification of Admission</b>       | <b>19</b> | <b>Credit for College Level Examination Program</b>   | <b>21</b> |
| <b>Freshman Applicants</b>                       | <b>16</b> | <b>Confirmation of Admission</b>       | <b>19</b> | <b>Credit for International Baccalaureate Program</b> | <b>22</b> |
| <b>Transfer Applicants</b>                       | <b>17</b> | <b>Admission to Particular Majors</b>  | <b>19</b> | <b>International Student Services</b>                 | <b>22</b> |
| <b>Admission of Homeschooled Students</b>        | <b>18</b> | <b>Veterans' Education Benefits</b>    | <b>19</b> | <b>International Undergraduate Admission</b>          | <b>23</b> |
| <b>Admission of High School Nongraduates</b>     | <b>18</b> | <b>Reservations for Campus Housing</b> | <b>19</b> | <b>American Language and Culture Institute</b>        | <b>23</b> |
| <b>Part-Time Applicants</b>                      | <b>18</b> | <b>Proficiency Exams</b>               | <b>19</b> |   |           |
| <b>Re-admission and Re-enrollment</b>            | <b>19</b> | <b>Credit by Examination</b>           | <b>20</b> |   |           |

## Undergraduate Admission to the University

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

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

The applicant's previous scholastic record is considered an important indicator of potential success at the university. Applicants are required to achieve a minimum grade-point average of 2.8 in high school or 2.2 in previous college work. Grade-point averages are determined by the university. High school grade-point averages do not include marks in physical education or driver's training, or from the freshman year. (For information on admission with provisional or conditional status, see the section of this catalog titled "Admission Status.") While each applicant is considered for admission on individual merit, certain criteria are used in the selection process. However, meeting the minimum requirements **does not** guarantee admission to the university. These criteria are delineated in the following sections. In some cases, the Admissions Committee may request a personal interview with the applicant. Azusa Pacific University, in compliance with federal regulations, does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran.

To apply for admission to Azusa Pacific University, request an application from the Office of Undergraduate Admissions, Azusa Pacific University, 901 E. Alostia Ave., PO Box 7000, Azusa, CA 91702-7000; send an email to [admissions@apu.edu](mailto:admissions@apu.edu); or call (626) 812-3016 or (800) TALK-APU [(800) 825-5278].

Under some conditions students may apply for "Early Action." The Early Action applicant must be a high school senior and Azusa Pacific University should be one of his/her first-choice colleges. Please note that students applying for Early Action are admitted at a higher academic standard than those applying for Regular Decision. Candidates not accepted for Early Action will be notified that they will be reconsidered for admission under Regular Decision. This will allow time for additional materials to be submitted that might strengthen the overall file, (i.e., fall grades and/or additional SAT/ACT scores).

The following **admissions deadlines** apply:

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

All applications should be submitted by November 15

**For the fall semester**

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

|                      |            |
|----------------------|------------|
| Application Deadline | December 1 |
| Notification         | January 15 |
| Final Notification   | April 1    |

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

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

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

|                               |           |
|-------------------------------|-----------|
| Priority Application Deadline | January 1 |
| Final/Firm Deadline for all   |           |
| Application Materials         | June 1    |

\*Early Action is not available to transfer students.

These are firm deadline dates. Applications may be submitted after the Early Action and Priority deadlines, but it cannot be guaranteed that such applications will be given the same consideration as those submitted on or before the Early Action and Priority deadline dates. Please note that there may be an enrollment waiting list that begins before the final deadline (June 1). However, applications should be submitted by February 15 to ensure priority consideration for both admission and financial aid. First-year freshmen applying for the Board of Trustees' Scholarship must meet all Early Action deadlines.

### 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.

### Freshman Applicants

A freshman applicant is defined as one who has fewer than 28 units of college credit following high school graduation.

*The following information is required prior to evaluation of admissibility:*

#### Application and Statement of Agreement

These two forms should be completed, signed, and submitted, along with the three essay questions.

#### Application Fee

A \$45 nonrefundable application fee is required and must accompany the application. The check or money order should be made payable to Azusa Pacific University.



## ADMISSIONS POLICIES

### Transcripts

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

### Preadmission Tests

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

### References

Applicants are required to supply two references from people who are familiar with their character and/or academic background. The university suggests a teacher and a pastor, youth director, or counselor. Family members and peers may not fill out these forms.

### Transfer Applicants

Azusa Pacific University welcomes applications from transfer students. The same items are required as for freshman applicants with the following exceptions:

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

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

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

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

The IGETC (Intersegmental General Education Transfer Curriculum) for the California State University (CSU) System is accepted by Azusa Pacific University with the following provisions:

1. Foreign Language requirements must be satisfied (see APU General Studies guidelines).
2. Health Education and Fitness for Life requirements must be satisfied (see APU General Studies guidelines).
3. A minimum of College Algebra must be satisfied (see APU General Studies guidelines).
4. All prerequisites and elective courses for a declared major must be met.
5. Transfer students choosing to follow the IGETC must complete it before they enroll at Azusa Pacific University and present the IGETC certificate at the time of enrollment. Students who do not receive certification of completion will follow the APU General Studies program.
6. Students who have completed a minimum of 60 units and the IGETC will satisfy 9 units of biblical studies at APU, and 9 units of upper-division General Studies courses.

**General Studies Information for Transfer Students**

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

The evaluation of a student’s transfer work is done by the Office of the Registrar. All students are encouraged to work with the Office of the Registrar and with their academic advisor to determine their general studies requirements. *While the following chart is to be a guide for the student, it is the responsibility of the student to see that all requirements are met.* For the most current information, please see the Office of the Registrar or the Office of Academic Advising Services.

| Number of Units Transferred In   | “God’s Word and the Christian Response” requirements                                     | Upper-Division General Studies requirements  |
|----------------------------------|--|--|
| 0-27                             | All 18 units are required  | All 18 units are required  |
| 28-45                            | 15 units:<br>6 units of UBBL<br>CMIN 108<br>3 units of THEO<br>3 units of Senior Seminar | 15 units:<br>3 units of THEO<br>3 units of Writing Intensive<br>3 units of Senior Seminar<br>6 units of 300+ level electives |
| 46-59                            | 12 units:<br>3 units of UBBL<br>CMIN 108<br>3 units of THEO<br>3 units of Senior Seminar | 12 units:<br>3 units of THEO<br>3 units of Writing Intensive<br>3 units of Senior Seminar<br>3 units of 300+ level electives |
| 60-74                            | 9 units:<br>6 units of UBBL, CMIN, or THEO*<br>3 units of Senior Seminar                 | 9 units:<br>3 units of Writing Intensive<br>3 units of Senior Seminar<br>3 units of 300+ level electives                     |
| 75-89                            | 9 units:<br>6 units of UBBL, CMIN, or THEO*<br>3 units of Senior Seminar                 | 6 units:<br>3 units of Writing Intensive<br>3 units of Senior Seminar  |
| 90+<br>(no correspondence units) | 6 units:<br>3 units of UBBL, CMIN, or THEO*<br>3 units of Senior Seminar                 | 3 units:<br>3 units of Senior Seminar  |

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

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

**Admission of Homeschooled Students**

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

**Admission of High School Nongraduates**

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

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

**Part-Time Applicants**

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

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

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

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

## ADMISSIONS POLICIES

### Re-admission and Re-enrollment

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

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

### Admission Status

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

Some applicants may be deficient in one or more of the requirements for admission, but in the estimation of the Admissions Committee, merit the opportunity to prove themselves at APU. Such applicants are admitted with provisional or probation standing for one or more semesters. Students admitted with provisional standing are limited to 14 semester units. If satisfactory progress is made, they are granted regular standing at the end of their first semester. Students admitted with probation standing are limited to 14 semester units with no *Ds*, *Fs*, or *Withdrawals* and a minimum 2.0 GPA. If these requirements are not met at the end of the first semester, they are asked not to enroll for the succeeding semester. There are a limited number of opportunities for provisional/probation students per year.

In certain cases, the Admissions Committee may decide to offer acceptance to applicants who have not completed all of the admissions requirements. For instance, students still involved in course work at another institution will be unable to send complete transcripts to Azusa Pacific University. In such instances, the applicant is obligated to complete the admissions requirements as soon as possible. When these requirements are met, the student will be granted full admission. Failure to satisfactorily complete all requirements may result in withdrawal of the university's acceptance offer. Note: Until these requirements are met, financial aid will not be fully awarded.

### Notification of Admission

Azusa Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application any time up to **November 15**, for spring; or **June 1** for fall. Students applying for Early Action will be notified of their admission status around **January 15**. Applicants for Regular Decision and those not offered admission through Early Action will receive notification by **April 1**. Transfer applicants will be notified on a rolling decision date until the incoming class is full. The Office of Undergraduate Admissions maintains regular contact

with all applicants regarding the status of their application file. (See "Undergraduate Admission to the University" for more information on Early Action and Priority deadlines.) Students meeting minimum requirements before the deadline may be placed on a waiting list depending on availability. Students placed on the waiting list will be notified **June 1** regarding decision.

### Confirmation of Admission

Students must send a \$300 tuition deposit by **May 1** for the fall semester and **November 15** for the spring semester. This deposit is refundable **only** until the aforementioned dates, with a written request. Azusa Pacific processes deposits received after postal deadlines according to space availability. The deposit is not an additional fee, but is credited to the student's account.

### Admission to Particular Majors

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

### Veterans' Education Benefits

Azusa Pacific University is an approved degree-granting institution for veterans and eligible dependents seeking educational training under Title 38, Chapters 30, 31, 32, 34, 35, and 106. The final cutoff date for eligible veterans to use Chapter 34 benefits is December 31, 1989.

### Reservations for Campus Housing

Following notification of acceptance, students will be sent a housing application and housing contract. The application and contract must be completed and returned to the Office of Housing Services along with a \$250 housing deposit to secure fall/spring housing. *Since campus housing spaces are limited, it is recommended that students submit their housing application with the \$250 deposit as early as possible.* First-time freshman students who submit their application, contract, and deposit by May 1, should have no difficulty receiving a housing assignment. The housing contract is binding for the entire academic year unless a student withdraws or does not enroll at the university.

### Proficiency Exams

All new students with freshman status (fewer than 28 credit units of transfer from an accredited college or university) who have been admitted in a nonconditional standing will be required to take proficiency exams in reading, writing, and math. If necessary, the student may be required to take additional course work to strengthen comprehension in the area of deficiency. With SAT/ACT scores within a required range, the proficiency exams can be waived and the student will be placed in courses according to his/her SAT or ACT test scores. Students may take proficiency exams in certain subjects for placement into higher level courses. Additionally, some courses may be waived based upon SAT/ACT scores within a required range. (See "Learning Enrichment Center" under "Academic Programs.")

## 2006-07 UNDERGRADUATE CATALOG

### Credit by Examination

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

Credit is granted to students who score a three or higher on an AP Test; meet the cut-off level (individually determined by each APU department or school) in CLEP subject area tests; or a five or higher on the IB higher-level exams (see details on following pages). There is no maximum number of credits that can be accumulated from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.

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

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

### Credit for Advanced Placement Exams (AP)

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

| Exam Subject                         | AP Score   | Units | Class Equivalent Awarded  |
|--------------------------------------|--|-------|---|
| Art, Studio Drawing                  | 3, 4, 5  | 3     | Elective, Non-General Studies                                     |
| Art, General                         | 3, 4, 5  | 3     | Aesthetics and the Creative Arts Core                             |
| Art, History                         | 3, 4, 5  | 3     | Aesthetics and the Creative Arts Core                             |
| Art, 2D Design                       | 3, 4, 5  | 3     | Elective, Non-General Studies                                     |
| Biology                              | 3  | 4     | Nature Core, BIOL 151 (General Biology I)                         |
|                                      | 4, 5   | 8     | Nature Core, BIOL 151 (General Biology I) and Non-General Studies |
| Calculus AB                          | 3, 4   | 5     | MATH 251 (Calculus I)   |
|                                      | 5  | 9     | MATH 251, 252 (Calculus I and II)                                 |
| Calculus BC                          | 3  | 5     | MATH 251 (Calculus I)   |
|                                      | 4, 5   | 9     | MATH 251, 252 (Calculus I and II)                                 |
| Chemistry                            | 3  | 4     | CHEM 151, Nature Core   |
|                                      | 4, 5   | 4, 4  | CHEM 151, 152, Nature Core  |
| Computer Science A                   | 3, 4   | 4     | CS 220  |
|                                      | 5  | 8     | CS 220, CS 225  |
| Computer Science AB                  | 3, 4   | 4     | CS 220  |
|                                      | 4, 5   | 8     | CS 220, CS 225  |
| English Language/Composition         | 3, 4   | 3     | Freshman Writing Seminar  |
|                                      | 5  | 6     | Freshman Writing Seminar and 3 units Non-General Studies          |
|                                      | If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units of credit - ENGL 110, ENGL 111, 3 units Elective, Non-General Studies   |       |   |
| English Literature/Composition       | 3, 4   | 3     | Freshman Writing Seminar OR Language and Literature Core          |
|                                      | 5  | 6     | Freshman Writing Seminar AND Language and Literature Core         |
|                                      | If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units of credit - ENGL 110, ENGL 111, 3 units Elective, Non-General Studies   |       |   |
| Environmental Science                | 4, 5   | 4     | Nature Core   |
| European History                     | 3, 4, 5  | 3     | Heritage and Institutions Core, History component                 |
| French Language                      | 3  | 4     | FREN 101  |
|                                      | 4, 5   | 8     | FREN 101, FREN 102, Foreign Language requirement                  |
| German Language                      | 3  | 4     | GERM 101  |
|                                      | 4, 5   | 8     | GERM 101, GERM 102, Foreign Language requirement                  |
| Gvt./Politics/Comparative            | 3, 4, 5  | 3     | Elective, Non-General Studies                                     |
| Gvt./Politics-U.S.                   | 3, 4, 5  | 3     | POLI 150, Heritage and Institutions Core                          |
|                                      | If score is a 3, 4, or 5 in <b>both</b> Gvt./Politics-U.S. and U.S. History, student receives 6 units of credit - POLI 150 and 3 units History Elective, General Studies |       |   |
| Econ. - Macroeconomics               | 3, 4   | 3     | Elective, Non-General Studies                                     |
| Econ. - Macroeconomics               | 5  | 6     | BUSI 250, Elective, Non-General Studies                           |
| Econ. - Microeconomics               | 3, 4, 5  | 3     | Elective, Non-General Studies                                     |
| Latin                                | 3  | 4     | Elective, Non-General Studies                                     |
|                                      | 4, 5   | 8     | Foreign Language requirement                                      |
| Latin Literature                     | 3, 4, 5  | 3     | Elective, Non-General Studies                                     |
| Music Theory                         | 3, 4, 5  | 4     | Aesthetics and the Creative Arts Core                             |
| Physics B                            | 3  | 4     | PHYC 201, Nature Core   |
|                                      | 4, 5   | 8     | PHYC 201, 202, Nature Core, 4 Non-GS units                        |
| Physics C: Mechanics                 | 3, 4, 5  | 5     | PHYC 251, Nature Core   |
| Physics C: Electricity and Magnetism | 3, 4, 5  | 5     | PHYC 252  |
| Psychology                           | 3, 4, 5  | 3     | Identity and Relationships Core                                   |
| Spanish                              | 3  | 4     | SPAN 101  |
|                                      | 4, 5   | 8     | SPAN 101, SPAN 102, Foreign Language requirement                  |
| Spanish Literature                   | 3, 4, 5  | 3     | Elective, Non-General Studies                                     |
| Statistics                           | 3, 4, 5  | 3     | PSYC 350  |
| U.S. History                         | 3, 4   | 3     | HIST 151 or HIST 152  |
|                                      | 5  | 6     | HIST 151 and HIST 152   |
|                                      | If score is a 3, 4, or 5 in <b>both</b> Gvt./Politics-U.S. and U.S. History, student receives 6 units of credit - POLI 150 and 3 units History Elective, General Studies |       |   |
| World History                        | 3, 4, 5  | 3     | Heritage and Institutions Core, History component                 |

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

## ADMISSIONS POLICIES

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

CLEP allows students to demonstrate mastery of college-level (100-200) introductory subjects

| Subject   | Score | Units | Course Equivalent                |
|---|-------|-------|----------------------------------|
| <b>Business</b>                                   |       |       |                                  |
| Accounting, Principles of                         | 50    | 4, 3  | BUSI 120, 121                    |
| Business Law, Introductory                        | —     | —     | Not acceptable for BUSI 303      |
| Information Systems and Computer Applications     | 50    | 3     | BUSI 240                         |
| Management, Principles of                         | 50    | 3     | Elective, Non-General Studies    |
| Marketing, Principles of                          | 50    | 3     | BUSI 360                         |
| Macroeconomics, Principles of                     | 50    | 3     | BUSI 250                         |
| Microeconomics, Principles of                     | 50    | 3     | BUSI 251                         |
| <b>Composition and Literature</b>                 |       |       |                                  |
| American Literature                               | —     | —     | Not acceptable for ENGL 344, 354 |
| Analyzing and Interpreting Literature*            | 50    | 3     | ENGL 111*                        |
| English Composition (with or without essay)       | 50    | 3     | ENGL 100***                      |
| English Literature                                | —     | —     | Not acceptable for ENGL 222, 232 |
| Freshman College Composition*                     | 50    | 3     | ENGL 110*                        |
| <b>Modern Languages</b>                           |       |       |                                  |
| French Language                                   | 50    | 8     | FREN 101, 102                    |
|   | 65    | 11    | FREN 101, 102, 201               |
|   | 77    | 14    | FREN 101, 102, 201, 202          |
| German Language                                   | 50    | 8     | GERM 101, 102                    |
|   | 52    | 11    | GERM 101, 102, 201               |
|   | 63    | 14    | GERM 101, 102, 201, 202          |
| Spanish Language                                  | 50    | 8     | SPAN 101, 102                    |
|   | 62    | 11    | SPAN 101, 102, 201               |
|   | 74    | 14    | SPAN 101, 102, 201, 202          |
| <b>History and Social Sciences</b>                |       |       |                                  |
| American Government                               | 50    | 3     | POLI 150                         |
| Educational Psychology, Introduction to           | 50    | 3     | Elective, Non-General Studies    |
| History of U.S. I: Early Colonization to 1877     | 50    | 3     | HIST 151                         |
| History of U.S. II: 1865 to the Present           | 50    | 3     | HIST 152                         |
| Human Growth and Development**                    | 50    | 3     | PSYC 290**                       |
| Humanities  | 50    | 3     | Elective, Non-General Studies    |
| Psychology, Introductory                          | 50    | 3     | PSYC 110                         |
| Social Science and History                        | —     | —     | Not acceptable                   |
| Sociology, Introductory                           | 50    | 3     | SOC 120                          |
| Western Civilization I: Ancient Near East to 1648 | 50    | 3     | HIST 120                         |
| Western Civilization II: 1648 to the Present      | 50    | 3     | HIST 121                         |
| <b>Science and Mathematics</b>                    |       |       |                                  |
| Calculus  | 50    | 5     | MATH 251                         |
|   | 65    | 9     | MATH 252                         |
| College Algebra                                   | 50    | 3     | MATH 110                         |
|   | 54    | 3     | Required for Business majors     |
| College Mathematics***                            | 50    | 3     | MATH 090***                      |
| General Biology                                   | 50    | 8     | BIOL 151, 152                    |
| General Chemistry                                 | 50    | 8     | CHEM 151, 152                    |
|   | 52    |       | Required for Science majors      |
| Natural Sciences                                  | —     | —     | Not degree appropriate           |
| Precalculus                                       | 50    | 3     | Math 150                         |

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

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

\*\*\*This test is acceptable as a remedial-level course and is applicable as a prerequisite, but does not count toward total units needed for the degree.

CLEP computer-based exam scores as of 2006

**Credit for International Baccalaureate Program**

| Examination Title                 | Score   | Units   | Credit Awarded                      |
|-----------------------------------|---------|---------|-------------------------------------|
| Art/Design Option A (studio work) | 5, 6, 7 | 6       | ART 100 and ART 150                 |
| Art/Design Option A (research)    | 5, 6, 7 | 6       | ART 100 and ART 150                 |
| Biology                           | —       | —       | Not applicable                      |
| Business and Organization         | —       | —       | Not applicable                      |
| Chemistry                         | 5, 6, 7 | 4       | CHEM 101                            |
| Classical Languages               | —       | —       | Not applicable                      |
| Computer Science                  | 5, 6, 7 | 6       | Non-General Studies elective credit |
| Economics                         | 5, 6, 7 | 3       | BUSI 250                            |
| Environmental Systems             | —       | —       | Not applicable                      |
| Geography                         | 5, 6, 7 | 3       | HIST 310 lower-division credit only |
| History                           | 5, 6, 7 | 3       | Non-General Studies elective credit |
| History of Islamic World          | 5, 6, 7 | 3       | HIST 390 lower-division credit only |
| Information Technology            | —       | —       | Does not count for BUSI credit      |
| Language A1                       | 5, 6, 7 | 3       | ENGL 111                            |
| Language A2                       | —       | —       | Not applicable                      |
| Language AB initio                | —       | —       | Not applicable                      |
| Language B                        | —       | —       | Not applicable                      |
| Mathematics                       | 5, 6, 7 | up to 5 | MATH 150                            |
| Music                             | 5, 6, 7 | 3       | MUS 120                             |
| Philosophy                        | 6, 7    | 3       | PHIL 220                            |
| Physics                           | 5, 6, 7 | up to 5 | PHYC 100                            |
| Psychology                        | —       | —       | Not applicable                      |
| Social Anthropology               | 5, 6, 7 | 3       | SOC 125                             |
| Theater Arts                      | —       | —       | Not applicable                      |

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

**International Student Services (ISS)**

Office hours:

Monday-Friday 8 a.m.-4:30 p.m.

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

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

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

To maintain legal status, an international student must:

1. **Be a full-time student:** 12 units are considered full time at the undergraduate level and 19 or more hours of study in ALCI is required for full-time status. For exceptions to this policy, students must consult with ISS.
2. **Work only on-campus:** U.S. regulations allow F-1 or J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students must consult with ISS.

3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. The location of the physical residence (not a post office box) must be reported to the ISS office at APU.
4. **Obey all laws of the United States:** For details of other specific immigration laws which may affect F-1 or J-1 status, please contact ISS.

\*An *international* student at APU is defined as any individual not holding a U.S. residency or citizenship.

Any non-U.S. resident/citizen is required to apply to APU through ISS.

**International Connection Program**

This unique program assists new international students within their first two weeks of entry into the U.S. It assists with: picking up *new* international students at the airport when they first come to APU, housing and banking needs, and obtaining California identification and Social Security cards. In addition, ISS offers many other fun and informational services to assist students in their adjustment to the U.S. and APU culture.

**International Chapel**

Held during the regular chapel hour once a week, international chapel is geared for those from varying cultural backgrounds. All students are welcome to attend the international chapel.

**International Campus Fellowship**

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

## International Undergraduate Admission

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

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

1. Application for International Undergraduate Admission
2. \$65 nonrefundable application fee
3. Affidavit of Financial Support (included in application form) and current bank statement proving ability to pay for educational costs through personal, family, or other sponsor resources.\*
4. Official international TOEFL certificate of at least 500 (173 CBT or 80 iBT\*\*), or 550 for School of Business and Management, and School of Nursing applicants (213 CBT or 85 iBT) [If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. Conditional admission for those not meeting the required TOEFL score is also available (see below).]
5. Two letters of recommendation included in application (These letters can not be from relatives of the applicant.)
6. Statement of Agreement (included in application)
7. Essays (included in application)
8. Official transcripts sent **directly** from each school attended (Transcripts must be translated officially into English.)<sup>^</sup>
9. SAT/ACT scores are not required. Taking and scoring at specified levels could, however, qualify a student for additional academic scholarship money. (See President's Scholarship I and II under Types of Financial Assistance.)
10. One picture

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

\*\*The acceptable minimum score is subject to change as the university deems necessary. For specific details on the TOEFL section requirements, see the APU website.

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

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

### TOEFL Waiver

Students with more than 48 academic semester units from U.S. colleges/universities taken just prior to attending APU may be able to waive their TOEFL requirement for admission. Semesters with any ESL classes taken will not be counted toward the 48 units.

### Conditional Admission

Students whose TOEFL scores are below the required minimum for admission to APU and who have met all of the other admission requirements may be admitted conditionally to the university. Those applicants may apply to the American Language and Culture Institute (ALCI) and enter the university upon completing their requirements. (See below for more information about ALCI.)



## American Language and Culture Institute

The American Language and Culture Institute (ALCI) exists to offer ESL and professional intercultural programs of the highest caliber in design and implementation. These programs provide holistic academic, cross-cultural, spiritual, and leadership training for international and American students, scholars, and businesses, preparing them for academic success in the university. Students focus on the development and demonstration of competencies in academic writing, oral presentation, and auditory skills. The ALCI is an approved member of the American Association of Intensive English Programs.

A student whose TOEFL score is below 500 (CBT 173) may apply to Azusa Pacific University's ALCI program. The student should submit an application to ALCI, along with the \$65 nonrefundable processing fee, a certified diploma, and official high school or college transcripts. Any high school graduate or transfer student with a 2.75 GPA may apply to ALCI without an official TOEFL score and will be evaluated for level placement. The ALCI has six levels of study – basic through advanced – taught in two 15-week semesters, and a 14-week summer semester. Students in levels 4 and 5 may audit university classes for noncredit. Level 6 is only for graduate students who must complete TESL 500 and one graduate class to meet ALCI requirements for certification.

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





# Financial Information



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## Student Financial Services

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

The Office of Student Financial Services assists students in answering questions related to financial aid, student employment, and student accounts. Simply call (626) 812-3009 with any questions. Office hours: Monday-Thursday, 8:30 a.m.-5 p.m.; Friday, 8:30 a.m.-4:30 p.m.

## Cost of Attendance 2006-07 (effective 9/1/06)

### Tuition

|  |                   |
|--|-------------------|
| Undergraduate Full-time (12-17 units for freshmen and sophomores*)       | \$11,525/semester |
| Undergraduate Full-time (12-18 units for juniors and seniors*)           | \$11,525/semester |
| Undergraduate, per unit (under 12 units or over 17/18 units – see above) | \$960/unit        |
| Audit  | \$480/unit        |
| Undergraduate May/Summer 2007  | \$480/unit        |
| Summer Study Travel  | \$240/unit        |
| ALCI (No health fee included beginning 04-05) Level I-V                  | \$4,750/semester  |
| ALCI (No health fee included beginning 04-05) Level VI                   | \$2,550/semester  |

\*The maximum study load for students with fewer than 60 completed units (freshmen and sophomores) recommended by the university is 17 units per semester. The maximum study load for students who have completed 60 or more graded units of study (juniors and seniors) is 18 units, provided they have maintained a 3.0 grade-point average or higher. All variance to this policy must be petitioned through the department chair and appropriate dean. Final approval is granted through the Office of the Registrar.

### Room

#### Dorms:

|   |                  |
|---|------------------|
| Adams, Engstrom, Smith, Trinity (150 block meal plan minimum) | \$1,845/semester |
| Shire (non-cooking) (100 block meal plan minimum)             | \$1,845/semester |

#### Apartments\*\*:

|  |                  |
|--|------------------|
| University Park – 1 bedroom, Bowles              | \$2,090/semester |
| University Park – 2 bedroom, Shire (cooking)     | \$1,995/semester |
| Alosta Place – 1 bedroom                         | \$2,340/semester |
| Alosta Place – 2 bedrooms                        | \$2,080/semester |
| Summer Housing 2007-per person (effective May 1) | \$1,860/semester |

\*\*Alosta Place, Bowles, and University Park residents must pay utilities (gas and electric). This will cost an estimated \$400 a year per apartment and vary with usage. Students are also responsible for hook-ups.

### Board

|  |                  |
|--|------------------|
| 300 block meal plan (50 dining dollars) (5 guest meals)  | \$1,819/semester |
| 225 block meal plan (75 dining dollars) (5 guest meals)  | \$1,670/semester |
| 180 block meal plan (100 dining dollars) (5 guest meals) | \$1,391/semester |
| 150 block meal plan (125 dining dollars) (5 guest meals) | \$1,285/semester |
| 100 block meal plan (150 dining dollars) (5 guest meals) | \$964/semester   |
| 75 block meal plan (175 dining dollars) (5 guest meals)  | \$808/semester   |
| 10 meals/week traditional plan (5 guest meals)           | \$1,175/semester |

Door Prices: Breakfast \$7, Lunch \$9, Dinner \$8

*Please note:* Changes in meal plan or housing may change financial aid package.

## Mandatory Fees

|   |                |
|---|----------------|
| ALCI/Undergraduate University Service Fee   | \$125/semester |
| ALCI/Undergraduate Summer University Service Fee  | \$45/semester  |
| Freshman Parking Fee  | \$250/semester |
| Returning Student Parking Fee   | \$50/semester  |
| Health Fee (international and domestic students) (mandatory for students with seven or more units and students who live on campus; optional for students with six or fewer units) | \$225/semester |
| International Insurance for Study Abroad Students   | \$315/semester |
| International and Study Abroad Health Fee (summer only)   | \$90           |
| ALCI Summer Health Fee (for students not registered in the previous spring semester)  | \$180          |

## Special Fees

|  |  |
|--|--|
| Art Fee  | \$75/class                                 |
| Communication Lab Fee  | \$100/course                               |
| Deposit (new student) housing  | \$250                                      |
| Deposit (new student) tuition  | \$300                                      |
| Independent Study  | \$125/unit                                 |
| Late Registration Fee  | \$200                                      |
| Music: Applied Voice and Instrument  | \$305/unit                                 |
| Music: Applied Semi-Private Voice and Instrument   | \$125/unit                                 |
| Music: Choir Outfit: Bel Canto, Chamber Singers  | \$350/year                                 |
| Music: Choir Outfit: Men's Chorale   | \$475/year                                 |
| Music: Choir Outfit: University Choir  | \$395/year                                 |
| Music: Concert Band, Jazz Ensemble, Wind Ensemble, Marching Band, Handbells, Orchestra                                 | \$40/year                                  |
| Music: Gospel Choir Fee  | \$50/year                                  |
| New-student Orientation Fee (nonrefundable)  | \$75                                       |
| Nursing Fee (includes malpractice insurance)   | \$185/clinical/lab; \$370 maximum/semester |
| Online Fee   | \$120/class                                |
| Return Check Fee   | \$30                                       |
| Science Lab Fee  | \$85/class; \$170 maximum/semester         |
| Service Charge for Payment Plans   | \$100 (15-week sessions)                   |
| Transcripts  | \$5/copy                                   |
| Rush Transcript Fee  | \$20                                       |
| Transcript Overnight Postage Fee (Standard Overnight (Express) within the U.S. (excluding Alaska and Hawaii) 1-2 days) | \$15                                       |
| Global Express outside of continental U.S. and International (3-4 days)  | \$25                                       |

## Matriculation Fees

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

## Graduation Fees

|                        |      |
|------------------------|------|
| Undergraduate Students | \$80 |
|------------------------|------|

**Charges subject to change without notice.**

## FINANCIAL INFORMATION



### Payment Plans

Tuition, room, board, and fees are due and payable at registration. For the convenience of students and parents wishing to pay their college expenses in installments, a deferred payment plan is offered by the university to those whose accounts are paid promptly.

#### Institutional Monthly Payment Plan

A 25-percent down payment is due by July 15 for new students; for returning students, payment is due by August 1 for the fall, December 10 for spring. A \$100 service charge will be placed on the student's account for choosing this option. The remaining balance is due in three equal monthly payments:

|                |                                       |
|----------------|---------------------------------------|
| <b>Fall:</b>   | September 10, October 10, November 10 |
| <b>Spring:</b> | February 10, March 10, April 10       |

Students who have loans covering their expenses (tuition, room, board, and fees) will be charged \$100 for a payment plan if all loan documents, tax forms, and signatures are not completed by August 1. (For the remaining balance, Visa, MasterCard, and Discover Card are accepted.)

#### Payment Plan Exceptions

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

### Refund Policy

#### Policy for Students Withdrawing from All Units

*Policy for students completely withdrawing or dropping from a term:*

- In the event a student withdraws or drops from all units within a term, institutional charges, financial aid, and refunds will be calculated on a *per diem* basis. If this calculates to 60 percent or greater of the term, then NO adjustments will be made.
- Fees are not refundable.
- First-time students are subject to federal prorata refund regulations for all federal aid.

Summer and special terms:

- Refund policies for other terms or special programs are outlined in the appropriate printed materials.

Other refunds:

- Room charges and housing deposits are only refundable based on the conditions set forth in the housing contract.
- Board is prorated on the basis of a 15-week semester.
- Financial aid is prorated to the same percentage as tuition (outlined above) and according to government regulators.

*Any student dismissed by the university will receive refunds at the administration's discretion. If parents or students feel that individual circumstances warrant exceptions, a petition may be submitted to the director of Student Financial Services.*

#### Refund Policy Exemptions

Any exemption to the stated policy must be requested in writing (using a General Petition form obtained upon request from the Office of Student Financial Services) and approved by the director of Student Financial Services. Students receiving federal aid are subject to federal refund policies.

#### Students Making Class Changes

Students may add and/or drop classes until the last day to change registration. This date is listed on the academic calendar.

#### Financial Agreement

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

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

#### Student Employment

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

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



## Financial Aid Application

### To Apply for Financial Assistance

A Free Application for Federal Student Aid (FAFSA) form must be completed and sent to the address on the application. The FAFSA may be obtained at a secondary school or college financial aid office. Azusa Pacific recommends filing the FAFSA over the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Filing an online FAFSA eliminates errors and expedites the awarding process. APU's Title IV code is 001117 for the FAFSA form. In addition, an Institutional Aid Application (IAA) must be completed and returned to the Office of Student Financial Services. The IAA is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

From an analysis of these confidential forms, the amount of parental and student income and assets that can be applied toward university costs is determined. The application will be considered for financial aid as soon as the student has been granted admission to the university.

### FAFSA Waiver

In some cases, a FAFSA may be waived. The student may submit only an Institutional Aid Application if he or she wants to waive the right to apply for and receive all federal and/or state assistance (including loans). The IAA is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

### Application Priority Date

Students who submit the FAFSA and IAA, and are accepted to the university on or before *March 2*, will have priority over those who apply after that date. However, students having applied after *March 2*, may still receive financial aid if additional funds are available. New students must apply for admission to the university by *June 1*, and submit a FAFSA and Institutional Aid Application by *June 1*, to be eligible to receive any institutional aid. Returning students must submit a FAFSA and IAA by *June 1* to be eligible for institutional scholarships. It is advisable to submit a FAFSA as early as possible. The earliest a FAFSA may be submitted is *January 1*, prior to enrollment at the university. The IAA is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/). New spring students' IAA deadline is *December 1*.

## Financial Aid Policies

### Satisfactory Progress

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

### A. Quality of Progress – “Good Academic Standing”

- Students requesting aid must maintain a minimum cumulative 2.0 grade-point average.
- 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 2.0 cumulative grade-point average, or they will be suspended from aid programs.
- Freshmen entering with less than a 2.0 grade-point average will be given one semester of “Aid Probation” and must achieve a 2.0 grade-point average to continue to receive aid.
- Transfer students entering with less than a 2.0 grade-point average will not be eligible for aid until a 2.0 cumulative grade-point average is attained.

### B. Quantity of Progress – “Unit Completion Requirement”

- Students requesting aid must make progress toward their degrees as follows:
  - *Full time*: 12 units/semester
  - *3/4 time*: 9 units/semester
  - *1/2 time*: 6 units/semester
- Unit completion is reviewed at the end of each semester.
- The following grades are considered to demonstrate satisfactory course completion: *A, B, C, D, and Pass*.  
These grades do not demonstrate course completion: *F, In-Progress, Incomplete, No Pass, and Withdrawal*.
- Remedial course work may be considered if it is specifically prescribed by the student's academic advisor.
- Students failing to complete the required number of units per semester will be given one semester of “Aid Probation” in which they must complete the deficit units or they will be suspended from all aid programs. Students may petition their satisfactory progress status by submitting an APU General Petition form to the Office of Student Financial Services.

### C. Quantity of Progress – “Maximum Time Frame”

- Students requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
  - Students may not attempt more than 189 units prior to completing their undergraduate degree.
  - Students may petition for extended time by submitting a General Petition form to the Office of Student Financial Services.

### 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 needing financial assistance, the university coordinates various elements of each student's financial aid program. This “packaging” approach may include assistance from two or more sources of financial aid. The university's goal is to award all applicants the maximum scholarship, grant, loan, and work study for which they qualify, given restrictions in availability of funds, institutional policies, and state and federal guidelines.

A student's budget, as determined by APU using federal calculations, could reduce the total aid package. A student must be completely admitted before all aid (including institutional aid) can be transferred to a student's account.

## FINANCIAL INFORMATION

### Minimum Enrollment

All institutional aid is given on the basis of a minimum academic load of 12 units per semester at APU. Should a student drop below the 12 units required, he or she should notify the Office of Student Financial Services immediately. Institutional aid will be prorated if a student is taking the last units required for graduation and is attending only part time.

### Stacking Institutional Aid Offers

All institutional aid is subject to APU's Institutional Stacking Policy. This policy is available to view on the Student Financial Services website at [www.apu.edu/sfs/undergraduate/](http://www.apu.edu/sfs/undergraduate/).

### Non-Discrimination

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

### Release of Records

It is understood that by applying for financial aid, the student grants the Office of Student Financial Services the right to release the student's grades and enrollment records to scholarship, state, federal, 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 is the student's.

The student must notify the Office of Student Financial Services regarding changes in financial situation, marriage, loss of a job, change in class load, withdrawal from school, or change of address. In order to contact the Office of Student Financial Services, a student may write, call, or come in person.

### Outside Aid Resources

All students are required to report, in their application for aid, 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, unemployment earnings (including spouse's, where applicable), and tuition reimbursement. 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 to which he or she is not entitled.



### Overawards

Each year a number of financial aid recipients are distressed to learn that their aid package is being reduced due to an overaward. As required, students must inform the Office of Student Financial Services of any outside aid awards or changes in their class load. This will save the frustration and inconvenience that may result from an overaward.

*A student's budget, as determined by APU using federal calculations, could reduce the total aid package.*

*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 Azusa Pacific University Student Financial Services Handbook, catalog, and other printed material.*

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

## Types of Financial Assistance

### 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 Pell Grant

The Pell Grant Program provides government grants to both full- and part-time undergraduate students. The amount of the grant is based upon need as determined by the FAFSA. After the student submits the FAFSA, a Student Aid Report (SAR) will be received from the government and must be reviewed for accuracy. If income corrections are made to the initial FAFSA data, APU will be notified of those changes. All other required documents must be submitted to the Office of Student Financial Services as soon as possible.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is a Title IV, need-based grant that awards up to \$2,000. FSEOG funds are limited and must be awarded to the neediest students as determined by the FAFSA. Early submission of a FAFSA is recommended.

#### Federal Work Study (FWS)

FWS enables students to earn part of their financial aid award through employment. Federal regulations allow the university to offer qualified students a certain amount of college work-study earnings. **This money is not gift aid, but is an opportunity for students to work and have part of their salary paid by the federal government.**

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

#### Federal Perkins Loan

The U.S. government makes funds available to qualified students of limited means who wish to go to college. These are long-term loans at a 5-percent rate of interest. A student may borrow up to \$4,000 per year upon approval. Repayment will neither be required nor will interest begin to accrue until nine months after the student has ceased enrollment. Deferment and/or cancellation provisions for public service are available. Up to 10 years are allowed for repayment, with minimum monthly payments of \$40. Eligibility is determined by the FAFSA and availability of funds. Perkins funds are limited and must be awarded to the neediest students as determined by the FAFSA. Early submission of the FAFSA is recommended.

### Federal Stafford Loan

A loan program for students is available through many banks and credit unions from which undergraduate first-year students may borrow up to \$2,625 annually, sophomores (with 28-59 units completed) up to \$3,500, and juniors and seniors (with 60 or more units completed) up to \$5,500 annually. Students must demonstrate need (through completion of the FAFSA form) in order to receive a subsidized Federal Stafford Loan. No interest is charged while the student attends school. Repayment begins six months after the student graduates or discontinues schooling, with deferment provisions for public service available. Unsubsidized funds may also be borrowed up to the yearly amount. If the student borrows an unsubsidized loan, the student is responsible for the interest payment while in school. Loan request forms are available in the Office of Student Financial Services and should be completed once the student receives an award package. The student is required to submit a one-time online loan entrance and Master Promissory Note (MPN). Once SFS is notified by the servicer of the completed entrance and MPN, the servicer will release funds electronically to APU for placement in the student's account.



### Federal Parent Loans (PLUS)

PLUS is an auxiliary loan program authorized by Congress which provides loans at a variable interest rate that caps at nine percent. As with the Federal Stafford Loan, these loans will be made by banks, savings and loan institutions, and credit unions. Unlike the Subsidized Federal Stafford Loan, repayment of this loan and interest must begin in 60 days after the second disbursement, unless deferred. PLUS eligible borrowers include parents of dependent undergraduates, with a loan limit of the unmet cost after other aid is subtracted.

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

### Alternative Loans

Students who wish to apply for alternative loans must complete a separate online application, have costs greater than school budget, and be approved by the lending agency. Alternative loans must pay tuition in full before any refund will be given.

### State Aid

#### Cal Grant A

These awards are granted yearly at Azusa Pacific University and other California schools. Initial qualification will depend on grade-point average (verified by the GPA verification worksheet submitted to CSAC by the Cal Grant deadline), California residency, and financial need as determined by the FAFSA. They are renewable with satisfactory academic progress and financial need. Awards will differ between institutions – the higher the school costs, the larger the state scholarship. The deadline is *March 2*, prior to entry to the university. However, the closer to *January 1* students apply, the better their chances of being awarded other types of limited grants. See a high school counselor or the APU Office of Student Financial Services for information and forms, or contact the California Student Aid Commission, PO Box 419027, Rancho Cordova, California 95741-9027, (888) 224-7268, [www.csac.ca.gov/](http://www.csac.ca.gov/). APU's USDE code is 00111700.

#### Cal Grant B

These grants are designed for those students entering college who come from disadvantaged backgrounds and demonstrate financial need and a desire to succeed in college. Tuition grants, plus subsistence, are based upon California residency, a questionnaire, and financial need as determined by the FAFSA. They are renewable for four years with satisfactory academic progress and continued financial need. The application deadline is *March 2*, prior to entry. See a high school counselor or the APU Office of Student Financial Services for information and forms, or contact the California Student Aid Commission, PO Box 419027, Rancho Cordova, California 95741-9027, (888) 224-7268, [www.csac.ca.gov/](http://www.csac.ca.gov/). APU's USDE code is 00111700.

### Institutional Aid

All institutional aid is subject to coordination with federal, state, and outside aid sources. Student aid in combination with outside, state, and federal aid cannot exceed the calculated cost of attendance. If grant aid (excluding the Pell Grant) exceeds a student's institutional charges, any institutional grant aid will be reduced. No institutional aid is given until all outside aid has been considered and institutional costs have been met. Institutional aid is limited to undergraduate students only, except for teacher-education discounts. All academic institutional aid for returning students will be based upon the student's cumulative GPA through spring for the following school year.

The Trustees' scholarships cannot be stacked with any other type of institutional aid. A single institutional scholarship cannot exceed tuition. Multiple institutional scholarships, when stacked together, cannot exceed tuition.

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

**Trustees' Scholarships\***

Trustees' full tuition scholarships are awarded to five first-time freshmen with a 3.9 grade-point average (GPA) on a 4.0 scale or ranked in the top 5 percent of high school graduating class (GPA is based on grades 10 and 11, excluding PE and drivers' education; honors/AP grades are weighted). Recipients must have a minimum combined score of 1,300 on the SAT (Critical reading and math portions from single test date only) or 30 on the ACT. They must also maintain a 3.45 GPA at APU. Awardees' must demonstrate involvement in church-, school-, or community-related activities and a strong Christian commitment. The student must also apply for undergraduate admission, by completing an application postmarked by the December 1 Early Action deadline, and be admitted by January 15, 2007. In addition, the student must submit a Board of Trustees' Scholarship application postmarked by January 10, 2007.

Trustee finalists receive up to \$4,000 each year. Trustee candidates may receive up to \$1,000 each year. They must also meet all required deadlines to be considered for these scholarships.

**President's Scholarships I and II\***

Azusa Pacific University awards scholarships to outstanding high school graduates and transfer students who have distinguished themselves as the highest academic achievers in their previous academic institutions. Students with grade-point averages of 3.75 or higher and a recentered SAT score of 1,200 or above on the critical reading and math sections only (or its ACT equivalent) receive the President's I Scholarship of \$4,500 per year; students with grade-point averages of 3.75 or higher may receive the President's II Scholarship of \$4,000 per year if they apply for admission to APU by *June 1* and submit a FAFSA or Waiver, and Institutional Aid Application. These awards may continue for four years if the recipient maintains a 3.45 cumulative grade-point average.

**Deans' Scholarships I and II\***

Deans' I Scholarships are \$3,500; Deans' II Scholarships are available in yearly grants of \$3,000. Students applying must have a cumulative grade-point average of 3.45-3.749, and for the Deans' I Scholarship must receive a recentered SAT score of 1,100 or above on the critical reading and math sections only (or its ACT equivalent), apply to APU for admission by *June 1*, and submit a FAFSA or Waiver, and Institutional Aid Application. These awards may continue for four years, if the student maintains a 3.0 cumulative grade-point average. The scholarship amount for a returning Deans' I recipient is \$3,500; for a returning Deans' II recipient, the amount is \$3,000.

**Directors' Scholarships\***

Directors' Scholarships are given to new and returning students who have a cumulative grade-point average between 3.0-3.449. Award amounts are given in correlation to SAT (critical reading and math sections only) or ACT scores. Only SAT or ACT scores received while in high school, prior to enrollment at APU, will be accepted. Students must apply to APU for admission by *June 1* and submit a FAFSA or Waiver, and Institutional Aid Application. These awards may continue for four years, if the student maintains the qualifying cumulative grade-point average.

| ACT | SAT         | Award Amount |
|-----|-------------|--------------|
| 22  | 1,010-1,040 | \$1,500      |
| 23  | 1,050-1,080 | \$2,000      |
| 24  | 1,090+      | \$2,250      |

\*Academic scholarships for freshman students are based on high school transcripts (sophomore through senior years, no PE or driver's education grades counted). Academic scholarships for transfer students (those transferring in 28 or more collegiate units) are based on all academic work completed at the college level. Transfer students with fewer than 28 semester units will receive academic scholarships based on their high school GPA.

**Science and Math Scholarship**

Each year the Department of Biology and Chemistry and the Department of Mathematics and Physics offer five scholarships to selected incoming freshmen. These scholarships are available to any major in these departments and they may be renewed annually. Contact the department chairs for details.

**Stauffer Fellowships**

APU awards two fellowships to students who have declared a chemistry major or biochemistry major (B.S. option). These fellowships are renewable. Please address inquiries to James White, Ph.D., Department of Biology and Chemistry.

**Athletic Scholarships**

Athletic scholarships are available to students who qualify to participate in a university athletic program (baseball, basketball, cross country, football, soccer, softball, tennis, track, and volleyball). Applicants must be interviewed and recommended by one of the university varsity coaches and a FAFSA or Waiver and Institutional Aid Application must be completed and received by the Office of Student Financial Services by *June 1* in order for this award to be processed. Grants may cover up to 100 percent of tuition. The Institutional Aid application is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Music Scholarships**

Music scholarships are available to students for participation in a variety of music groups. Merit scholarships are also available for students with exceptional musical abilities. Auditions are required with the School of Music and a FAFSA or Waiver and Institutional Aid Application must be completed and received by the Office of Student Financial Services by *June 1* in order for this award to be processed. The Institutional Aid application is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Forensics Scholarships**

Scholarships are available to students participating in APU's forensics program. Grants are awarded to qualified students who submit a FAFSA or Waiver and Institutional Aid Application to the Office of Student Financial Services by *June 1* and are interviewed and recommended by the director of the Forensics Program. The Institutional Aid application is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Theater Arts/Media Scholarships**

Scholarships are available to students participating in APU's theater or media programs. Grants are awarded to qualified students who submit a FAFSA or Waiver and Institutional Aid Application to the Office of Student Financial Services by *June 1*.

Film and Television Production Scholarships are available to students after a year of involvement with student film projects at the discretion of the department chair. A limited number of scholarships are awarded each year for students interested in various aspects of theater. Auditions are held in early spring.

The Institutional Aid Application is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Sibling Scholarships**

Sibling scholarships are available to two or more dependent undergraduate siblings who are attending APU as full-time students in the same year. Each sibling will receive a \$1,000 award, for up to four years. A FAFSA or Waiver and Institutional Aid Application must be completed and received by *June 1* in order to be eligible for this scholarship. The Institutional Aid application is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**APU Cal Grant**

This \$1,100 scholarship will be awarded to students receiving a Cal Grant in the 2007-08 award year. Some students may not receive this grant due to CSAC regulations governing total grant aid that Cal Grant recipients can receive.

**Christian Workers' Discount for Missionaries', Pastors', and Christian Organization Workers' Dependents**

To recognize those working in areas of ministry, discounts are awarded to undergraduate dependents of full-time foreign missionaries up to \$3,000 yearly, church pastors up to \$1,000 yearly, and other church and parachurch workers up to \$500 yearly. The student must submit a FAFSA or Waiver and Institutional Aid Application to the Office of Student Financial Services by *June 1*, and submit a Christian Workers' Discount application to the Office of Student Financial Services by *June 1*. The IAA and Christian Workers' Discount applications are both available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship**

Celebrate Azusa Citizens Scholarship is for students that currently attend Azusa or Gladstone High School and plan to enroll at APU. This scholarship is renewable, stackable, and open to incoming freshmen. Five students will be awarded up to \$5,000 per year based on financial need.

This scholarship was established to recognize the 15-year partnership that Nancy Moore, associate superintendent for Azusa Unified School District, developed with APU. Moore was instrumental in initiating a variety of youth education and community service programs. This scholarship will distinguish a student who displays Nancy Moore's dedication to education and community service. The Nancy Moore Scholarship is based on financial need and provides a \$5,000 grant to five incoming freshmen from Azusa or Gladstone High School.

The application deadline is *March 1* for both above-listed scholarships.

Students must have applied and been admitted before *March 1*. They must reside in the Azusa Unified School District boundaries, have a Christian commitment, a passion for Azusa community service involvement, and proven leadership skills (e.g., volunteer work in the city of Azusa, cocurricular activities in high school, athletics, youth group, ASB, or other). They must maintain a GPA of 2.7 and give a minimum of 10 hours per week of community involvement through the Center for Academic Service Learning and Research. Recipients must also take a minimum of 12 units each semester at APU. Contact the Office of Undergraduate Admissions for further details. A FAFSA and Institutional Aid application must be completed and received by June 1 in order to be eligible for this scholarship. The IAA is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Financial Need Grant**

Grants of up to \$4,000 yearly (\$2,000 per semester) are awarded on a year-to-year basis, based on need as determined by the FAFSA, and subject to the *availability of funds*. Funds will be awarded to students who meet the March 2 priority deadline of submission of the FAFSA and Institutional Aid Application (IAA). The IAA is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Multi-Ethnic Leadership Scholarship**

Scholarships are available to incoming students who want to participate in a Multi-Ethnic Leadership (MEL) Program at APU. The MEL Program is designed to mentor student leaders and train them to advocate ethnic and cultural diversity at APU. Grants of \$4,500 are awarded to qualified students based on grade-point average, leadership experience, experience with or passion for diversity advocacy, and financial need. A FAFSA and Institutional Aid application must be completed and received by June 1 in order to be eligible for this scholarship. The IAA is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Canadian Scholarship**

These scholarships are for Canadian undergraduate students who have been admitted and accepted into Azusa Pacific University. All scholarships are administered through the Office of International Student Services. This scholarship is renewable, stackable, and is open to incoming freshmen. Up to 20 Canadian students will be awarded this scholarship. This \$2,000 scholarship is awarded per year. The International Student Request for APU Scholarships application must be completed and received by June 1 in order to be eligible for this scholarship. This application is available online at [www.apu.edu/sfs/undergraduate/forms/](http://www.apu.edu/sfs/undergraduate/forms/).

**Institutional Aid — Underwriting Organizations**

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

Fuller Foundation  
George H. Mayr Foundation  
James L. Stamps Foundation, Inc.  
Knight Family Charitable and Educational Foundation  
Lucile Horton Howe and Mitchell B. Howe Foundation  
Moody Family Foundation  
TELACU Education Foundation  
The Ahmanson Foundation  
The Ann Peppers Foundation  
The Community Foundation, Serving Riverside and San Bernardino Counties  
The Hugh and Hazel Darling Foundation  
The Rose Hills Foundation  
William Randolph Hearst Foundation

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

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

- Will be charged standard, on-campus tuition; except for more costly programs for which a higher tuition shall be charged to provide a minimum administrative margin of \$500.
- Will be eligible to receive their academic, institutional scholarship (Trustees', Trustees' Finalist, President's, Deans', and Directors') for only one semester of international or off-campus education programs. (L.A. Term and High Sierra Great Works programs are not included in this limitation.)
- Will be eligible to receive federal, state, and other noninstitutional scholarships or fellowship funding for a maximum of two semesters of off-campus programs, limited to one semester per academic year.



## FINANCIAL INFORMATION

- Only students participating in the Azusa Oxford Semester, L.A. Term, and High Sierra Great Works Semester will be eligible to receive the APU Cal Grant, Pastor/Missionary Grant, Financial Need Grant (up to \$1,000), and Sibling Scholarship. International students may qualify for an international scholarship.
- Will NOT be eligible to receive scholarships that require on-campus participation (e.g., athletics and music).
- APU students who wish to enroll in APU online and independent study courses while studying abroad may incur additional fees.

A faculty-staff tuition discount may be granted to only one dependent per semester for international and domestic off-campus programs (L.A. Term and High Sierra Great Works programs are not included in this limitation), and the selection will be determined in order by (1) academic merit: cumulative GPA and academic major; (2) academic rank: first semester senior, then second semester junior, etc.; and (3) tenure of faculty/staff employment at the university.

At this time, no institutional aid will be provided by APU for the CCCU-registered programs or other international programs approved by the Office of Study Abroad. Federal, state, and other scholarship or fellowship funding will be available for the CCCU-registered programs and other programs approved by the Office of Study Abroad.

Since international programs sponsored or approved by Azusa Pacific University for student participation during the interterm and summer are developed specifically with the intent to assist students in supplementing and enriching their standard fall and spring semester education, and there is typically no financial aid available to assist with the cost of travel, the tuition is reduced to one-half of the standard summer school charge, except for programs where the tuition is higher than at APU, in which case the program's tuition will be charged.

All students participating in international educational study programs and registered through APU will be charged the additional International Health Fee.

Students participating in study abroad programs which are not sponsored or approved by either Azusa Pacific University or the Council for Christian Colleges & Universities will not be eligible to receive their academic, institutional scholarship (Trustees', President's, Deans', or Directors') or federal financial aid.

### Outside 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 may be made up to \$500.

#### Ebell of Los Angeles Scholarships

Ebell of Los Angeles awards \$2,000 per year to Azusa Pacific University students with grade-point averages of 3.25 or better. Undergraduate students who are Los Angeles County residents, registered voters, and single are qualified applicants. The Ebell Scholarship Committee holds an annual Scholarship Program and Tea in the spring to honor the scholarship students. Both students and parents are invited to attend. The application deadline is June 1. The Office of Student Financial Services has the forms showing eligibility.

#### Reserved Officers' Training Corps (ROTC) Scholarship

Air Force and Army Reserve Officers' Training Corps Scholarships are available to qualified applicants, including entering freshmen, on a competitive basis. Applicants for four-year scholarships for new students are due on *November 15* of the year prior to entrance. ROTC scholarship recipients at APU receive room and a 10-meal plan waiver as long as they participate in the ROTC program. Further information is available from the Aerospace Studies Department, Health and Physical Education Building, California State University, 5500 University Parkway, TO-122, San Bernardino, (909) 880-5440, and the Military Science Department, Bauer Center South, Room 101, Claremont McKenna College, Claremont, California 91711 (909) 621-8102.

#### TELACU Scholarship

The TELACU Scholarship is funded by the TELACU Foundation and is matched by Azusa Pacific University. A total amount of \$3,000 is offered to selected recipients. The scholarships are offered to first-generation college students who are permanent residents of the county of Los Angeles. Recipients must come from a low-income family, be a full-time undergraduate student, and a United States citizen or permanent resident. The GPA minimum is 2.5. Renewing scholars must reapply for this scholarship by March 1, 2007; and the deadline for one-year or new applicants is March 31, 2007.



# Academic Policies



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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 dean or the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the dean, faculty, administration, or Ethical Standards Committee.

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

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

## Academic Integrity

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

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

Academic dishonesty includes, but is not limited to:

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

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

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

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

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

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

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

## Course Numbering System

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

The course abbreviations are as follows:

|      |   |
|------|---|
| ACCT | Accounting  |
| ART  | Art   |
| ASL  | American Sign Language  |
| AT   | Athletic Training   |
| BCLM | Business and Christian Leadership Management<br>(Center for Adult and Professional Studies) |
| BIOC | Biochemistry  |
| BIOL | Biology   |
| BLNG | Biblical Languages  |
| BMGT | Business Management<br>(Center for Adult and Professional Studies)                          |
| BNRS | Nursing (Center for Adult and Professional Studies)   |
| BUSI | Business and Management   |
| CHEM | Chemistry   |
| CHIN | Chinese   |
| CISS | Computer Information Systems<br>(Center for Adult and Professional Studies)                 |
| CMIN | Christian Ministries  |
| COMM | Communication Studies   |
| CS   | Computer Science  |
| CSA  | College Student Affairs   |
| EDUC | Education   |
| ENGL | English   |
| ETHN | Ethnic Studies  |
| FIN  | Finance   |
| FREN | French  |
| GERM | German  |
| GLBL | Global Studies  |
| HDEV | Human Development (Center for Adult and Professional Studies)                               |
| HIST | History   |
| HUM  | Humanities (General Studies)  |
| IBUS | International Business  |
| JAPA | Japanese  |
| JOUR | Journalism  |
| LDRS | Leadership Studies  |
| MATH | Mathematics   |
| MCIS | Management and Computer Information Systems<br>(Center for Adult and Professional Studies)  |
| MISS | Management Information Systems<br>(Center for Adult and Professional Studies)               |
| MKTG | Marketing   |

## ACADEMIC POLICIES

|      |   |
|------|---|
| MODL | Modern Languages                                |
| MUS  | Music   |
| OXUN | Oxford Program                                  |
| PE   | Physical Education                              |
| PHIL | Philosophy                                      |
| PHYC | Physics   |
| PNRS | Pre-Nursing                                     |
| POLI | Political Science                               |
| PSYC | Psychology                                      |
| REC  | Recreation                                      |
| SOC  | Sociology                                       |
| SOCW | Social Work                                     |
| SPAN | Spanish   |
| TEP  | Teacher Education Program                       |
| TESL | Teaching English to Speakers of Other Languages |
| TFT  | Theater, Film, and Television                   |
| THEO | Theology  |
| UBBL | Biblical Studies                                |
| UGSA | Undergraduate Study Abroad                      |
| UNRS | Nursing   |
| WEB  | Web and Information Technology                  |
| YMIN | Youth Ministry                                  |

### Academic Calendar

The academic year is divided into fall and spring semesters followed by two six-week summer sessions. Each year, the university publishes a special bulletin containing information about course offerings, tuition fees, and other details pertinent to these terms of study.

### Registering for Classes

Preregistration is the process for registering for classes each semester. Students must be admitted to the university and participate in advising prior to preregistering for fall and spring semesters. Students must meet payment and paperwork deadlines in order to avoid appearing on campus for Final Registration and Payment Clearance.

#### Preregistration

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

*New Incoming Students (new freshmen and transfers):* Special preregistration dates are held by the Office of Admissions for new freshmen and transfer students. For details regarding these preregistration events, contact an admissions counselor or the Office of Undergraduate Admissions.

### Final Registration and Payment Clearance

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

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

Final Registration and Payment Clearance is for students who have not met the deadline for payment and paperwork, have not preregistered for classes, or have an owing balance from a previous semester.

### Late Registration

Students who are unable to register during the regular registration period may register late. Late registrants may be severely limited in arranging their programs because many classes may be closed. A \$200 late registration fee will be charged. The last day to register each semester is announced in the Class Schedule and the Academic Calendar.



### Adds/Drops

The add/drop period allows students to make changes to their class schedules. It is strongly recommended that students work with their academic advisor and check Degree Works to ensure that they are on track to meet their degree requirements.

1. The add/drop period begins on the first day of classes in the fall/spring semester. The length of the period is eight working days. The add/drop period for summer terms is listed in the class schedule and academic calendar.
2. Students may change their class schedules without penalty during the add/drop period.
3. Students may make changes to their schedules online using their individualized PIN numbers given to them during academic advising. Students may also fill out an Add/Drop Form and return it to the Office of the Registrar to make the changes. To add a closed class, a student must obtain a completed Instructor Permission Form from his/her instructor and return it with the Add/Drop form to the Office of the Registrar.
4. Each student is responsible to make sure that his/her schedule is correct.

### Closed Class Policy

An instructor may drop a student from his/her class after two hours of nonattendance during the add/drop period to allow another student to add the closed class. Students are responsible for dropping their classes if they stop attending or they will receive a failing grade.

## 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

The maximum study load for freshmen and sophomores recommended by the university is 17 units per semester. The maximum study load for students who have completed 60 or more graded units of study is 18 units, providing they have maintained a 3.0 grade-point average or higher. All variance to the stated policy must be petitioned through the department chair and appropriate dean. Final approval is granted through the Office of the Registrar.

## Declaration of Major

A student must declare his/her academic major by the end of the sophomore year by completing the appropriate form in the Office of the Undergraduate Registrar. Students who fail to do this by the last day of classes of their sophomore year (60 units completed) will be prohibited from registering until a major is formally declared. Students requesting a change of major, must complete a Change of Major Form and obtain approval from the new department/program.

## Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the registrar. Without written prior approval from the registrar, transfer credits may be denied.

## Auditing

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

## Grading

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

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

## Incomplete Grades

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



## Attendance Regulation

Class attendance is of paramount importance, and excessive absences will affect the final grade. The individual instructor defines for the student the grading and attendance policies for each class in the course instruction plan.

## Repeated Courses

Students may repeat courses at Azusa Pacific University. All grades will remain on record but only the most recent will be calculated into the student’s grade-point average. The units will be counted for credit only once, which may impact financial aid and/or athletic eligibility. Students may not repeat a course more than twice. The repeat policy does not apply if the repeated class is taken at another institution, or for designated courses (as noted in the specific course descriptions).

## Final Examinations and Waiver Examinations

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

## Waivers

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

## Transfer Work for Undergraduates

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional agencies recognized by the Council for Higher Education Administration (CHEA). To be awarded credit for transfer work, students must complete the transfer course (including correspondence courses) with a grade of C- or higher, complete and submit a Transfer Inquiry Form to the Office of the Registrar, and receive approval prior to registration. APU's credit is given on a 4.0 scale for transfer work.

## Petition Process

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

## Normal Progress toward a Degree

The minimum number of credits for a bachelor's degree is 126. Twelve (12) units per semester constitute a minimum full-time load and normal progress toward a degree. However, the student should be aware that to complete a bachelor's degree in four years, an average of 16 units per semester is needed.

## Classification of Students

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

|           |                   |
|-----------|-------------------|
| Freshman  | 0-27 units        |
| Sophomore | at least 28 units |
| Junior    | at least 60 units |
| Senior    | at least 90 units |

Senior classification does not ensure graduation. All requirements for a degree must be satisfactorily met in order to graduate.

Freshmen and sophomores have lower-division standing. Juniors and seniors have upper-division standing.

Unclassified students are those admitted to the university program on a provisional basis and/or those who are not registered in a degree credit program. Each student will receive special attention.

## Deans' List

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

1. They shall be registered for the degree of B.A., B.M., B.S., B.S.N., or B.S.W.
2. They shall have completed at least 12 units or be enrolled full time in the qualifying semester.
3. Students must maintain a qualifying GPA requirement for the fall or spring semester.

For more information regarding the GPA requirement, please go to [www.apu.edu/registrar/undergraduate/](http://www.apu.edu/registrar/undergraduate/).

## Graduate Courses Taken by Undergraduate Students

An undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The request is submitted with the form provided by the Office of the Registrar.

A qualified undergraduate student is not limited in the number of graduate courses that they may take.

Graduate courses taken by an undergraduate student may not apply toward an APU graduate degree unless the grade received in the graduate course is 3.0 or higher and the student is accepted into the appropriate graduate program. No more than eight graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

## Independent Study

An undergraduate, upper-class student (those with 60 or more completed units) who has a minimum cumulative GPA of 2.5, may receive credit for a maximum of nine independent study units to be applied toward a degree program. No more than four units may be applied toward one project, except in the case of a course tutorial. A maximum of nine independent study units may be taken during one academic term.

To request an independent study course for any given semester, the student should begin planning the study during advising and must submit a completed Independent Study Application to the Office of the Registrar by the last day to add/drop a course (see Academic Calendar in the Class Schedule for the specific date).

The application must include:

- Completed Independent Study Course Application form
- A proposal written in consultation with the supervising or mentoring instructor
- Signed approval of the instructor, department chair, and dean of the appropriate school or college

The Independent Study Application is subject to the approval of the instructor, chair, and dean of the subject requested.

The student pays an additional fee of \$125/unit for independent study courses. These would be the courses numbered 497, 498, and 499 under each department's offerings.

The faculty instructor who covenants to participate in undergraduate independent study will receive \$125/unit, even if the student withdraws after the fees have been collected.

## Academic Probation and Academic Dismissal

Students will be placed on academic probation for either of these two reasons:

1. Students who do not maintain a cumulative 2.0 grade-point average in all course work will be placed on academic probation.
2. Students whose semester grade-point average falls below 2.0 for two consecutive semesters at APU will be placed on academic probation.

Students placed on academic probation will not be allowed to register for more than 14 units during any subsequent terms until they are removed from academic probation. Students on academic probation who do not attain a 2.0 grade-point average during the probationary term or do not meet stipulated requirements placed on them by the Admissions Committee will be dismissed for a semester or more.

### **Re-application After Academic Dismissal**

A student who has been dismissed for academic reasons may petition to return to APU for the following semester through the Office of Academic Advising Services. The petition must state:

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

If the petition to return is approved by the committee, the student's probationary status will be monitored regularly thereafter by the Office of Academic Advising Services to ensure that the student is making satisfactory progress in remedying grade deficiencies. Failure to maintain a 2.0 grade-point average, with any grades of *D*, *F*, or *W*, at this point will result in disqualification from further study at APU. A second academic dismissal may not be appealed and the student must proceed through the Re-admission and Re-enrollment process (see Academic Policies) for consideration of further APU study after showing academic success at another institution for a minimum of two semesters.

A student who has been academically dismissed and did not petition to return for the following semester, should apply to re-enroll through the Office of Undergraduate Admissions (or Office of International Student Services if the student is an international student) for re-admission to APU. Re-enrollment is not guaranteed and the student's file will be reviewed by the Admissions Committee.

### **Withdrawal from Courses**

A student may withdraw from class without grade penalty at any time after the Add/Drop period throughout the 10<sup>th</sup> week of the semester. The student must secure the appropriate form from the Office of the Registrar and obtain a signature of approval from the professor. The student will receive a *W* (withdrawal) grade in that course. A student who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures will receive an *F* or *FN* (failure, non-attending) grade in that course.

### **Withdrawal from the University**

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Offices of Student Life and the Undergraduate Registrar. The student must complete the exit interview process and the University Withdrawal form. Failure to comply with these regulations will mean that failing grades will be entered on the student's record and dismissal will be recorded as dishonorable. (See "Refund Policy" under "Financial Information".)

### **Withdrawal from University After Disciplinary Action**

In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the dean of students informing the student of the action. The dean of students will also notify the Office of the Registrar regarding the student's status and authorize proper withdrawal from classes. Dismissed students will not receive tuition refunds except by administrative action.

### **Honorable Dismissal**

In order to qualify for an honorable dismissal, the student must be free from financial obligations to the university and disciplinary action, and have participated in the exit interview process. Academic disqualification does not constitute honorable dismissal.

### **Leave of Absence**

Undergraduate students may request to take a leave of absence from enrollment in classes for up to two semesters. Requests for a leave should be made to the chair of their major department and require university approval. Forms are available from the Office of Student Life and must be completed prior to the student's absence from the university. Failure to complete the required form, or to register at the end of the approved leave, will result in the student having to reapply to the university and comply with any applicable changes in admissions, financial aid, and degree requirements as stated in the Re-enrollment Policy located in the Admissions section of this catalog.

### **Student Records Policy**

The Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment or FERPA, provides that students shall have the right of access to their educational records; and with limited exceptions, educational institutions shall not release educational records to nonschool employees without consent of the student unless specifically permitted by law. "Students" as used in this notice includes former students.

### **Release of Transcripts**

Transcripts of Azusa Pacific University course work are available approximately four weeks after the completion of courses. Requests can be made in writing and should include the following information: location of classes taken, the last semester attended, where the transcript is to be sent, date of graduation (if applicable), Social Security number, and personal signature. The fee is \$5 per copy. An Azusa Pacific University Transcript Request form is available on the website for student convenience at [www.apu.edu/registrar/undergraduate/forms/](http://www.apu.edu/registrar/undergraduate/forms/). Transcripts, diplomas, and/or verifications of degrees will not be released until all financial obligations to the university are met.

### **Right of Access**

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





### Disclosure of Student Records

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

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

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

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

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

### Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the university to amend a record that they believe is inaccurate. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

[Optional] Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll. [NOTE: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.]

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

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

## Undergraduate Grievance Policy

Azusa Pacific University provides a means by which students may file a grievance for academic and student life issues. The process described below should be used after all informal means have been exhausted. In the area of academics, protocol requires that student concerns or grievances about course content and relevancy, grading, teaching style, and the like, be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally, the dean of the school or college.

In the event that the informal procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of the Vice Provost for Undergraduate Programs for academic matters or the Office of the Dean of Students for nonacademic matters. Guidelines for this document are listed in section II, B, i-vii. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

### Committee Guidelines and Meeting Format

#### I. Organization

- A. Membership: For academic grievances:  
 Vice provost for undergraduate programs or other individual designated by the vice provost  
 Academic dean (not from school or college involved)  
 One faculty member  
 One upper-division student  
 Associate dean of students or designee
- For nonacademic grievances:  
 Associate dean of students or designee  
 Two faculty members  
 Two students  
 Vice provost or other individual designated by the provost
- B. Chair: For academic grievances, the vice provost or designee shall preside.  
 For nonacademic grievances, the associate dean of students or designee shall preside.
- C. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
- D. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

#### II. Guidelines

- A. Except for grade appeals, the formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, department chair, or staff member as appropriate). The student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his/her written petition. In the case of grade appeals, a written petition must be filed within 60 calendar days after the end of the semester in which the grade is received.

- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
- i. Names of the parties involved
  - ii. A clear statement of the nature of the grievance
  - iii. A narrative of the incident including
    1. what occurred
    2. when it occurred
    3. where it occurred
    4. who was present
  - iv. The evidence on which the grievance is based
  - v. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
  - vi. What has been done to resolve the grievance
  - vii. The desired outcome/outcomes
  - viii. Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved and the dean of the school or college involved.
- D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date on which the petition was filed.
- E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee and the dean of the school or college involved. No one other than members of the Grievance Committee may be present during deliberations.
- F. The student may not bring legal counsel, nor have a student represent him/her as counsel. The Grievance Committee may not have legal counsel present.
- G. No printed materials or notes may be taken from the meeting (other than the official minutes described in section III, E).
- H. Except for communications with the applicable dean and academic chair after the conclusion of Grievance Committee proceedings and communications with the faculty member(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss case outside the meeting.
- I. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
- J. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member, or in the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.

## ACADEMIC POLICIES

### III. Committee Process

- A. The grievance procedure shall act as a vehicle for communication and decision-making between students, staff, and faculty, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally.
- B. As noted in section II, A above the student should attempt to resolve his/her grievance informally with the faculty member involved and, if necessary, the appropriate department chair and dean before commencing the formal process. The formal procedure must be initiated within the time limits set forth above; however, the time limit may be extended by the associate dean of students or vice provost, in their sole discretion, upon a showing of good cause.
- C. Justifiable cause for grievance shall be defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or an arbitrary or unfair imposition of sanctions.
- D. The grievance process is initiated by submission of a grievance petition in writing to the associate dean of students in nonacademic matters, or vice provost for undergraduate programs in academic matters. The petition must contain the names of the parties involved, narrative about the incident, and the remedies requested. The associate dean or vice provost will submit a copy of the grievance to each member of the grievance committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
- E. The involved student and faculty or community member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify. If there is an academic grievance, either party may seek an advisor who must be a faculty member or student in that school or college. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings.
- F. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.
- G. The committee will decide on the matter by vote. Both parties will be notified, in writing, within one week of the decision. The committee's decision shall be final.



# Academic Programs



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## Degree Programs

The Bachelor of Arts is offered with majors in art, athletic training, biblical studies, biochemistry, biology, business administration, chemistry, Christian ministries, cinema and broadcast arts, communication studies, computer information systems, English, global studies, graphic design, history, human development (Center for Adult and Professional Studies), liberal studies, natural science, mathematics, math/physics, music, philosophy, physical education, political science, psychology, social science, sociology, Spanish, theater arts, theology, and youth ministry.

The Bachelor of Science is offered with majors in accounting, applied health, biochemistry, biology, chemistry, Christian leadership (Center for Adult and Professional Studies), computer information systems (Center for Adult and Professional Studies), computer science, finance, international business, management information systems (Center for Adult and Professional Studies), marketing, mathematics, organizational leadership (Center for Adult and Professional Studies), and physics.

The Bachelor of Science in Nursing (BSN) is offered to nursing majors.

The Bachelor of Social Work (BSW) is offered to social work majors.

The Bachelor of Music (B.M.) is offered to qualified music majors.

### Guidelines for the Double Major

Normally, a student meets graduation requirements for a degree in one of the major departments. However, it is permissible for a student to be granted a B.A. or B.S. degree with two majors if the following conditions are met:

1. Students must complete all of the required courses listed in the catalog for both majors.
2. Not more than six upper-division courses may be common to both majors (excluding general studies requirements).
3. Twenty-four units must be unique to the second major, of which at least 18 units must be upper division.

### Guidelines for Additional Degrees

Azusa Pacific University will award two Bachelor of Arts degrees, two Bachelor of Science degrees, or a Bachelor of Arts and a Bachelor of Science degree under the following conditions:

1. Candidates for additional degrees must meet the University Residence policy.
2. A minimum of 156 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding general studies requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Studies courses completed for one degree may be applied toward the second degree.

The registrar shall be the arbiter when questions of interpretation arise concerning courses from other colleges and universities, lower-division transfer requirements, major requirements, and other questions involving additional degrees.

## Correspondence Course Credit

A maximum of nine semester units of correspondence credit may be applied toward an Azusa Pacific University degree. Students must earn a grade of C- or higher in eligible courses and receive prior approval from the Office of the Registrar.

Correspondence courses must be offered by a regionally accredited college or university or the Accrediting Association of Bible Colleges. No more than six units may be transferred to meet general studies core requirements in God's Word and the Christian Response.

Senior transfer students may complete only three units by correspondence, none of which may apply to the core category of God's Word and the Christian Response. If a student wishes to receive correspondence course credit toward the requirements for his/her major, prior written consent from department faculty must be obtained. All correspondence work must be completed and an official transcript received by the Office of the Registrar prior to a student's final semester. No correspondence work will be allowed in the final semester.

## Requirements for Graduation

The minimum unit requirement for the B.A., B.M., B.S., BSN, or BSW degree is 126 (some majors require more than the minimum number of units be completed). **Units for MATH 001, MATH 090, MATH 091 MATH 095, MATH 096, and ENGL 099 do not count toward the 126 units required for graduation.** All students must earn a minimum cumulative grade-point average of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Some departments/schools also have a minimum cumulative grade-point average for major courses.

## Security Interest in Student Records

A student may neither graduate nor receive any diploma, grades, certificates, or transcripts until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under "Financial Information." Any diploma, certificates, grades, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

## Residence

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

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

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

All transfer course work (including correspondence courses and credit by exam) must be completed by the intended commencement participation date.

## ACADEMIC PROGRAMS

### Student Ministry

All candidates for graduation must have completed 120 credits of ministry approved by the Office of Ministry and Service (MAS). This requirement is prorated for transfer students. Fifteen ministry credits may be fulfilled through CMIN 108 Foundations of Ministry.

### Application for Graduation – Intent to Graduate

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. The commencement dates are listed in the class schedule.

A degree is granted based on the completion of all requirements. In the event that a student does not complete all requirements for the degree as indicated on the Intent to Graduate form, he or she must complete those requirements within two years of the filing date. If the remaining requirements for the degree, as stated on the Intent to Graduate form, are not completed, the student will be subject to policies governing re-entering students.

### Selection of Catalog for Determining Degree Requirements

An undergraduate student remaining in attendance in regular session at Azusa Pacific University may elect to meet the graduation requirements in effect at Azusa Pacific University either at the time the student began attending (catalog at first registration), or when he/she officially changes his/her major and submits a Change of Major form to the Office of the Registrar, or requirements outlined at the year of graduation (current catalog). Students may elect a newly created major at any point in their attendance at Azusa Pacific University. Substitutions for discontinued courses may be authorized or required by the major.

Substitutions for discontinued courses may be authorized or required by the major department or appropriate school. A student has seven years from the date of his or her first registration at Azusa Pacific University to complete his or her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year may elect to meet the graduation requirements of the catalog in effect in the eighth year of attendance or the catalog in effect at the year of graduation.

“In attendance” is defined as enrollment in at least 12 units for one semester within a 12-month period. An approved leave of absence shall not be considered an interruption in attendance. If a student is not in attendance for more than two consecutive semesters and then re-enters the university, the student is subject to the graduation requirements at the time of re-entering.

### Commencement

Undergraduate commencement exercises are held at the end of the fall and spring semesters and after the second summer term.

The university president, by the authority of the trustees and on recommendation of the faculty, awards the degrees.

Details regarding the exercises are mailed to prospective participants four to six weeks prior to commencement.

### Participation in Commencement

A student may participate in commencement exercises only if all degree work has been completed or is in process concurrently at another institution, and will be completed in the graduating term. Concurrent enrollment is limited to 17 units, with a maximum of 6 units being completed at another institution. (The student must receive prior approval from the Office of the Registrar for concurrent enrollment, including correspondence courses.) All correspondence work must be completed and an official transcript received by the Office of the Registrar prior to a student's final semester. No correspondence work will be allowed in the final semester.

In order to participate in the commencement exercises, all financial obligations to the university must be met.

### Degree Posting Dates

The university posts bachelor's degrees three times each year, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The three posting dates are at the end of the regular fall semester (approximately December 15), the end of the regular spring semester (approximately May 5), and the end of the summer sessions (approximately July 31). By petition, completed degrees may be posted on the 15<sup>th</sup> of a month other than those listed above in this section.

### Honors at Commencement

#### Latin Honors

Qualifying students may graduate with the following honors: *summa cum laude*, *magna cum laude*, or *cum laude*. The minimum GPA requirements for Latin Honors are as follows:

- 3.90 — *summa cum laude*
- 3.80 — *magna cum laude*
- 3.70 — *cum laude*

All grades accepted toward graduation at Azusa Pacific University are included in the calculation of these honors, including correspondence and transfer classes. All grades not accepted toward graduation at Azusa Pacific University (such as remedial classes) will not be included in the calculation.

#### Who's Who Among Students in American Universities and Colleges

Each year, a committee nominates deserving students for listing in the national publication *Who's Who Among Students in American Universities and Colleges*. This distinction is awarded on the basis of scholarship, leadership, and potential for future success.

### Honor Societies

#### Alpha Chi

Alpha Chi is a general coeducational honor society that encourages sound scholarship and devotion to truth. Outstanding scholarship is the primary requisite for membership, but good character and reputation are considerations. Active membership is restricted to not more than the top-ranking 10 percent of the junior and senior classes. The APU chapter, California Gamma Chapter 97, was chartered in 1969.

#### Lambda Pi Eta Communications Honor Society

Lambda Pi Eta is the official honor society of the National Communication Association and a member of the prestigious Association of College Honor Societies. Each member must maintain an exceptional grade-point average and display a commitment to the field of communication. The organization promotes outstanding scholarly achievement in communication studies and explores professional options.

### **Pew College Society**

The Pew College Society is a campus organization that helps promising undergraduate students gain admission into excellent graduate schools. Initiated with a series of grants from the Pew Charitable Trusts, the society is now fully funded by APU. The organization sponsors several seminars and lectures each year to promote scholarship on campus and to help students through the process of graduate school admission, including how to choose graduate schools, how to prepare for admissions tests, and how to improve one's chances of acceptance. The Pew College Society also connects its members with faculty mentors who give guidance to students on choosing and applying to graduate schools. The society further provides financial assistance to help students with such expenses as graduate school application fees and some travel to prospective graduate schools.

### **Phi Alpha Social Work Honor Society**

Eta Iota is the local chapter name of the National Phi Alpha Social Work Honor Society at APU. The purpose of Phi Alpha is to provide a closer bond among social work students and promote humanitarian goals and ideals. Phi Alpha fosters high academic standards for social work students and invites into membership those who have attained excellence in scholarship and service. To qualify for membership, a candidate must:

- Be a declared social work major.
- Have senior status.
- Have at least 90 semester hours of general and department course work.
- Exhibit both personal and professional integrity.
- Possess a minimum cumulative grade-point average of 3.6.

### **Pi Lambda Theta International Education Honor Society**

Pi Lambda Theta, founded in 1910, is an international honor society and professional association in education. Its mission is to provide leadership for the profession, promote academic excellence at all educational levels, provide leadership development for members, foster an environment for professional growth, and recognize outstanding educators. As an honor society, the purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership. As a professional association, the purpose is to encourage independent critical thinking in addressing the challenges of education today.

Undergraduate and graduate students currently enrolled in a program leading to a career in education are eligible for membership in Pi Lambda Theta if the following criteria are met:

- A grade-point average of 3.5 or higher based on a 4.0 scale and one of the following:
  - Status of at least second-semester sophomore and currently enrolled in a baccalaureate degree program with an intent to enter a career in education
  - Admission to a graduate degree program or a post-baccalaureate certification or credential program with an intent to enter a career in education; current enrollment; and completion of at least two graduate courses in that program
- For additional information, call (800) 487-3411 or email [member@pilambda.org](mailto:member@pilambda.org).

### **Psi Chi**

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS). APU became a Psi Chi chapter in 2000.

### **Sigma Delta Pi National Hispanic Honor Society**

Sigma Delta Pi is the National Collegiate Hispanic Honor Society. Founded in 1919, it is the only honor society for students studying Spanish in four-year colleges and universities. In order to be nominated for membership, students must show a genuine interest in the Hispanic culture through the completion of at least three years, or the equivalent, of college Spanish, including a third-year course in Hispanic literature or Hispanic culture and civilization. Students must also average a grade of *B* or better in all Spanish course work and be ranked in the upper 35 percent of their class. APU's chapter was established in 2003 under the name Phi Omicron.

### **Sigma Tau Delta International English Honor Society**

Alpha Epsilon Tau is the local chapter of Sigma Tau Delta International English Honor Society. The society exists to:

- Confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies.
- Promote literary awareness on campus and in the surrounding community.
- Foster the discipline of English in all its aspects, including creative and critical writing.
- Encourage dialogue and scholarly reflection on faith and literature.
- Provide opportunities for fellowship within the English department.

To qualify for membership, the candidate must be an English major or minor, have completed three semesters of college work with a *B+* average in English classes, and a minimum GPA of 3.3 or higher.

### **Sigma Theta Tau International Honor Society in Nursing (Iota Sigma Chapter)**

The Honor Society of Nursing, Sigma Theta Tau International, the only international honor society of nursing in the world, provides leadership and scholarship in practice, education, and research to enhance the health of all people. The honor society supports the learning and professional development of members who strive to improve nursing care worldwide.

Students in baccalaureate nursing programs may qualify for membership after completing half of the nursing curriculum, ranking in the upper 35 percent of their graduating class, and achieving a minimum grade-point average of 3.0. All potential applicants must meet the expectation of academic integrity.



## ACADEMIC PROGRAMS

### General Studies Program

Each student graduating from APU completes 58-66 (average of 64) units of general studies courses. The number of units required is determined by whether a student enters as a freshman or as a transfer student, and by the year that the student begins course work at APU. Current students seeking to transfer course work from other colleges and universities must verify with the registrar that those courses will be accepted for general studies credit. The policy for transferring credits to meet general studies requirements is available in the Office of the Registrar or online at [www.apu.edu/registrar/undergraduate/](http://www.apu.edu/registrar/undergraduate/).

### Information for Transfer Students

Students transferring in to Azusa Pacific University may have some of their general studies requirements met by classes taken at their previous institution(s). Additionally, the unit requirements for God's Word and the Christian Response and the upper-division general studies course work may be adjusted, depending on the number of units the student transferred in to APU. Further information about these adjusted requirements is located in the Transfer Applicants section of this catalog.

The evaluation of a student's transfer work is conducted by the Office of the Registrar. All students are encouraged to work with the Office of the Registrar and with their academic advisor to determine their general studies requirements.

### General Studies Requirements

APU's General Studies Requirements include *Skills and University Requirements* and six *Integrative Core Requirements*, which include elective unit requirements. Of the courses taken to fulfill these requirements, at least 18 units must be courses at the 300 or higher level. All of these requirements must be met by approved classes. Please note that elective unit requirements may be fulfilled by designated "elective" or "core" classes.

All courses approved to satisfy general studies requirements are identified in the Class Schedule and are included on the list of approved general studies courses. This list is found in the Office of the Registrar and in the Office of Academic Advising. Additional courses may be approved in the future. Students are encouraged to take their general studies courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their general studies requirements, the responsibility of fulfilling these general studies requirements is solely that of the student. For further information, please see the Office of the Registrar and/or the Office of Academic Advising.

### Skills and University Requirements

|      |     |  |   |
|------|-----|--|---|
| ENGL | 110 | Freshman Writing Seminar*<br>(required first semester)                     | 3 |
| CSA  | 101 | Beginnings (required first semester)                                       | 1 |
| COMM | 111 | Public Communication   | 3 |
| PE   | XXX | Fitness for Life or Varsity Sport**<br>(concurrent enrollment with PE 240) | 1 |
| PE   | 240 | Health Education<br>(concurrent enrollment with Fitness for Life)          | 2 |

Select one of the following:

|      |     |                           |   |
|------|-----|---------------------------|---|
| MATH | 110 | College Algebra*          | 3 |
| MATH | 115 | Analytical Inquiry*       | 3 |
| MATH | 120 | Contemporary Mathematics* | 3 |

\*Placement into the above math and English courses is determined by transfer work, SAT/ACT scores, or diagnostic exams. Scoring below the minimum proficiency on any or all of these exams will result in required enrollment in ENGL 099 (for Reading), ENGL 100 (for Writing), and/or the appropriate prerequisite math course(s).

\*\*Note: THTR 121 also fulfills the Fitness for Life requirement.

|                            |         |                        |      |
|----------------------------|---------|------------------------|------|
| Foreign language           |         |                        | 8    |
| Choose from the following: |         |                        |      |
| ASL                        | 101/102 | American Sign Language | 4, 4 |
| BLNG                       | 204/205 | Greek                  | 4, 4 |
| BLNG                       | 424/434 | Hebrew                 | 4, 4 |
| CHIN                       | 101/102 | Chinese                | 4, 4 |
| FREN                       | 101/102 | French                 | 4, 4 |
| GERM                       | 101/102 | German                 | 4, 4 |
| JAPA                       | 101/102 | Japanese               | 4, 4 |
| MODL                       | 101/102 | Modern Language        | 4, 4 |
| SPAN                       | 101/102 | Spanish                | 4, 4 |

Note: Two semesters of the same language is required. Foreign language proficiency may be validated by APU's Department of Modern Languages' placement test or AP/CLEP scores. International students are able to fulfill this requirement by enrolling in and successfully passing the TESL 101 and TESL 102 classes.

APU will accept transfer units for the foreign language requirement if those courses qualify for transfer credit and if they constitute a full collegiate academic year of language study. All language transfer courses must entail a minimum of 3 units per semester and be completed at an accredited institution of higher education.

Correspondence courses do not fulfill the foreign language requirement.

|   |         |   |     |
|---|---------|---|-----|
| Upper-Division Writing Intensive Course |         |   | 3   |
| Choose from the following:              |         |   |     |
| ART                                     | 356     | History of Modern Art   | 3   |
| AT                                      | 490     | Research Methods  | 4   |
| BIOL                                    | 320     | Ecology   | 4   |
| BIOL                                    | 465     | Clinical Research/Practicum<br>in Applied Health  | 4   |
| BUSI                                    | 370     | International Business  | 3   |
| BUSI                                    | 405     | Business Report Writing   | 3   |
| CHEM                                    | 320/330 | Instrumental Analysis and Lab   | 3/1 |
| COMM                                    | 375     | Writing for TV, Radio, and Film   | 3   |
| COMM                                    | 410     | Advanced Journalistic Writing   | 3   |
| COMM                                    | 420     | Conflict Management   | 3   |
| CMIN                                    | 316     | Art of Leadership   | 3   |
| EDUC                                    | 405     | Diversity in the Classroom  | 3   |
| ENGL                                    | 377     | Shakespeare   | 3   |
| ENGL                                    | 406     | Composition: Pedagogy, Theory,<br>and Practice  | 3   |
| GLBL                                    | 301     | Anthropology for Everyday Life  | 3   |
| MATH                                    | 480     | Math Reading, Writing, and Presentation   | 3   |
| MUS                                     | 352     | Baroque, Classical, and Early<br>Romantic Music   | 3   |
| PE                                      | 320     | History and Principles of Physical Education  | 3   |
| PHIL                                    | 340     | Concepts of Human Nature  | 3   |
| POLI                                    | 300     | Research and Writing  | 3   |
| PSYC                                    | 362     | Research Methods in Psychology  | 4   |
| SOC                                     | 479     | Social Research Project   | 3   |
| SOCW                                    | 351     | Child Welfare   | 3   |
| SOCW                                    | 479     | Social Work Research Project<br>(effective F '01)   | 3   |
| THEO                                    | 420     | Christian Apologetics   | 3   |
| UBBL                                    | 430     | Johannine Literature  | 3   |
| UBBL                                    | 450     | Ancient Near Eastern History  | 3   |
| UBBL                                    | 476     | Women in the Biblical Tradition   | 3   |
| UNRS                                    | 306     | Theoretical Frameworks of Nursing   | 3   |
| UNRS                                    | 400     | Advanced Practice: Professional Studies<br>and Communication Skills (for ADN to<br>MSN program students only) | 3   |

## 2006-07 UNDERGRADUATE CATALOG

### Integrative Core Courses Requirements

The following subheadings list the core subject areas, the number of units required for the area, and the course options. Additional courses may be approved at a later date.

#### Aesthetics and the Creative Arts

**3 units required**

|     |         |                                     |      |
|-----|---------|-------------------------------------|------|
| ART | 100     | Exploring the Visual Arts           | 3    |
| ART | 150     | Introduction to Art                 | 3    |
| ART | 310     | Fundamental Art Experiences         | 3    |
| ART | 354     | Ancient Art History                 | 3    |
| ART | 355     | Medieval/Renaissance Art History    | 3    |
| ART | 356     | History of Modern Art               | 3    |
| ART | 357     | Contemporary Art Trends             | 3    |
| ART | 403     | Multicultural Art                   | 3    |
| HUM | 223/323 | Humanities Seminar III: Aesthetics* | 3, 4 |
| MUS | 120     | Music Fundamentals                  | 3    |
| MUS | 121     | Music Theory I                      | 3    |
| MUS | 201     | Introduction to World Music         | 3    |
| MUS | 250     | Music and Civilization              | 3    |

#### Heritage and Institutions

**6 units required**

|   |         |  |      |
|---|---------|--|------|
| Philosophy Component                    |         |  | 3    |
| Choose one of the following:            |         |  |      |
| HUM                                     | 224/324 | Humanities Seminar IV: Great Ideas*          | 3, 4 |
| PHIL                                    | 210     | Philosophical Foundations of Western Thought | 3    |
| PHIL                                    | 220     | Introduction to Philosophy                   | 3    |
| History and Political Science Component |         |  | 3    |
| Choose one of the following:            |         |  |      |
| HIST                                    | 120     | World Civilizations to 1648                  | 3    |
| HIST                                    | 121     | World Civilizations since 1648               | 3    |
| HIST                                    | 151     | U.S. History to 1865                         | 3    |
| HIST                                    | 152     | U.S. History since 1865                      | 3    |
| HUM                                     | 221/321 | Humanities Seminar I: Great Works*           | 3, 4 |
| POLI                                    | 150     | American Government                          | 3    |
| POLI                                    | 160     | Introduction to Politics                     | 3    |

#### Identity and Relationships

**3 units required**

|      |         |  |     |
|------|---------|--|-----|
| PHIL | 340     | Concepts of Human Nature   | 3   |
| PSYC | 110     | General Psychology   | 3   |
| PSYC | 225     | Personal and Social Adjustment   | 3   |
| PSYC | 290     | Human Growth and Development   | 3   |
| SOC  | 120     | Introduction to Sociology  | 3   |
| SOC  | 230     | Comparative Family Systems   | 3   |
| SOCW | 310/311 | Human Behavior in the Social Environment I and II (both needed to fulfill requirement) | 3/3 |

#### Language and Literature

**3 units required**

|      |         |   |      |
|------|---------|---|------|
| ENGL | 111     | Introduction to Literature                    | 3    |
| ENGL | 112     | Introduction to Literary Analysis             | 3    |
| ENGL | 324     | World Literature to Renaissance               | 3    |
| ENGL | 334     | World Literature since the Renaissance        | 3    |
| ENGL | 344     | American Literature to 1865                   | 3    |
| ENGL | 354     | American Literature since 1865                | 3    |
| HUM  | 222/322 | Humanities Seminar II: Literary Masterpieces* | 3, 4 |

\*NOTE: The Humanities Seminars are in a three-unit format on the APU campus, and a four-unit format in the High Sierra Program.

#### Nature

**4 units required, lab required**

|      |             |                                   |   |
|------|-------------|-----------------------------------|---|
| BIOL | 101         | Fundamentals of Biology           | 4 |
| BIOL | 151         | General Biology I                 | 4 |
| BIOL | 325         | Humans and the Environment        | 4 |
| CHEM | 101         | Introduction to Chemistry         | 4 |
| CHEM | 105         | Citizen Chemistry                 | 4 |
| CHEM | 111/112/114 | Chemistry for the Health Sciences | 4 |
| CHEM | 151         | General Chemistry                 | 4 |
| PHYC | 110/111     | Principles of Physical Science    | 4 |
| PHYC | 180         | Earth Science                     | 4 |
| PHYC | 190         | Introduction to Astronomy         | 4 |
| PHYC | 201         | Fundamentals of Physics           | 4 |
| PHYC | 251         | General Physics                   | 5 |

#### God's Word and the Christian Response

**18 units required**

|   |     |                     |   |
|---|-----|---------------------|---|
| Bible Course Requirements (both classes required) |     |                     |   |
| UBBL  | 100 | Exodus/Deuteronomy^ | 3 |
| UBBL  | 230 | Luke/Acts*          | 3 |

^UBBL 100 is the prerequisite course for all other UBBL courses and UBBL 230 is the prerequisite course for all 300-400 level UBBL courses.

Additional Bible Courses, choose one of the following:

|      |     |  |   |
|------|-----|--|---|
| UBBL | 310 | I and II Samuel                              | 3 |
| UBBL | 311 | Hebrew Prophets I                            | 3 |
| UBBL | 320 | Hebrew Poetical and Wisdom Literature        | 3 |
| UBBL | 330 | Life and Teachings of Jesus                  | 3 |
| UBBL | 340 | Romans and Galatians                         | 3 |
| UBBL | 341 | Thessalonian and Corinthian Epistles         | 3 |
| UBBL | 343 | The General Epistles                         | 3 |
| UBBL | 350 | Geographical/Historical Setting of the Bible | 3 |
| UBBL | 460 | Theology of the Old Testament                | 3 |
| UBBL | 461 | Theology of the New Testament                | 3 |

#### Ministry Requirement

|      |     |                                     |   |
|------|-----|-------------------------------------|---|
| CMIN | 108 | Christian Life, Faith, and Ministry | 3 |
|------|-----|-------------------------------------|---|

Doctrine Requirement, choose one of the following:

|      |     |   |      |
|------|-----|---|------|
| HUM  | 325 | Humanities Seminar V: Christian Classics* | 3, 4 |
| THEO | 303 | Theology and the Christian Life           | 3    |
| THEO | 354 | Church History from 1517 to Present       | 3    |
| THEO | 352 | Church History: Apostolic Era to 1517     | 3    |
| THEO | 363 | Contemporary Christian Thought            | 3    |

\*NOTE: The Humanities Seminars are in a three-unit format on the APU campus, and a four-unit format in the High Sierra Program.

Senior Seminar, choose one of the following:

|      |     |  |   |
|------|-----|--|---|
| ART  | 496 | Senior Seminar: Art Ethics                             | 3 |
| BIOL | 496 | Senior Seminar: Ethics and the Sciences                | 3 |
| BUSI | 496 | Senior Seminar   | 3 |
| COMM | 496 | Senior Seminar: Ethics in Human Communication          | 3 |
| CS   | 496 | Senior Seminar: Ethics in Computer Science             | 3 |
| EDUC | 496 | Senior Seminar: Education and Professional Ethics      | 3 |
| ENGL | 496 | Senior Seminar: Ethics in the Professions              | 3 |
| GLBL | 496 | Senior Seminar: Global Issues and Prospects            | 3 |
| PE   | 496 | Senior Seminar: Ethics in Physical Education and Sport | 3 |
| PHIL | 496 | Senior Seminar: Professional Ethics                    | 3 |
| PHIL | 496 | Senior Seminar: Social Ethics                          | 3 |
| PHIL | 496 | Senior Seminar: Worldviews                             | 3 |
| POLI | 496 | Senior Seminar: Religion and Politics                  | 3 |
| SOC  | 496 | Senior Seminar: Faith and Social Issues                | 3 |
| SOCW | 496 | Senior Seminar: Ethics in the Helping Professions      | 3 |
| THEO | 496 | Senior Seminar: Theology and Social Issues             | 3 |
| UNRS | 496 | Senior Seminar: Ethics and Issues in Health Care       | 4 |

## ACADEMIC PROGRAMS

### Electives (minimum of 6 units required)

More than six units of course work may be necessary to achieve the 18 units of upper-division general studies course work requirement. For further details, see an academic advisor.

Elective units may be met by taking any of the above listed core classes and/or from the following list of elective classes:

|      |      |   |   |
|------|------|---|---|
| ART  | 200  | Art and Science Integrations                                | 3 |
| ART  | 205  | Ceramics I  | 3 |
| ART  | 210  | Printmaking: Relief   | 3 |
| ART  | 211  | Printmaking: Serigraph                                      | 3 |
| BIOL | 330  | Gender Differences  | 3 |
| COMM | 330  | Small-Group Communication                                   | 3 |
| COMM | 420  | Conflict Management   | 3 |
| ENGL | 410  | American Novel  | 3 |
| ENGL | 434  | Children's Literature                                       | 3 |
| GLBL | 301  | Anthropology for Everyday Life                              | 3 |
| GLBL | 310  | Intercultural Communication                                 | 3 |
| HIST | 335  | Cultural History/Travel Study                               | 3 |
| MKTG | 362  | Consumer Behavior   | 3 |
| MUS  | 301  | Music of Africa   | 3 |
| MUS  | 302  | Soul Music  | 3 |
| MUS  | 350  | History and Literature of Commercial Music                  | 3 |
| MUS  | 351  | Ancient, Renaissance, and World Music Literature            | 3 |
| MUS  | 352  | Baroque, Classical, and Early Romantic Music Literature     | 3 |
| MUS  | 455  | Late Romantic and 20 <sup>th</sup> Century Music Literature | 3 |
| OXUN | 336H | Introduction to British Culture and History                 | 3 |
| PHIL | 430  | Philosophy of Science                                       | 3 |
| POLI | 340  | International Relations                                     | 3 |
| POLI | 363  | Modern Political Thought                                    | 3 |
| POLI | 376  | The American Founding                                       | 3 |
| PSYC | 400  | Cross-Cultural Psychology                                   | 3 |
| PSYC | 440  | Psychology of Religion                                      | 3 |
| SOC  | 358  | Human Diversity   | 3 |
| TFT  | 325  | History of Theater to the Restoration                       | 3 |
| TFT  | 326  | History of Theater: Restoration to Present                  | 3 |

### Humanities classes offered through the High Sierra Program

Several of the General Studies requirements may be met through participation in the High Sierra program.

The following table outlines the information:

|     |         |   |   |
|-----|---------|---|---|
| HUM | 221/321 | Humanities Seminar I: Great Works*<br><i>Meets the core requirement in Heritage and Institutions</i>                        | 4 |
| HUM | 222/322 | Humanities Seminar II: Literary Masterpieces*<br><i>Meets the core requirement in Language and Literature</i>               | 4 |
| HUM | 223/323 | Humanities Seminar III: Aesthetics*<br><i>Meets the core requirements in Aesthetics and the Creative Arts</i>               | 4 |
| HUM | 224/324 | Humanities Seminar IV: Great Ideas*<br><i>Meets the core philosophy requirement in Heritage and Institutions</i>            | 4 |
| HUM | 325     | Humanities Seminar V: Christian Classics*<br><i>Meets the doctrine requirement in God's Word and the Christian Response</i> | 4 |

\*NOTE: The Humanities Seminars are in a three-unit format on the APU campus, and a four-unit format in the High Sierra Program.

Students may elect to take the 300-level courses for their core requirements or to fulfill upper-division elective requirements. For more information, please see the High Sierra advisor.

### Diversity in the Classroom

Azusa Pacific University recognizes that the diversity is an expression of God's image and boundless creativity. In an effort to integrate diversity studies into the curriculum, pertinent issues are addressed within general studies courses, and specific courses focus on diverse perspectives. APU also offers an Ethnic Studies minor. For more information, consult the Department of Global Studies and Sociology. The following is a list of courses designed to examine diversity related topics:

|      |     |   |   |
|------|-----|---|---|
| ART  | 403 | Multicultural Art   | 3 |
| CSA  | 567 | Diversity in Student Affairs                              | 3 |
| COMM | 495 | Special Topics: Film and Minority Issues                  | 3 |
| EDUC | 405 | Diversity in the Classroom                                | 3 |
| EDUC | 504 | Teaching and Cultural Diversity                           | 3 |
| ENGL | 364 | American Ethnic Literature                                | 3 |
| ENGL | 487 | Literacy Movements  | 3 |
| ENGL | 488 | Significant Authors                                       | 3 |
| ENGL | 489 | Literary Topics: African American Literature and the City | 3 |
| ETHN | 150 | Introduction to Ethnic Studies                            | 3 |
| ETHN | 355 | The Asian American Experience                             | 3 |
| ETHN | 356 | The African American Experience                           | 3 |
| ETHN | 357 | The Chicano(a)/Latino(a) Experience                       | 3 |
| GLBL | 301 | Anthropology for Everyday Life                            | 3 |
| GLBL | 310 | Intercultural Communication                               | 3 |
| GMIN | 509 | Urban Anthropology and Christian Ministry                 | 4 |
| GMIN | 558 | Women and Men in Ministry                                 | 4 |
| GMIN | 559 | Urban Cross-Cultural Ministry                             | 4 |
| GNRS | 503 | Cultural Competency                                       | 2 |
| MUS  | 201 | Intro to World Music                                      | 3 |
| MUS  | 301 | Music of Africa   | 3 |
| MUS  | 302 | Soul Music  | 3 |
| PHIL | 370 | Comparative Religions                                     | 3 |
| PSYC | 400 | Cross-Cultural Psychology                                 | 3 |
| SOC  | 358 | Human Diversity   | 3 |
| SOC  | 359 | Immigrant Los Angeles                                     | 3 |
| SOC  | 405 | Women and Men in Society                                  | 3 |
| SOC  | 464 | Social Stratification                                     | 3 |
| TESL | 530 | Sociolinguistics and Language Teaching (ebonics)          | 3 |
| TESL | 535 | Intercultural Communication and Language Teaching         | 3 |
| THEO | 480 | Theologies of Liberation                                  | 3 |
| UNRS | 380 | Transcultural Health Care                                 | 2 |

### Honors Program

The Azusa Pacific University Honors Program offers an academically enriched plan of study developed for talented and motivated students. The curriculum fulfills a significant portion of the general education requirements while challenging students with greater depth, intensity, and intellectual rigor. The program course work suits students committed to intellectual dialogue and Christian fellowship with scholars. In addition to the honors curriculum, the program offers extracurricular cultural and social activities, service learning, and international study that deepen the educational experience.

The Honors Program challenges students to perform at their highest level of academic excellence, and offers them the opportunity to develop their abilities to the fullest. Close student-faculty collaboration is fostered through limited class enrollment of 15-18 students. Faculty teaching in the program are acknowledged experts in their field and are known for their outstanding scholarly contributions.

An honors student is expected to:

- Maintain a cumulative grade-point average of 3.3 or higher
- Complete a minimum of 26 units of honors curriculum

Students who have earned a score of four or five on Advanced Placement (AP) exams may qualify for up to 10 units of credit toward the 26-unit load.

Honors scholar graduates receive a certificate of completion, the distinctive Honors Scholar Seal on their diploma, and a beautiful honors medallion to wear at graduation and keep as a memento of their achievements.

**Application to the Honors Program:** Students may apply to the Honors Program as incoming first-year students, transfer students, or as currently enrolled APU students. Students who have received Trustees', President's, and Dean's Scholarships, are also encouraged to apply for admission to the Honors Program. Freshman participants are selected from the top 10 percent of APU applicants on the basis of academic performance, demonstrated leadership ability, and exemplary character.

In addition to completing the application and reference forms for admission to the university, a candidate must submit to the Honors Program Office an Honors Program application and one additional teacher reference by April 1 for the fall semester and November 15 for the spring semester.

The Honors Program application includes the high school grade-point average and SAT or ACT scores. In addition, the applicant is required to submit responses to selected essay questions on the application form. The completed application and the essay responses are reviewed by the APU Honors Council to determine admission into the Honors Program.

*Transferring and Secondary Admission:* Students who have a minimum 1,200 SAT score or 27 ACT score and a minimum college or university cumulative 3.50 GPA may apply for admission to the Honors Program. Students who have a cumulative 3.75 GPA or higher will be considered for admission without limitation; however, no more than five students having a cumulative GPA of 3.50-3.75 may be admitted to the Honors Program annually. All transferring honors students and secondary applicants must satisfy the following minimal admission standards: those transferring 25-48 units must include 9 college honors credits; those transferring 46-59 units must include 12 honors credits; and those transferring 60 or more units must include 15 honors credits. Advanced Placement and International Baccalaureate credits will not be considered for satisfaction of the minimum transfer admission requirement. A minimum of 9 honors units must be completed at Azusa Pacific University to qualify for graduation as a distinguished Honors Scholar. Honors credits earned through study abroad will not count toward the required nine honors units in residence.

Students who are not among those admitted to the program may submit a petition to the Honors Program office requesting permission to register in an honors course on a space available basis.

### Honors Program Curriculum

Courses are offered on a rotating basis. Contact the Honors Program office for current schedule of classes.

|      |      |   |   |
|------|------|---|---|
| ART  | 150H | Introduction to Art                           | 4 |
| BUSI | 251H | Principles of Microeconomics                  | 3 |
| CSA  | 101H | Beginnings                                    | 1 |
| CHEM | 151H | General Chemistry I                           | 4 |
| CHEM | 152H | General Chemistry II                          | 4 |
| CMIN | 108H | Christian Life, Faith, and Ministry           | 3 |
| COMM | 111H | Public Communication                          | 3 |
| ENGL | 110H | Freshman Writing Seminar                      | 3 |
| ENGL | 111H | Introduction to Literature                    | 3 |
| ENGL | 324H | World Literature to Renaissance               | 3 |
| HIST | 121H | World Civilizations since 1648                | 3 |
| MKTG | 362H | Consumer Behavior                             | 3 |
| MUS  | 250H | Music and Civilization                        | 3 |
| PHIL | 220H | Introduction to Philosophy                    | 3 |
| PHIL | 496H | Senior Seminar: Worldview                     | 3 |
| POLI | 160H | Introduction to Politics                      | 3 |
| POLI | 340H | International Relations                       | 3 |
| PSYC | 110H | General Psychology                            | 3 |
| PSYC | 290H | Human Growth and Development                  | 3 |
| PSYC | 380H | Psychology of Personality                     | 3 |
| SOC  | 120H | Introduction to Sociology                     | 3 |
| THEO | 303H | Theology and the Christian Life               | 3 |
| THEO | 352H | Church History to 1517                        | 3 |
| THEO | 354H | Church History from 1517 to present           | 3 |
| UBBL | 100H | Exodus/Deuteronomy                            | 3 |
| UBBL | 230H | Luke/Acts                                     | 3 |
| UBBL | 320H | Hebrew Poetical and Wisdom Literature         | 3 |
| UBBL | 330H | Life and Teachings of Jesus                   | 3 |
| UNRS | 403H | Leadership and Management in Nursing Practice | 3 |
| UNRS | 425H | Nursing Research                              | 3 |

### Study Abroad Courses

|      |      |  |   |
|------|------|--|---|
| GLBL | 310H | Intercultural Communication                      | 3 |
| HIST | 335H | Cultural History/Travel Study                    | 3 |
| UBBL | 350H | Geographical and Historical Setting of the Bible | 3 |

Azusa Oxford Semester, Oxford University 12

### Service Learning

Service learning at Azusa Pacific University is an experimental teaching method that intentionally integrates academic learning and relevant community service. Service learning is where APU's four Cornerstones connect, building community by developing positive reciprocal relationships between APU and the local private and public sectors in order to enhance scholarship of both faculty and students through service programs, which integrate faith in Christ with service and learning.

## ACADEMIC PROGRAMS

The five goals of the Center for Service Learning and Research are to:

- **Organize for Excellence**, through the skill and commitment of both undergraduate and graduate students who organize, manage, and ensure quality service learning experiences across the campus.
- **Empower Students**, enabling them to move from theory to practice, preparing them for a lifetime of learning, service, and civic engagement.
- **Serve Faculty** by providing tools and support to integrate into their course curricula.
- **Build Community** by facilitating collaboration between the university and the community, with other institutions of higher education, and across academic disciplines.
- **Enhance Scholarship** throughout the campus and community by gaining, using, and sharing knowledge acquired in service learning and providing opportunities for undergraduate research, faculty publications, and evaluation research.

The classes listed below, designated by **SL** in class registration materials, meet the criteria for excellence in service learning.

|      |     |  |     |
|------|-----|--|-----|
| ART  | 130 | Two-Dimensional Design   | 3   |
| ART  | 310 | Fundamental Art Experience   | 3   |
| ART  | 311 | Sculptural Objects and Functional Art                                      | 3   |
| ART  | 312 | Secondary Art: Methods, Materials, and Curriculum                          | 3   |
| ART  | 403 | Multicultural Art  | 3   |
| BIOC | 380 | Biochemistry I   | 4   |
| BIOL | 400 | Science and Children   | 4   |
| BUSI | 120 | Principles of Accounting I (sections as designated)                        | 4   |
| BUSI | 210 | Principles of Organization and Management                                  | 3   |
| BUSI | 350 | Business Internship: SIFE  | 3   |
| BUSI | 370 | International Business   | 3   |
| BUSI | 448 | Organization and Administrative Behavior                                   | 3   |
| BUSI | 450 | Strategic Management (sections as designated)                              | 3   |
| COMM | 311 | Editing  | 3   |
| COMM | 414 | Student Broadcasting Workshop: TV  | 1-3 |
| COMM | 496 | Senior Seminar: Ethics in Human Communication (sections as designated)     | 3   |
| EDUC | 300 | Introduction to Teaching as a Profession, K-12                             | 4   |
| EDUC | 405 | Diversity in the Classroom   | 3   |
| EDUC | 496 | Senior Seminar: Education and Professional Ethics (sections as designated) | 3   |
| ENGL | 110 | Freshman Writing Seminar (sections as designated)                          | 3   |
| ENGL | 406 | Composition: Pedagogy, Theory, and Practice                                | 3   |
| ENGL | 434 | Children's Literature  | 3   |
| HIST | 376 | The Revolution and the Republic  | 3   |
| HIST | 380 | Civil War and Reconstruction   | 3   |
| HIST | 382 | Emergence of Modern America  | 3   |
| HIST | 386 | Modern America   | 3   |
| IBUS | 373 | Global Marketing   | 3   |
| IBUS | 479 | Seminar in International Business  | 3   |
| LDRS | 201 | Introduction to Leadership   | 3   |
| MATH | 115 | Analytical Inquiry   | 3   |
| MKTG | 362 | Consumer Behavior (sections as designated)                                 | 3   |
| MKTG | 465 | Strategic Marketing Management   | 3   |
| MUS  | 433 | Music Methods for Elementary and Secondary Schools                         | 3   |

|      |     |   |   |
|------|-----|---|---|
| PE   | 325 | Motor Development and Learning  | 3 |
| PE   | 363 | Physiology of Exercise  | 3 |
| PE   | 450 | Physical Education in Elementary School, K-6 (sections as designated) | 3 |
| PSYC | 350 | Statistics (sections as designated)                                   | 3 |
| SOCW | 310 | Human Behavior and Social Environment I                               | 3 |
| SOCW | 311 | Human Behavior and Social Environment II                              | 3 |
| SOCW | 360 | Social Work Practice III – Groups                                     | 3 |
| SOCW | 400 | Grant and Proposal Writing  | 3 |
| SOC  | 455 | Crime and Delinquency   | 3 |
| TFT  | 365 | Civic Theatre   | 3 |
| UNRS | 105 | Foundations of Professional Nursing                                   | 5 |
| UNRS | 210 | Nursing Care in Maternal, Newborn, and Women's Health                 | 6 |
| UNRS | 212 | Nursing Care of Adults/Elderly  | 6 |
| UNRS | 313 | Restorative Nursing   | 3 |
| UNRS | 314 | Nursing Care: Child and Young Adults                                  | 6 |
| UNRS | 403 | Leadership and Management in Professional Practice                    | 3 |
| UNRS | 410 | Community Health Nursing  | 6 |
| YMIN | 326 | Studying and Teaching the Bible                                       | 3 |

### Academic Advising

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

Students meet with an advisor each semester while attending APU as a requirement to register or preregister. The advisor is a resource person available to explore life, vocational, and educational goals and growth, as well as aiding in academic planning and course selection related to the major. Full-time faculty are available to advise students throughout the semester, as well as during registration and preregistration periods.

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

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

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

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

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

## Learning Enrichment Center

The Learning Enrichment Center (LEC) provides a wide range of academic support services for APU students seeking to enhance their learning. Services include:

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

### Mission Statement

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

### Tutorial Programs

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

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

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

### Tutor Subject Areas

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

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

## Supplemental Instruction

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

### Assistance for Individuals with Disabilities

The LEC is the designated office for verification of disability, housing of disability documentation, and the coordination of direct services for APU students with specific disabilities. This includes students in the undergraduate, accelerated degree, and graduate programs.

Upon documented verification of disability, academic accommodations are individualized based on the learning needs of each student. Accommodation examples include: advocacy, academic support, registration assistance, access to technology equipment testing accommodations, assessment referral, liaison with university academic service areas and liaison with community agencies.

To request academic accommodations, the student must:

- Complete an Academic Accommodations Application (available in the LEC or on the website).
- Provide documentation of the disability.
- Schedule an interview with an LEC staff member.

Note that academic accommodations at APU do not include:

- Diagnostic testing or evaluation of learning disabilities.
- Special programs for learning disabled students.
- Personal care assistance or equipment\*.
- Separate or special tutorial programs for the disabled.
- Reduced standards of academic performance.
- Waiver of academic courses such as algebra or foreign language.
- Waiver of university requirements such as Chapel.

\*Personal needs that necessitate an attendant are the responsibility of the student. This may range from assistance in toileting and being repositioned in chairs to assistance with medication needs. In addition, students are expected to have the skills to care for themselves and their individual cleaning needs when functioning on campus or when occupying campus housing. Students requesting these types of services from peers, staff, or faculty will be requested to obtain a personal attendant. Requesting such services from untrained, random individuals is considered a safety threat to both the student with the disability and the individual providing the assistance.

### Continuing Semester Accommodations for Students with Disabilities

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

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

## ACADEMIC PROGRAMS

### Proficiency Testing (Challenge Tests)

The Learning Enrichment Center (LEC) coordinates testing in the areas of reading, writing, and mathematics. Proficiency testing is required of all entering freshmen and of transfer students who have not completed the mathematics and/or writing general studies requirements. Testing is available by appointment only.

#### Reading Proficiency

Reading proficiency is assessed using the COMPASS Reading Test which is an untimed, computerized test of reading comprehension which consists of approximately seven paragraphs, each of which is followed by multiple choice questions. Skills assessed include identification of main idea and major details, making inferences, sequencing, identifying cause-effect relationships, and other higher level critical reading skills. Students whose score on the COMPASS Reading Test does not meet the university standard must enroll in a college-level reading class. This class is required during the first semester at APU and does not count toward graduation degree units.

| Recommended Course   | SAT I Verbal   | ACT Reading   | COMPASS Test                                   |
|----------------------|----------------|---------------|--|
| ENGL 099             | 470 and below  | 19 and below  | Appropriate Placement                          |
| Reading Course Waive | 480 and higher | 20 and higher | Not required with appropriate SAT or ACT score |

#### Writing Proficiency

The COMPASS Writing Test is an untimed computerized test of sentence and paragraph skills and writing style. Skills assessed include standard use of grammar, punctuation, usage and style. Students are asked to identify and correct errors in essays, then edit and revise each essay by choosing words to fit meaning and function, while maintaining the established level of style and tone. Students whose score on the COMPASS Writing Test does not meet the university standard are required to write an essay in response to a writing prompt. Evaluation of this essay determines a student's placement in either Basic Writing (ENGL 100) or Freshman Writing Seminar (ENGL 110).

#### Mathematics Proficiency

The COMPASS Math Test is an untimed, adaptive computerized test of math skills, ranging from basic mathematical functions through college-level algebra. A four-function scientific or graphing calculator is allowed with this exam. Examples include TI-84 or TI-83. The number and type of problems each student receives depends upon the student's performance on each problem. COMPASS test scores in mathematics are valid for two years. If a student does not complete the recommended course(s) within two years then a retest is required to ascertain current skill levels. The score on the COMPASS Math Test determines a student's eligibility for either introductory mathematics (which is not offered at APU), Elementary Algebra, Intermediate Algebra, or College Algebra level courses. Students whose score in the College Algebra domain of the test shows competence at this level may waive the mathematics general studies requirement.

| Recommended Course   | COMPASS Test             | ACT Math      | SAT I Math     |
|--|--------------------------|---------------|----------------|
| Elementary Algebra<br>(MATH 090)   | Appropriate<br>Placement | 18-20         | 430-490        |
| Intermediate Algebra<br>(MATH 095)   | Appropriate<br>Placement | 21-22         | 500-530        |
| College Algebra<br>(MATH 110) or<br>Analytic Inquiry (MATH 115) or<br>Contemporary Math (MATH 120) | Appropriate<br>Placement | 23-25         | 540-590        |
| Waive Math Requirement   | Appropriate<br>Placement | 26 and higher | 600 and higher |

Note: To register for math classes at APU, students are required to present a signed Verification of Math Course Eligibility or COMPASS Report Form. COMPASS Reports are given to each student at the completion of testing. It is the only copy that a student will receive and should be retained. Verification forms may be obtained from the Learning Enrichment Center or the Department of Mathematics and Physics.

Students may access sample problems for the math test on the ACT website at [www.act.org/compass/sample/index.html](http://www.act.org/compass/sample/index.html).

#### Advanced Math Test

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

### College Level Examination Program (CLEP)

CLEP is a national program that allows students to obtain credit by examination. As of July 1, 2001, CLEP examinations are computer based and create instant score reports. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Each exam is 90 minutes long and primarily comprises multiple choice questions; however, some exams do have fill-ins. Note that examinations in composition and literature have an additional 90-minute essay section. At APU, an unlimited number of credits can be earned through CLEP. See the Admissions Policies, Credit by Examination section of the catalog for a complete listing of CLEP exams and course equivalents.

The CLEP program's long-standing policy limiting test retakes to every six months provides students an opportunity to spend additional time preparing for the exam or the option of taking a classroom course.

To take a CLEP exam, students must:

- Submit a completed Registration Admission form to the LEC and select a test date.
- Enclose a check or money order payable to APU in the amount of \$15, which is a nonrefundable service fee.
- Pay the exam fee of \$60 on the day of the exam by credit card, check, or money order made payable to CLEP. Cash is not accepted.
- Bring two forms of picture ID on the day of the test.

Note: There is a \$10 fee for the CLEP essay in Freshman College Composition and/or Analyzing and Interpreting Literature. The fee is due the day of the examination.

CLEP exams are free to eligible military personnel after submission of a nonrefundable administration fee of \$15 per test (check or money order made payable to APU), prior to the scheduled examination date to reserve an appointment time. All eligible candidates MUST present a current military identification card and a second form of government-issued photo identification with signature.

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

### Test Proctor Services

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

- Contact the institution for approval to have the LEC designated as the proctor center
- Call the LEC at (626) 815-3849 to notify the office of the exam's pending arrival
- All exams for proctoring should be sent to the LEC, Attention: Office Manager.

When the exam arrives, LEC will call the student to schedule an appointment. There is a **\$15 proctor service fee** due at the time of the exam.

### Writing Center

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

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

### Writing Center Use

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

Currently, the center is open for the months of September through April, and is open weekly, Monday through Friday, from approximately 10 a.m. to 8 p.m. (hours vary slightly). Expanded hours may be available in the future.

### International Center (IC)

The International Center (IC) oversees and directs all the international traditional education programs of Azusa Pacific University. The presence of international students and diverse cultures on the APU campus is a very important aspect of the education experience. Every student who comes from a different culture brings with her or him a wealth of cross-cultural knowledge to the APU community.

The International Center consists of three departments:

#### International Enrollment Services (IES)

This office has the responsibility of recruiting international students from all over the world and bringing diverse cultural backgrounds to the APU community.

#### International Student Services (ISS)

The responsibility of the ISS team includes international admissions, U.S. immigration services, transcript evaluations, and support services for all international students residing on and off campus. All legal and official documents are processed within this office. (For additional information, see "Student Life" and "Admission Policies" sections).

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

The ALCI team administers and teaches extensive English language and cultural programs, including tutoring and mentoring, to all international students for whom English is a second language. International students will acquire all the necessary skills to function and compete within the American university environment. ALCI also offers opportunities for American and international students to develop leadership and cross-cultural skills. (For additional information, see "Admission Policies" section.)



## ACADEMIC PROGRAMS

### Study Abroad: International and Off-campus Programs

*Statement of Mission and Purpose:* Azusa Pacific University prepares graduates to serve and lead in the global culture of the 21<sup>st</sup> century. International, intercultural study abroad programs are one of the most effective means of achieving this objective. They cultivate historic and current global awareness, overcome parochialism and prejudice, and enrich liberal learning, which results in caring, servant-leaders. Therefore, international experiences in intercultural contexts are a cardinal component of the institutional mission “to advance the work of God in the world through academic excellence.”

Although international travel may enrich the life of an individual, not all international experiences are equally valid as additions to a student’s curriculum. The ideal paradigm provides the student with the opportunity to either enroll for a semester in a foreign university or program (*full immersion*: living, studying, and working in a foreign culture), or through an APU affiliation with another university, thereby creating an academic instructional integration of courses, lectures, and extracurricular activities for all or part of a semester (*partial immersion*). Many students, however, are not able to include a full semester abroad program while completing their undergraduate studies, due to financial limitations, academic major, extracurricular aspirations, and other considerations. Therefore, short-term, study abroad programs of three-six weeks are worthy of consideration, and are provided by various departments of the university.

An international study experience should be thoughtfully integrated into a student’s total instructional program and major, and therefore should be considered in consultation with the student’s academic advisor and the director of study abroad. **Generally, seniors are not permitted to study abroad in their last semester. Seniors who desire to study abroad in the final semester are required to submit a petition to the Office of Study Abroad and satisfactorily complete the Intent to Graduate prior to departure for the off-campus program.**

### Academic Assessment of International Programs

In order to ensure the academic quality and safety standards of international education, Azusa Pacific University has established a systematic policy of assessment every two-five years. The evaluation team may consist of APU faculty and administrators, representatives from another accredited university or college, or the Student Academic Programs Council of the CCCU. The Office of Study Abroad maintains documentation of APU’s initial and subsequent assessment of international programs, consortium agreements, and student debriefing forms.

### Financial Aid Policy for International Programs

To assist the student with the cost of including an international educational experience, the university may make academic scholarships and financial aid available for approved programs during the fall and spring semesters (see “Financial Aid Policy for International and Off-campus Programs”). Summer and interterm programs are developed specifically to supplement and enrich students’ standard fall and spring semester programs, and there is typically no financial aid available to assist with the cost of these programs. All students participating in study abroad programs are required to pay the additional International Health Fee.

A student considering participation in an international education program should make an appointment with the director of Study Abroad to review the options and procedures for enrollment, and then consult with a counselor in the Office of Student Financial Services to discuss the program costs and financial aid options.

The following international semester, summer, and interterm programs satisfy the institutional mission and academic standards of Azusa Pacific University, and therefore are approved for student participation.

### APU-Sponsored Programs Art History Travel Study

A course in art history is offered periodically during interterm and/or summer in the form of a travel study program (i.e., one week of campus classes followed by two weeks of travel in a designated country or region of the world). Students study sculpture, paintings, and architecture, which were created in the ancient, medieval, renaissance, and/or modern era. This course may meet a general studies core requirement in Aesthetics and the Creative Arts. For additional information, contact the Department of Art.

### Azusa Oxford Semester

The Azusa Oxford Semester provides an opportunity for 20 sophomore, junior, and senior students to become associate students at one of several colleges of Oxford University, Oxford, England. The program is administered by the APU director of Study Abroad in affiliation with the Oxford Study Abroad Programme (OSAP). Applicants are expected to have well-defined academic objectives, intellectual maturity and self-discipline, and evidence of excellence in writing and research. A minimum cumulative GPA of 3.40 or higher is required for admission to the program. The 15-unit curriculum includes a lecture course, Introduction to British History, Culture, and Society (3 units), a primary (6 units) and secondary (3 units) tutorial in the student’s major or minor, and a seminar (3 units). Tutorials are one-on-one and available in nearly all subjects. A seminar is chosen from a list of subjects available during the term, and consists of four to eight scholars. Students are expected to participate in a weekly, noncredit “Colloquium on Faith and Learning,” which may include a lecture, study, and/or discussion of relevant topics of Christian apologetics. A shorter summer program is also available. The application deadlines are as follows: fall semester, March 1; spring semester, September 15; summer semester, February 15. For additional information, contact the Office of Study Abroad.

### Cultural History Travel Study

The cultural history course combines visits to major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two-four faculty and developed around a history core (HIST 335, 3 units). *This course meets general studies elective requirement for Heritage and Institutions.* Each student, in collaboration with the program moderator and an appropriate faculty mentor, may choose to develop an intensive focus upon the art, architecture, history, literature, politics, or church history of the designated country or region, and earn an additional three units. This travel study program includes one to two weeks of campus classes followed by two weeks of travel. For additional information, contact the Office of Study Abroad.

### Geographical and Historical Setting of the Bible

The School of Theology regularly offers a three-week, travel-study course and tour of the Holy lands (e.g., Israel, Egypt, Italy, and Turkey) during interterm and/or summer. The comprehensive course, UBBL 350 Geographical and Historical Setting of the Bible, emphasizes the geography, history, and archaeology of the Bible lands, and also introduces the student to the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. *This course meets a general studies core requirement in God’s Word and the Christian Response.* For additional information, contact the Department of Biblical Studies.

**Global Learning Term**

The Global Learning Term (GLT) program seeks to fulfill the international mission and educational essence of Azusa Pacific University by affording students self-directed, full-immersion, learning experiences within a variety of cross-cultural contexts. Students enroll in special GLT courses (up to 16 units) that are completed during a summer and/or fall term (minimum 3 months). Program faculty assist students in evaluating and designing their individualized study and service projects to incorporate the greatest potential cross-cultural, international dimensions, and applications of their academic major.

The GLT is an integral component of the undergraduate global studies major, and builds upon campus-based multidisciplinary course work, as well as the off-campus Los Angeles Term Program. It also exists as a stand-alone program for non-global studies students. For additional information, contact the Department of Global Studies and Sociology.

**High Sierra, Great Works Program**

The Great Works Option is a semester course of study by which Azusa Pacific University students can fulfill a substantial portion of their general studies requirements through an integrated study of great works of the human intellect and imagination. Some of the greatest works of literature, art, music, philosophy, and theology are studied simultaneously and integrated with one another. This off-campus program is located in the midst of the beauty, order, and mystery of God's creation in the High Sierra Mountains at Emerald Cove Camp on Bass Lake. The rustic, natural setting is particularly conducive to concentrated, undistracted study, reflection, writing, conversation, and prayer. It also provides a special opportunity to develop the self-reliance, fitness, and habits needed to live in nature's wilderness. For more information, contact the Office of Study Abroad.

**International Social Problems Course**

The Department of Social Work offers a three-week course teaching about social problems and services in international settings with a focus on social welfare systems in a particular country other than the United States. The course is open to students from all majors. Countries such as Lithuania, China, England, Kenya, Russia, or Mexico may be chosen for study. The three-unit course (SOCW 380 - Understanding International Social Problems and Services through Study Abroad) is offered during the May Term. Students first read a text on international social work practice and materials about social problems and services in the country to be visited. For the remaining 10 days to 3 weeks, students participate in experiential learning in the country itself, followed by a time of debriefing at APU. The accent is on a global perspective of social welfare, enriching cultural experiences, and a comparison of domestic and international methods of addressing human needs and social policies and programs. *Prerequisite for this course is SOCW 250 or the instructor's permission. The course is offered every other year. For additional information, contact the Office of Study Abroad.*

**Lithuania Christian College, Klaipeda, Lithuania**

Lithuania Christian College was founded in 1991 at the request of the Lithuanian Ministry of Education, and is located in the port city of Klaipeda, which connects Russian and Western European business and industry. This CCCU affiliate institution offers the opportunity for American students to engage in a transforming educational experience, to create a generation of leaders for Eastern Europe and the former Soviet Union who think critically, promote democratic ideals, develop a market economy, and contribute to rebuilding the network of civil society within the context of a Christian worldview. The intercultural experience is especially beneficial to majors in business, English, and theology, and to minors in business, English, theology, and social sciences with an emphasis in psychology or sociology. All instruction, other than language courses, is in English. For additional information, visit the website [www.lccbc.org/studyabroad/](http://www.lccbc.org/studyabroad/), email [cfalkenberg@lccbc.org](mailto:cfalkenberg@lccbc.org), or contact the APU Office of Study Abroad.

**Los Angeles Term**

Los Angeles has emerged as the cultural capital of the 21<sup>st</sup> century and perhaps the nation's greatest urban classroom. The Los Angeles (L.A.) Term aims to vitalize and deepen students' major field of study through group- and issue-specific field projects, a community internship, a home-stay with a culturally different family, and 15 units of interdisciplinary course work. The L.A. Term is open to any major, although it is particularly well suited to students of sociology, urban studies, missions, and Christian ministries. Students must be sophomores, juniors, or seniors to participate in the program. Students can learn more about the program by visiting the website, [www.apu.edu/laterm/](http://www.apu.edu/laterm/), or by contacting the L.A. Term coordinator at (213) 252-0245. Application deadlines are April 30 for the fall semester and November 30 for the spring semester.

**School of Business and Management, Study Abroad Asia**

This program consists of an intensive two-week traditional classroom experience on the Azusa campus followed by two weeks of study at Zhejiang University in Hangzhou, China, followed by two weeks of travel in China, Korea, and Japan. Students can earn 6, 9, or 12 units. The courses typically offered include History and Culture of the Far East, International Trade and Finance, Comparative Economics, and International Business.

**Spanish Studies Program: Dominican Republic**

The Spanish Studies Program is co-sponsored by Azusa Pacific University and the Instituto do Estudios del Caribe (IEC) affiliated with the Universidad Nacional Evangélica (UNE), Santiago, Dominican Republic. This semester- and summer-immersion program provides an advanced level of proficiency in the Spanish language in its four basic components (i.e., listening, reading, speaking, and writing). The student gains a sensitivity to and appreciation for the cultures of the Spanish-speaking world, and also develops self-confidence and poise born out of the mastery of the language. Admission to the program requires a cumulative 2.5 GPA or higher and the completion of 30 or more units of university education prior to beginning the program. For additional information, contact the Department of Modern Languages.

**Modern Language Programs**

Additional immersion opportunities are being evaluated for learning French, German, Japanese, and other languages. For additional information, contact the Department of Modern Languages.

## ACADEMIC PROGRAMS

### CCCU-Sponsored Programs

Azusa Pacific University is one of 105 institutional members in North America and 64 affiliate institutions in 23 countries of the Council for Christian Colleges & Universities (CCCU), a Washington, DC-based organization founded in 1976. APU's CCCU membership provides students with the opportunity to participate in the following off-campus semester and summer programs, which can be explored in greater detail by going to the CCCU website, [www.bestsemester.com](http://www.bestsemester.com), or by meeting with the APU director of Study Abroad. All applicants must have a cumulative grade-point average (GPA) of 2.75 or higher, except for the Honours Programme at Oxford University which requires a 3.50 GPA or higher. Applicants should be juniors or first semester seniors for most programs.

### American Studies Program (ASP)

Founded in 1976, the American Studies Program uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. They also explore pressing national and international issues in public policy seminars, which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. ASP bridges the classroom and marketplace, combining biblical reflection, policy analysis, and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit. For additional information, contact the APU Department of History and Political Science.

### Australia Studies Centre for Ministry and the Arts (ASC)

Australia has a special appeal for a semester abroad. Students live in Sydney for 16 weeks and earn 16 credits. This program is hosted at the Wesley Institute for Ministry and the Arts, and it has a special appeal for students interested in the history, culture and musical traditions for Oceania. Students will engage in service projects, experimental learning seminars, field trips, and personal travel exploring this vast continent down under.

### China Studies Program (CSP)

The China Studies Program enables students to explore this large and intriguing country from the inside. While living in, and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students learning English, or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

### Contemporary Music Center (CMC)

The Contemporary Music Center offers the opportunity to spend a semester studying, living, and working with faculty, music industry experts, and other students who share an interest in making and marketing contemporary music. Through this program, students devote significant time discovering how to integrate faith and a love of music into the marketplace. This program is open to any student considering a career as a musician, vocalist, songwriter, producer, engineer, artist manager, booking agent, arranging and recording director, marketing executive, music publisher, concert promoter, or entertainment industry entrepreneur. For additional information, contact the School of Music.

### Latin American Studies Program (LASP)

The Latin American Studies Program, based in San Jose, Costa Rica, introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. By living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring term); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall term); and Tropical Sciences (offered only during spring term). Students in all concentrations earn 16 semester credits. For additional information, contact the APU Department of Modern Languages.

### Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn, and work in the L.A. area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The internship/seminar combination allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit. For additional information, contact the APU Department of Communication Studies.

### Middle East Studies Program (MESP)

This Cairo, Egypt-based program allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. The Middle East Studies Program encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.



### **Oxford Summer Programme (OSP) – Wycliffe Hall, Oxford University**

This three-week CCCU and Wycliffe Hall programme examines how Christianity influenced the development of Western Culture. The programme is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academicians in the areas of history, religious studies, English, and history of science. The curriculum includes a lecture series, integrative and thematic seminars, and field trips. The programme is structured for sophomores, juniors, and seniors; graduate and seminary students; nontraditional students; teachers; and those enrolled in continuing education programs. Students earn three-five semester credits.

### **Russian Studies Program (RSP)**

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia; Russian Peoples, Cultures, and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either four or six semester hours of language course work. For those choosing four hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

### **Scholars' Semester in Oxford (SSO)**

The Scholars' Semester in Oxford allows students to pursue intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to live, study, and learn in one of the university's historic halls. The SSO is designated for students interested in the fields of theology, biblical studies, education, and the humanities. The program is for honors and other high-achieving students.

### **Summer Institute of Journalism (SIJ)**

CCCU campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, DC. Fifteen students are selected to participate in the institute, which lasts from mid-May to mid-June. The institute blends classroom experience with hands-on work and provides an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from CCCU-member institutions, take part in field trips, and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news, editing copy, and designing layout. The institute develops students as Christian journalists – exhibiting both professionalism and legal/ethical integrity. Students earn four semester hours of credit. For additional information, contact the APU Department of Communication Studies.

### **Uganda Studies Program (USP)**

Sir Winston Churchill nicknamed Uganda "the Pearl of Africa," and many visitors since have come to agree with him. This Oregon-sized country, located in the east-central section of Africa, is breathtakingly beautiful. Despite its location straddling the equator, many are surprised to find its climate much like San Diego's—comfortable, almost cool at times. Uganda Christian University, located in Mukono, Uganda, serves as the host for this new CCCU program, which offers a breadth of academic opportunities to the international student.

### **Additional Approved Study-Abroad Programs**

Although the following programs are registered with the Council for Christian Colleges & Universities (CCCU) and/or approved for Azusa Pacific University student participation, neither the CCCU nor APU assumes any responsibility for the ownership and management of these programs. Additional information on each of these programs is available through the CCCU website, [www.bestsemester.com](http://www.bestsemester.com); online at the websites listed; in the Study Abroad office; or by meeting with an academic advisor in the major.

### **AuSable Institute of Environmental Studies, Mancelona, Michigan**

AuSable is a Christian environmental stewardship institute whose mission is to bring healing and wholeness to the biosphere and the whole of creation. The AuSable Institute currently offers courses from campuses in the Great Lakes Forest in northern Michigan, Puget Sound in the Pacific Northwest, Tangier Island in the Chesapeake Bay, East Africa, and South India. Students participate for college credit in this learning community during January terms, May terms, and summer school. For additional information, visit the website [www.ausable.org](http://www.ausable.org) or email [admissions@ausable.org](mailto:admissions@ausable.org).

### **AustraLearn, Westminster, Colorado**

AustraLearn is the North American Center for placement of students in 25 major universities in Australia and New Zealand. For additional information, visit the website [www.australearn.org](http://www.australearn.org), or contact the APU Office of Study Abroad.

### **Center for Education Abroad, Arcadia University, Glenside, Pennsylvania**

Center for Education Abroad (CEA) provides a student placement service for studies primarily in Britain, Ireland, Italy, and Spain. For additional information, visit the website [www.arcadia.edu/cea/](http://www.arcadia.edu/cea/), or contact the APU Office of Study Abroad.

## ACADEMIC PROGRAMS

### **Council on International Educational Exchange, New York, New York**

The Council on International Educational Exchange (CIEE) provides for student placement in 60 programs in 30 host countries, primarily in Argentina, Brazil, Chile, China, India, Indonesia, Japan, Taiwan, Thailand, and Vietnam. For additional information, visit the website [www.ciee.org/isp/](http://www.ciee.org/isp/), or contact the APU Office of Study Abroad.

### **Creation Care Studies Program, Belize, Central America**

The Creation Care Study Program (CCSP) is a four-month study abroad program offered in two international locations: Belize, Central America, and the South Pacific (Samoa and New Zealand). The goal of CCSP is to develop and nurture the knowledge, care, and practical competence necessary to be caretakers of creation. Specifically, the core of each program is three, four-credit classes in theology (God and Nature), biology (Tropical Ecosystems or Ecosystems of the South Pacific), and sustainable development (Introduction to Sustainable Community Development). Internships are also offered in the student's major, as well as elective classes in anthropology, Latin American studies, or environmental literature. For additional information, visit the website [www.creationcsp.org](http://www.creationcsp.org), email [CreationCSP@aol.com](mailto:CreationCSP@aol.com), or contact the APU Department of Biology and Chemistry.

### **Educational Programmes Abroad, Kalamazoo, Michigan**

Educational Programmes Abroad (EPA) provides professional internship experiences in an international setting in London, Edinburgh, Brussels, Bonn, Berlin, Paris, Madrid, and Melbourne. For additional information, visit the websites [www.epa-internships.org](http://www.epa-internships.org) or [www.rochester.edu/college/internships/](http://www.rochester.edu/college/internships/), or contact the APU Office of Study Abroad.

### **EduVenture, Huapoca, Mexico**

The program combines a life-changing educational experience with the adventure of doing hands-on mission work and community development work in Huapoca, near Madera, Mexico. Experiential learning is provided through biking, trekking, and rafting, and a host of cultural experiences. The curriculum includes field-based cultural anthropology, Spanish language and culture, community development, spiritual formation, physical education, and missions. For additional information, visit the website [www.eduventure.net](http://www.eduventure.net), or email [eduventure@cox.net](mailto:eduventure@cox.net).

### **Focus on the Family Institute, Colorado Springs, Colorado**

The Focus on the Family Institute provides a unique educational community which nurtures emerging Christian leaders, equipping them to promote healthy families, vibrant churches, and a civil society. The curriculum of this semester-long program is multidisciplinary and focuses on topics related to psychology, sociology, family studies, leadership, social ethics, public policy, philosophy, and theology. Fall, spring, and summer study opportunities are available. For additional information, visit the website [www.focusinstitute.org](http://www.focusinstitute.org), email [rosebuma@fotf.org](mailto:rosebuma@fotf.org), or contact the APU Department of Psychology.

### **Houghton in Tanzania**

Houghton College, Houghton, New York, sponsors the Tanzania semester once a year. The purpose for this program is to immerse the student in a real setting in the developing world. Tanzania is a beautiful, peaceful country with most of its people still living in a rural, agrarian setting. The semester offers courses in various integrated fields such as anthropology, history, wildlife studies, missions, and folklore. Lectures are given at the base camp near Iringa, and the students travel extensively, live with Tanzanian families, speak Swahili, see historical sites, and observe wildlife in wilderness settings. Students experience firsthand the same material they learn in the classroom. The result is in-depth learning and a life changing experience. For additional information, visit the website [www.houghton.edu/academics/ocp/](http://www.houghton.edu/academics/ocp/), or email [OCP@houghton.edu](mailto:OCP@houghton.edu).

### **International Business Institute, Europe**

This summer institute gives students in economics, business, and related areas a distinctive opportunity for a term of study that incorporates the international dimension of these fields. The program is more than ten weeks in length and includes several periods of residence in key locations, as well as coordinated visits and presentations in the major political and economic centers of Western and Eastern Europe, Scandinavia, Finland, and Russia. For additional information, visit the website [www.ibi-program.org](http://www.ibi-program.org), or contact the APU School of Business and Management.

### **International University, Vienna, Austria**

The International University (IUV) is located in the Austrian capital of Vienna, which is one of the chief economic and international culture centers of the world at the heart of Europe. Vienna is home to more than 100 embassies, the UN, OPEC, and the headquarters of more than 200 multinational corporations. IUV is a private institution of higher education affiliated with the Council for Christian Colleges and Universities. Studies are available in diplomatic studies and business administration with specializations in computer information systems, management, and marketing. Courses are taught in English, and students are not required to have prior experience in the German language. However, the study of German is highly recommended. IUV is committed to the integration of Christian faith with learning, and APU students are invited to be salt and light in the student body which consists largely of non-Christian religious traditions. For additional information, visit the website [www.iuvienna.edu](http://www.iuvienna.edu), or contact the APU Office of Study Abroad.

### **Italian Renaissance, Orvieto, Italy**

Gordon College offers a semester of experiential learning from Italian Renaissance art, architecture, poetry, spirituality, worship, and civic life. The program seeks to inspire young artists of Christian faith to reconnect with the religious artistic traditions of the past to enable them to respond creatively and shape a humane future in art and culture. Classes are interdisciplinary, conversational, and experiential, integrating the study of art, art history, history, and theology. For additional information, visit the website [www.gordon.edu/geo/orvieto.htm](http://www.gordon.edu/geo/orvieto.htm), or contact the APU Department of Art.

### **Jerusalem University College, Israel**

Located on Mt. Zion, adjacent to Jerusalem's Old City, this program offers credit for summer, semester, and year-long programs of study. Students study the history, language, culture, archeology, and geography of biblical lands, as they relate to biblical interpretation and a better understanding of the Middle East. For additional information, visit the website [www.juc.edu](http://www.juc.edu), or contact the APU Department of Biblical Studies.

### **L'Abbaye, Pontlevoy, France**

The European-American Center for International Education has developed an innovative approach to cultural immersion in France's historic Loire Valley. The Abbey offers French at all levels as well as other foreign language courses, with the balance of the curriculum taught in English and presented in an innovative, interdisciplinary, team-teaching pedagogy. Students may study art, history, literature, political science, geography, sociology, and economics. Challenging the typical notion of study abroad, the semester program welcomes sophomore students and upperclass students with a cumulative 3.0 GPA or higher. Field research and study trips to Paris and other points of relevance to the academic experience are included in the program. The Eur-Am Center is sponsored by the College of International and Continuing Education of the University of Southern Mississippi. For additional information, visit the website [www.euramcenter.com](http://www.euramcenter.com), or contact the APU Office of Study Abroad.

**Semester in Spain, Seville, Spain**

Semester in Spain, sponsored by Trinity Christian College, Palos Heights, Illinois, strives to provide a comprehensive living and learning environment in Seville, Spain. The core of the program is built around excellent teaching by native Spaniards, exciting faith opportunities, and an enriching home-stay experience with Spanish families. Beginning, intermediate, and advanced Spanish students are welcomed to the TCC program in Seville. Students may choose year-long study, a fall or spring semester, or the summer program. The curriculum provides intensive language and grammar, art, history, literature, and business courses. Many excursions are provided including Cordoba, Toledo, Ronda, Cadiz, and Granada. For additional information, visit the website [www.semesterinspain.org](http://www.semesterinspain.org), email [spain@trnty.edu](mailto:spain@trnty.edu), or contact the APU Department of Modern Languages.

**Spanish Studies Program: CEPE, Guadalajara, Jalisco, Mexico**

The University of Guadalajara was founded in 1792 and is the second largest university in Mexico. Guadalajara was founded in 1542 and is known as the "City of the Roses." It is the cradle of Mexican folklore and the traditional culture that is most representative of the nation. The Centro de Estudios para Extranjeros (CEPE) was founded in 1948 and currently has 2,500 students on average each year from a wide variety of nations. Students are immersed in the Spanish language and culture both in the classroom and through home stay, field trips, and social interaction. For additional information, visit the website [www.cepe.udg.mx](http://www.cepe.udg.mx), or contact the APU Department of Modern Languages.

**Spanish Studies Program: CII, Guadalajara, Jalisco, Mexico**

The Universidad Autónoma de Guadalajara (UAG), Mexico's oldest private university, was founded in 1935. UAG is a prestigious comprehensive university and has some of the best educational facilities in the country, covering an area of 1,000 acres distributed among four campuses as well as two hospitals, an Experimental Agricultural Center, the Chapala Ecology Station, and a Marine Sciences Station. UAG has a current enrollment of 15,000 students, 85 percent of whom are Mexican while 15 percent come from 25 different countries. The university offers 50 undergraduate majors. The Centro Internacional de Idiomas (CII) was founded in response to Mexican and foreign students' desire to develop the language skills necessary for succeeding and actively participating in today's world. Students are immersed in the Spanish language and culture both in the classroom and through home stay, field trips, and social interaction. For additional information, visit the website [www.uag.mx](http://www.uag.mx), or contact the APU Department of Modern Languages.

**Other International Programs**

Students who are considering other programs that are not sponsored or approved by Azusa Pacific University, should meet with the APU director of study abroad prior to applying and enrolling in the program. A Leave of Absence from APU may be required in order to participate in the program. Upon completion of the program, an official transcript should be sent to APU, subject to the same standards of evaluation as other transfers of credit.

**Air Force Reserve Officers' Training Corps (AFROTC)**

Qualified APU students may enroll in the Air Force ROTC Aerospace Studies Program provided at California State University, San Bernardino, California. Air Force ROTC is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a bachelor's degree. A maximum of 16 semester units in the program may be transferred to APU and applied toward graduation requirements. Students may apply for scholarships to cover tuition, books, and a living stipend. (See the "Financial Information" section for details.) The application deadline for AFROTC scholarships is November 15. Questions about AFROTC should be addressed to the Aerospace Studies Department, Health and Physical Education Building, California State University, 5500 University Parkway, TO-122, San Bernardino, California 92407, (909) 880-5440.

**Army Reserve Officers' Training Corps (ROTC)**

Qualified APU students may enroll in the Army ROTC Military Science commissioning program provided at Claremont McKenna College, Claremont, California (approximately eight miles east of the APU campus). Army ROTC challenges students to develop leadership traits critical to any career field, but it is designed for the military environment. A maximum of 16 semester units in the program may be transferred to APU and applied toward graduation requirements. Students may apply for scholarships to cover tuition, books, and a living stipend. (See the "Financial Information" section for details.) The application deadline for ROTC scholarships is November 15. Questions about Army ROTC should be addressed to the Military Science Department, Bauer Center South, Room 101, Claremont McKenna College, Claremont, California 91711-6400, (909) 621-8102.

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

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

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

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

## ACADEMIC PROGRAMS

### Center for Research in Science

The Center for Research in Science (CRIS) emerged in the fall of 1998 as an academic unit of the College of Liberal Arts and Sciences at Azusa Pacific University. The center's mission is threefold:

1) to promote scientific inquiry through pure and applied research; 2) to foster excellence in science education; and 3) to encourage dialogue about faith and science.

One of the center's hallmark activities (open to the community at large) is hosting the CRIS Science and Faith Lecture Series, in which experts in various disciplines present their perspectives on important issues in science and faith. A variety of topics ranging from cosmological and biological origins, to educational legislation, to issues of church and state, to environmental issues, to human dignity and bioethics – including stem cell research, cloning, euthanasia, and abortion – are addressed.

Additionally, CRIS helps to further student and faculty research by arranging both intramural and extramural internships, inviting visiting scientists to engage with students in classroom settings, and working to establish synergistic partnerships with local businesses and organizations. For more information, call (626) 815-2082 or visit [www.apu.edu/cris/](http://www.apu.edu/cris/).

### Youth Leadership Institute

The Youth Leadership Institute is a ministry of Haggard School of Theology at Azusa Pacific University. The ministry objective is to pioneer new paradigms of high school student leadership development and to train and mentor current youth workers in the field. With a generous grant from the Lilly Endowment, Inc. the project seeks to lead the way in cutting-edge student leadership and spiritual development models. The annual T.E.A.M. (Theological Education and Ministry) Conference is the premiere training event of the Youth Leadership Institute at Azusa Pacific University. It offers hands-on training for upperclass high school student leaders with a strong emphasis on community, transformation, leadership, and discovery. T.E.A.M. is intensive, spiritually passionate, and specifically applicable training for students that seek to impact ministry in the local church and the world. Azusa Pacific University students are annually involved in mentoring, coaching, and providing strategic leadership at T.E.A.M. The Youth Leadership Institute also partners in ministry with leading student ministry organizations around the country to establish APU and Haggard School of Theology as leaders in student ministry teaching, research, and practical application. Questions about this program should be addressed to [yli@apu.edu](mailto:yli@apu.edu); to Robin Dugall, M.Div., executive director ([rdugall@apu.edu](mailto:rdugall@apu.edu)); or by calling (626) 815-5472.

### Office of Christian Leadership and Vocation

The Office of Christian Leadership and Vocation oversees the GPS@APU: Growing for Purposeful Service program funded by a generous grant from Lilly Endowment, Inc. This initiative encourages every member of the APU community to consider how to live out his/her calling from God to serve both the church and society. Vocation grant activities include funded internships for students, special course work in faith integration for faculty members, and other campus-wide opportunities for students to explore ways to link the concept of ministry to their career choices. Office personnel are housed in the Duke Academic Complex. Questions about grant programs for either students or faculty should be addressed to [oclv@apu.edu](mailto:oclv@apu.edu) or to Tamsen Murray, Ph.D., executive director.

### Preprofessional Programs

#### Premedical/Pre dental

While any major is compatible with medicine, an emphasis on science courses is mandatory for completion of the academic prerequisites of medical and dental schools. The Department of Biology and Chemistry offers excellent curricula for such programs. The student receives not only strong academic advising on preparatory course work, but also a great deal of personal contact with the professor within the classroom environment.

The program helps the student integrate scientific, cultural, and religious views and develop the skills and objectivity necessary for the advancement of scientific knowledge.

To assist the student in attaining this goal, APU provides an advisor and a premedical/pre dental advisory committee, which assist the student in class selection, keep track of academic progress, provide information on medical and dental school admission policies, conduct mock interviews, and in general, aid the student in areas of difficulty.

In addition, career seminars and an MCAT review course (BIOL 470) led by the university premedical advisor are offered. Both a high score on the MCAT (Medical College Admissions Test) and a high grade-point average are necessary for consideration in application to a medical school.

In addition to the general studies requirement, the following is typical of the academic prerequisites required by most medical or dental schools:

#### Chemistry

|               |                          |      |
|---------------|--------------------------|------|
| CHEM 151*/152 | General Chemistry        | 4, 4 |
| CHEM 251/252  | Organic Chemistry Theory | 4, 4 |
| CHEM 261/262  | Organic Chemistry Lab    | 1, 1 |

#### Biology

|               |                       |      |
|---------------|-----------------------|------|
| BIOL 151*/152 | General Biology I, II | 4, 4 |
|---------------|-----------------------|------|

#### Mathematics (Select one pair)

|              |                  |      |
|--------------|------------------|------|
| MATH 151/152 | Applied Calculus | 3, 3 |
| MATH 251/252 | Calculus I, II   | 5, 4 |

#### Physics (Select one pair)

|               |                               |      |
|---------------|-------------------------------|------|
| PHYC 201*/202 | Fundamentals of Physics I, II | 4, 4 |
| PHYC 251*/252 | Physics I, II                 | 5, 5 |

\*Meets general studies requirement.

Furthermore, the following courses provide excellent preparation for medical school:

|              |                                      |      |
|--------------|--------------------------------------|------|
| CHEM 300/310 | Quantitative Analysis–Theory and Lab | 2, 2 |
| BIOC 380/381 | Biochemistry I, II                   | 4, 4 |
| BIOL 280     | Cell Biology                         | 4    |
| BIOL 300     | Genetics                             | 4    |
| BIOL 336     | Vertebrate Biology                   | 4    |
| BIOL 350     | Mammalian Physiology                 | 4    |

### **Pre-Allied Health and Pharmacy**

The applied health major within the Department of Biology and Chemistry contains most requirements for admission to graduate programs in the health professions (including physician assistant, occupational therapy, physical therapy, sports medicine, and chiropractic medicine). The physical therapy track within this major is also specifically designed to address the admission requirements for entry into a master's or doctoral physical therapy program. The biology or biochemistry major addresses the requirements for entry into a pharmacy program.

### **Pre-Engineering**

Students interested in engineering have two options: the 2/2 Program and the 3/2 Program.

#### **2/2 Program**

In the 2/2 Program, a student completes a group of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution. Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation, 2/2 Program.

#### **3/2 Program**

In the 3/2 Program, a student completes a group of prescribed courses at Azusa Pacific University (more than the 2/2 Program requires), then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution. Upon earning the engineering degree from the other institution, the student also receives a Bachelor of Arts in Math/Physics from Azusa Pacific University. Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation, 3/2 Program.

APU has an affiliation agreement with Seattle Pacific University (SPU) which ensures that a student from APU can transfer to SPU and obtain a degree from that institution in no more than two additional years. Students opting to complete their engineering degree at other universities, including state universities, have made smooth, successful transitions as well.

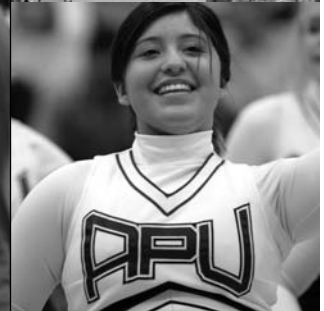
Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. For example, some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry. For a list of the prescribed courses for the 2/2 and 3/2 programs, see the Department of Mathematics and Physics section in this catalog.

### **Prelaw**

Azusa Pacific's Department of History and Political Science offers a prelaw concentration for political science majors who intend to attend law school. The 51-unit prelaw concentration includes courses in political science, law, philosophy, business, sociology, and communication. The department's prelaw advisor helps prelaw students select appropriate elective courses and assists in the process of identifying and applying to law schools.



# Student Life



|                                     |           |                                       |           |
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## Student Life

The Student Life division at Azusa Pacific University recognizes the spiritual, intellectual, emotional, social, occupational, and physical needs of students. A variety of opportunities and activities are coordinated to enhance each student's God-given potential.

In conjunction with faculty, the Student Life staff assists students in establishing academic and personal goals and provides tools and services to reach them.

Through chapel, personal and career counseling, small groups, outdoor adventure programs, multi-ethnic programs, and other experiences, students integrate their classroom and out-of-classroom experiences and apply their faith and beliefs to their value systems and lifestyles.

## Residence Life

Azusa Pacific University's on-campus Residence Life Program has several distinctive features. First, it exists as a community which engenders a spirit of redemption and grace to promote restoration and life change through Christ's involvement in students' day-to-day lives. Second, it offers undergraduate students many different types of living environments, including traditional residence halls and self-contained apartments. Many of the on-campus living communities are accessible to students with disabilities. Third, each living area strives to provide living-learning programs based on the assessed needs of the residents. Fourth, each residence community is managed by a residence director (RD) who serves as a liaison between residents and the university community. RDs are professionals, trained to assist students with making positive choices that ensure success in their college experiences. The RD also serves as an educator, helping students integrate their classroom learning with their out-of-classroom experiences. Fifth, each subcommunity is directed by a resident advisor (the RA reports to the RD) who plays a key role as a referral agent in the event that a student needs counseling or medical care. RAs assist in orienting students to the living area and the campus, and plan a variety of programs which promote a sense of community and cooperation among residents. Azusa Pacific University's on-campus residential setting offers students exceptional variety and quality of life experience.

## Housing Services

The Office of Housing Services helps undergraduate students make a successful entry into the **Residence Life** campus living communities. Research shows that students living in college residence halls are more involved in campus events, are more likely to graduate, and are generally more satisfied with their college experience. By coming alongside students in the process of obtaining campus housing, the housing staff strives to help each one find a place they will come to call "home" during their time at APU.

The Office of Housing Services is located behind Smith Hall on East Campus. Drop in anytime or visit the website: [www.apu.edu/housing/](http://www.apu.edu/housing/), to find out about campus living areas, how to apply for housing, and much more.

## Communiversity

The Office of Communiversity exists to serve APU students by providing purposeful programming while challenging and developing their intellectual and spiritual growth. The goal is to create a Christ-centered community. Communiversity helps meet the social, cultural, recreational, intellectual, and spiritual needs of the APU community in some of the following ways: APU clubs and organizations, commuter services, intramurals, concerts,

cultural arts, and outdoor recreational trips and rental equipment. Communiversity also manages the Student Union/InCom, located in the Cougar Dome, one of the primary on-campus information hubs for the student community.

## Multi-Ethnic Programs (MEP)

### Introduction

The Office of Multi-Ethnic Programs (MEP) provides cross-cultural programming and opportunities for respectful and safe dialogue to all APU students, faculty, and staff in order to promote racial reconciliation, unity, and appreciation for all cultures represented within God's Kingdom.

MEP pursues this mission by:

1. Investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds.
2. Providing supplemental support and services for ethnic minority students.
3. Sponsoring programs and activities which increase awareness and appreciation for ethnic and cultural diversity.

The MEP staff promotes student development through their advisement of M.E.S.A. (the Multi-Ethnic Student Alliance) and ethnic organizations (A.M.I.G.O.S., BSA, APASO, and PIO). In addition, MEP coordinates the Multi-Ethnic Leadership Scholarship Program, which involves education in diversity, leadership, and discipleship with selected students who become leaders of intercultural understanding and racial reconciliation on campus and beyond.

MEP administers other scholarship programs for the university, and provides information on scholarship, fellowship, and internship opportunities offered by outside organizations for ethnic minority populations. The office also sponsors various events for the campus, including Gospel Sing (an annual gospel concert featuring choirs from the area churches and schools), heritage month programs, Martin Luther King Jr. Week, workshops, a racial reconciliation retreat, Spotlight Talent Showcase (for Azusa High School students), discussions, and other activities.

### Ethnic Organizations and Student Groups

The purpose of ethnic organizations is to offer a forum for fellowship, education, and dialogue, in order to encourage the appreciation of similarities and differences between all cultures represented by the APU community. The ethnic organizations strive to unite and build community by fostering an environment that cultivates awareness, understanding, reconciliation, and appreciation, so that cultural exchange can be embraced and celebrated.

Ethnic organizations seek to be a safe place where students can challenge themselves, hear different perspectives, build friendships, share each other's culture, and learn to identify with one another.

In addition to regular meetings, ethnic organizations sponsor and co-sponsor events like Connection Preview Day (in conjunction with the Office of Admissions), hip-hop concerts, luaus, barbecues, coffee hours, discussion groups, guest speakers, and luncheons. Each organization invites participation and involvement from all students, as everyone has ethnicity and culture and contributes to the diversity of APU's campus community.

All students are welcome to stop by the MEP office, located on Cougar Walk next to Communiversity, to obtain information on programs, activities, and scholarships, or relax in the MEP "living room." To keep informed, sign up for the MEP mailing list by submitting name and address to the MEP office.

## STUDENT LIFE

BSA (Black Student Awareness), Ext. 3720

A.M.I.G.O.S. (a mixed intercultural group of students), Ext. 3720

APASO (Asian Pacific American Student Organization), Ext. 3720

PIO (Pacific Islander Organization), Ext. 3720

Spotlight Talent Showcase coordinator, Ext. 3720

Heritage Month coordinator, Ext. 3720

All ethnic organizations and programs are student led and advised by MEP and invested faculty and staff.

### **M.E.S.A. (Multi-Ethnic Student Alliance) Ext. 3513 or 3720**

The Multi-Ethnic Student Alliance (M.E.S.A.) is also a student-led organization advised by the MEP staff. M.E.S.A.'s mission is to "embody Christian values by promoting sensitivity and awareness while welcoming and celebrating cultural diversity" and to move past the walls of tolerance, creating a community committed to loving all people regardless of difference. M.E.S.A. seeks to be a safe place where students can challenge themselves, build friendships, share each other's culture, and learn to identify with one another.

Working with other clubs and organizations, M.E.S.A. strives to create an environment at APU in which students can embrace their similarities and differences. M.E.S.A. hosts events such as Gospel Sing, concerts, workshops, luncheons, nights of worship, fashion shows, and social justice-focused programs.

M.E.S.A. invites participation and involvement from students of all ethnic backgrounds. All students are welcome to stop by for information on programs, activities, and scholarships.

### **International Student Services**

The Office of International Student Services (ISS) assists all international students and scholars at APU as well as promotes international awareness and involvement on campus.

Services provided to international students include assistance with admission to the university, immigration documentation (I-20/DS 2019), and cultural adjustment. Upon initial arrival into the U.S., ISS provides airport pick-up and helps students obtain a bank account, Social Security number, California ID, and housing. A special orientation for international students is also provided which acquaints them with the university and U.S. laws and culture. ISS sponsors an International Chapel once a week on Friday, which is open to international and domestic students alike. In addition ISS sponsors numerous other special activities to introduce students to Southern California.

ISS holds various activities throughout the year to promote international awareness on campus. A few of these activities include Global Vision Week, the H.U.T., Global Fest, and international awareness training sessions for student leaders. ISS is also available to provide cultural information to students, faculty, and staff via literature, video, and personal consultation.

### **International Student Health Insurance**

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase the APU international health insurance. The international health insurance meets the U.S. government requirement for health insurance for international students. The insurance must be purchased at time of registrations (twice a year) with a total of 12-month coverage. All students with this coverage may use the APU Health Center for minimal or no cost. If the student withdraws from or leaves APU prematurely, health insurance coverage will be automatically terminated.

Students in the American Language and Culture Institute (ALCI) will purchase health insurance when they register for the first time and then for every six-month time period thereafter. If the ALCI student is concurrently enrolled in a graduate-level class, health insurance will be purchased at the time of registering for the graduate class.

### **International Campus Fellowships**

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

### **American/International Mentoring Program (A.I.M.)**

The American/International Mentoring Program (A.I.M.) partners students with diverse ethnic and cultural backgrounds for mutual benefit. Domestic students grow from learning about different countries and cultures through interaction with international students, and international students have a greater chance to learn about American culture, especially at APU. Both partners receive cross-cultural leadership training during the experience.

A.I.M. strives to foster lifelong friendships in Christ. As international and American students bond in friendship, the students use Jesus as a role model for sharing the love of Christ.

### **Career Services**

Career Services equips students to discern their calling and empowers them to steward their strengths and abilities in order to advance the work of Christ in the world.

### **Career Exploration and Development**

Career Services assists students in self-exploration by assisting them in identifying interests, abilities, values, personality, and environmental preferences. Several opportunities are available for students to do this, including individual appointments with a career counselor, interest and personality assessments, and Career and Life Planning, a three-unit, upper-division course.

### **Career Library and Resources**

The Career Resource Library contains a wide variety of information to help students and alumni in their career searches. Resources include a computerized career guidance system and many publications that offer current career information.

### **Employment Opportunities**

Career Services assists students in locating job opportunities. Services include APU Career Network, an online, Internet-based, part- and full-time employment listing; and an annual Career Fair in the spring which brings 50-60 employers from quality organizations to APU. On-campus recruiting occurs immediately after the Career Fair during which employers choose to interview graduating students and alumni for career positions. The Healthcare Recruitment Fair brings representatives from 40 plus hospitals in the fall to recruit for nursing and other healthcare professionals. Teacher Interview Day brings 60 plus school districts to campus in May to interview for teaching positions. In addition, Summer Camp Recruiting Fair gathers 30 plus summer camp recruiters.

### **Graduate School**

Information on graduate schools and their programs can be obtained through Career Services' Peterson's Guides. Also, the Graduate School Fair, held in the fall, brings 45 plus graduate school and seminary representatives to the campus to interact with students and provide information regarding their programs. In addition, workshops on Getting into Graduate School are regularly scheduled in the fall.

## University Counseling Center

The University Counseling Center (UCC) is staffed by professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic, and spiritual wellness of the APU student community. UCC services are available to any currently enrolled student, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential.

## Chapel Programs

Chapel exists to point the APU community to God alone, as its members worship Him in spirit and truth. The APU community seeks to keep **God First** by: 1) encouraging an intimate, personal relationship with God; 2) providing challenging, biblically based teaching intended to produce transformation through the power of the Holy Spirit; 3) complementing the work of the local church through creative communication on topics vital to college students; and 4) providing a corporate experience to unify APU in Christ.

Because chapel is so important to the university, **attendance is required of every full-time undergraduate student**. Please refer to the Student Handbook for detailed policy.

The Office of Chapel Programs also strives to meet the needs of APU students with contemporary and relevant speakers. Students may suggest potential speakers by contacting the Office of Chapel Programs at chapel@apu.edu, phone (626) 812-3088, or fax (626) 815-2001.

## Institute for Outreach Ministries

The Institute for Outreach Ministries (IOM) comprises five different departments that provide service opportunities for students to be used by God in unique ministries. The five departments that make up IOM are Mexico Outreach, Rancho El Refugio, Night of Champions, Office of World Missions (OWM), and Ministry and Services (MAS).

Each of these departments strives for God-centered ministry that educates, empowers, and transforms everyone involved. From service projects around Los Angeles to mission trips across the world, IOM represents the heart of service for APU. Student ministry credits apply to all activities presented by the departments under IOM.

### Mexico Outreach

Since 1968, Mexico Outreach has taken groups from across the United States and Canada to Mexico to partner with the local church and community and lovingly show Christ to people of all nations. Throughout various trips each year, more than 8,000 high school and college students (including 500 APU students) travel to Mexico for intensive weeks of ministry. APU students join thousands of others during Easter week in Mexicali and Ensenada, serving in partnership with Mexican churches, prisons, medical clinics, and villages. Thanksgiving weekend offers ministry opportunities for APU students and college students from across the country to worship and work jointly with Mexican churches. Ministry credits are offered for participation in these events.

### Rancho El Refugio, Ensenada

Rancho El Refugio ("The Ranch") is a 17-acre ranch 10 miles east of Ensenada overlooking the entire Ensenada Valley. Owned and operated by Mexico Outreach and Azusa Pacific International, it is uniquely equipped and designed to be a base for ministry and education for groups of all sizes. Each year, Mexico Outreach partners with Operation Impact to host graduate classes at the Ensenada Campus. The Ranch is outfitted to accommodate creative, unique, and innovative outreach ministries and academic options of all types.

## Night of Champions

The Night of Champions is an annual youth ministry event held in mid-March that welcomes nearly 5,000 junior high and high school age students from throughout Southern California to the APU campus. The event uses the excitement of various games, live Christian bands, great food, and the testimonies of Christian celebrity athletes, actors, and musicians to expose kids to Christianity and the love of Jesus Christ. More than 750 APU students volunteer at the event. (8-15 ministry credits are given for participation in this outreach.)

## Office of World Missions

Founded as a small Training School for Christian Workers, APU's Office of World Missions (OWM) sends students, faculty, staff and alumni across borders, cultures, and languages. OWM facilitates a variety of missions and global awareness opportunities integrating the Great Commission. During Global Vision Week, over 80 mission and service representatives interact with the APU community in chapel, classes, and other activities.

Focus International provides short-term mission opportunities in more than 55 countries worldwide with almost 2,000 team members since 1984. Team members travel to South Africa, Thailand, India, Russia, China, El Salvador, Chile, and many other nations during spring and summer breaks. Global Relief is a new component of OWM formed in the aftermath of the 2005 Hurricane Katrina. It is a partnership with agencies in the relief efforts to respond in the U.S. and around the world.

## Office of Ministry and Service (M.A.S.)

### More Abundant Life

Remaining true to its foundational commitment, Azusa Pacific University strives to set students on a trajectory toward a lifetime of service. Founded as a training school for Christian workers, APU maintains its mission to prepare leaders who understand the privilege and necessity of service. Through local and global service opportunities, students tutor underprivileged children, visit weekly with single mothers, and even clear paths on local mountain trails. For more than 35 years, APU students serve in Mexico during Easter vacation, and through Focus International, travel to ministry sites around the globe learning about different cultures and broadening their experience of God in the world. The service component of the APU experience is grounded in a deep-seated understanding that following Jesus involves coming alongside others to demonstrate the Good News of God's inclusive, empowering love. A student's service may correlate with his or her academic preparation for a chosen profession, or it may be an opportunity to branch out into something altogether different. The Office of Ministry and Service (MAS) exists to provide an environment that encourages students along this path, serving as a catalyst and support to them as they serve others and experience the "more abundant life" that Jesus described in John 10:10 and modeled throughout His own life. As students engage in this process through churches, service organizations, and other agencies, they fulfill the graduation requirement of 120 credits of ministry and service. The following are the requirements for full-time students for graduation:

- 120 credits for students beginning in fall semester as freshmen
- 90 credits for transfer students beginning in fall semester as sophomores
- 60 credits for transfer students beginning in fall semester as juniors
- 30 credits for transfer students beginning in fall semester as seniors

## STUDENT LIFE

These credits are not to be considered the same as hours; 15 credits are fulfilled with 15-25 hours of service. Our expectation for students is that the credits represent a semester or year of supervised, purposeful, and transformational ministry or service involvement. The maximum amount of credit per semester is 30; and the maximum for any academic year may not exceed 45 ministry/service credits (for instance, 15 credits in the fall semester for Homework House and 30 credits for Mexico Outreach during Easter vacation). To receive credit for completing ministry/service, students must complete the Ministry/Service Report, which can be obtained in MAS, and submit it by the end of the semester in which the ministry/service is completed.

### Developing Giftedness

While MAS encourages students to broaden their horizons through different experiences, it also recognizes that students may desire to stay with a particular ministry to continue developing their gifts and building relationships. Additionally, some students may find that a certain ministry/service opportunity is a fitting complement to their particular area of study. MAS fully supports this continuity of involvement and encourages students to provide leadership in ministries for the duration of their APU career. In addition to the yearly limit of 45 credits, the following guidelines also apply:

- Athletic training majors may use up to four sessions for a maximum of 60 credits
- Nursing majors may use up to four clinicals for a maximum of 60 credits
- Music ministry majors may use up to two ensembles for a maximum of 60 credits

### Starting a New Ministry

MAS desires to develop new ministry opportunities within the city of Azusa and beyond, partnering with religious and civic organizations to develop long-term, sustainable ministries. MAS also affirms the entrepreneurial spirit within students who seek to start relevant, exciting, purposeful ministries. As new avenues of service emerge through class-based service learning projects organized and supported through the Center for Academic Service Learning and Research, students are encouraged to continue service generated through those efforts. Students may also find new ways of meeting community needs at their places of employment and with agencies new to APU. Visit MAS and submit a New Ministry/Service Proposal to begin the process.

### Current Opportunities

The MAS student-directed programs include training and ongoing study and reflection opportunities to promote biblical community development principles and prepare Christian leaders for practical, transformative, holistic ministry. Many churches and organizations in the area need student leadership and support. Visit MAS or [www.apu.edu/mas](http://www.apu.edu/mas) to discover a place to serve. Some of the opportunities include:

- Cerritos Kidz
- S.A.Y. Yes! (Downtown L.A.)
- Azusa Food Bank
- ¡Viva Azusa! Soccer League

Other student-directed programs include, but are not limited to:

- Adult Ministries: Compassionate attention is given to the developmentally disabled, encouragement for literacy achievement, and care for the elderly.
- Stepping Stones: An outreach to single mothers
- Environmental Stewardship: Through ministries like the Community Garden, Students for Environmental Education (S.E.E.D.), Glendora Trails clean-up, and Azusa Tree Planting, students join local community members to beautify, restore, and enjoy caring for God's creation.
- L.A. 101: An inner-city learning experience in Los Angeles
- Peach Factory: A children's after-school arts and crafts outreach in the Slauson Park area of Azusa
- Urban Ministries: A variety of opportunities to serve with children, teens, and adults in downtown Los Angeles and Hollywood
- W.A.Y.: Walking with Azusa's Youth academic mentoring in the city of Azusa



### Additional Opportunities

Mexico Outreach and Focus International: The Institute for Outreach Ministries, under the leadership of executive director Carolyn Koons, has been taking student groups to Mexico for more than 30 years. Now there are many more opportunities to travel the world, learn from people in other places, and experience the gift of serving others.

### L.A. Term

A variety of ministry internship opportunities are available during this urban-learning semester in the city of Los Angeles.

### Summer Ministry

Serving alongside one another helps students get acquainted and build community. MAS strongly urges students to serve along with their peers during the fall and spring semesters, or on Focus International ministry trips. For summer ministry, please contact MAS to get approval.



## Health Services

The Student Health Center offers services for preventive medicine as well as the treatment of minor illnesses, emergencies, and first aid. Special appointments include: nutrition, stress management, substance abuse, weight management, premarital consultations, and STD awareness.

Hours vary each semester and are posted at the Health Center. A nurse or doctor is on call after hours and on weekends as needed and may be contacted through the Department of Campus Safety. During summer hours, semester breaks, and holidays, services are limited and students may be referred out for care.

Medications, injections, and treatment of minor illnesses are administered by the attending physician, nurse practitioners, or registered nurses. Should the student need further treatment or evaluation, there is an excellent referral base to specialists in the community as well as a hospital in close proximity for emergencies. There is a prematriculation requirement of a recent TB skin test and of some immunizations. Check with the Health Center for current requirements.

## Insurance

For students with seven units or more, or who live on campus, health insurance is automatically a part of the fee schedule. It is the students' responsibility to take their insurance card to the place of service and pay the portion of the medical bill not covered by the policy. The \$100 deductible, if seen outside the APU Health Center, is waived by coming to the Health Center first and being referred to an outside provider.

Information regarding coverage and usage may be obtained at the Health Center. Because of the low cost of these policies, they are considered secondary insurance coverage; thus benefits are payable only to the extent that such expense is not covered by any other insurance policy (i.e., parents, individual, or group plan).

For more information, contact the Health Center at (626) 815-2100. Those students without insurance may schedule an office visit at the APU Health Center for a nominal charge.

Athletes participating in intercollegiate sports are covered through a separate policy.

## Turner Campus Center

Located in Azusa Pacific's Turner Campus Center are the cafeteria, Banquet Services, the student post office, and Cougars' Den Café. In addition, the Associated Student Body functions as a part of the campus center. The ASB's ability to influence the APU community is derived from its representation of student opinion, and its effectiveness lies in its ability to turn that representation into service. The ASB administrative council provides a laboratory for citizenship, social responsibility, and leadership.

## Bookstore

Located on West Campus, across from the Hugh and Hazel Darling Library, the University Bookstore offers a wide range of merchandise and services. In addition to all the materials needed for students' courses, a broad range of Christian books (Bibles, Bible reference, Bible studies, Christian living, devotional, novels, and more) and reference materials are carried. The University Bookstore is a one-stop source for everything needed to show school spirit (clothing, hats, mugs, etc.) and for gift giving (Christmas, birthdays, Mother's and Father's days, Valentine's Day, Easter, etc.). Students may also order graduation announcements, class rings, and nursing pins, as well as purchase art and office supplies. For the students' convenience, fax-sending/receiving and special book order services are available. In addition, balloon bouquets, Bible imprinting, and complimentary gift-wrapping are offered. Online orders and reservations are available at [www.bookstore.apu.edu](http://www.bookstore.apu.edu).

## Student Post Office

All undergraduate students are required to have a university postal unit box located in the Student Post Office. All unit boxes are the property of APU and are operated by APU university staff. Keys are issued to new incoming students during registration weekend. Students are asked to sign an agreement to pay a replacement or lost key fee of \$25 for each additional key made for them. New incoming freshman students may call the Student Post Office at (626) 812-3030 after August 15 of each new school year to obtain their new unit box number. Students maintain the same unit box during their attendance at APU.

The Student Post Office is located on East Campus, next to the Associated Student Body Office. Services include purchasing postage stamps, mailing letters and packages via the United States Post Office, Federal Express, and California Overnight; intra-campus mailings to professors and friends, and receiving mail from off campus. The additional service of mailing packages by United Parcel Service can be accomplished at the West Campus Mail Services department. Mail Services is located behind the Darling Library, next to the Graphics Center.

### Campus Safety

The Department of Campus Safety is located in the first-floor lobby of Adams Hall. The staff assists students with problems they might encounter on campus, such as theft, accidents, or threats.

Campus Safety personnel are not peace officers. They are, however, trained using some of the same standards as peace officers in the State of California. Because of their level of professionalism, Campus Safety Officers have been approved by the Azusa Police Department to handle the initial investigation and reporting procedures for most of the crimes that occur at Azusa Pacific University. The Campus Safety officer's primary concern is the protection of Azusa Pacific University students, employees, and property.

Any and all incidents that are, or may be, criminal in nature or any suspicious circumstances should be reported immediately to Campus Safety. The Department of Campus Safety will investigate and, if appropriate, contact the Azusa Police Department and liaison with them to assist the student. This coordinated effort is invaluable when attempting to solve crimes and to raise community awareness.

In case of injury or illness, except in life-threatening situations, the Department of Campus Safety should be the first agency notified. Campus Safety personnel will notify the proper emergency agency for assistance.

The Department of Campus Safety also enforces traffic and parking regulations on all APU property and campus locations. The Azusa Pacific University Vehicle Code lists the driving and parking rules on campus and the ramifications for violation of those regulations. The APU vehicle code can be located online at the APU website. Students who are unfamiliar with these rules should view them at [www.apu.edu/campussafety/vehiclecode/](http://www.apu.edu/campussafety/vehiclecode/). Lack of familiarization with a pertinent section is not sufficient reason to appeal the issuance of a citation.

All vehicles require registration with the university through the Department of Campus Safety and must display an APU vehicle permit. Failure to register a vehicle can result in citation or impounding of that vehicle.

Additionally, Campus Safety has initiated an "American Defender Personal Safety Whistle Program." A whistle, free of charge, is available to any individual on campus and should only be used in case of emergency. It can be utilized to signal for help, frighten away an intruder, or alert others to call Campus Safety. Whistles should be utilized only when an individual is in distress or when he/she sees another in jeopardy. To prevent abuse, and to maintain the viability of such a program, there is a \$250 fine for misuse on campus. When a whistle is heard on campus, students are encouraged to locate the individual in need, contact Campus Safety, and observe the situation. Students or employees should never place themselves in harm's way. Questions should be directed to the Department of Campus Safety at (626) 815-3805.

The Azusa Pacific University campus is private property and permission to enter or pass through is restricted and/or revocable at any time. Students or visitors who fail to cooperate with Campus Safety personnel or university authorities, will not be permitted to remain on campus.

To ensure an environment conducive to learning and the mission of Azusa Pacific University, Campus Safety personnel are on duty every day of the year, 24 hours a day. On campus, the department can be reached at Ext. 3898 or 3805. From an off-campus telephone, the numbers are (626) 815-3898 or (626) 815-3805.



### Harassment Policy and Grievance Policy

Staff members are employed by the university for the purpose of assisting students and parents with 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 believes that he/she is being harassed verbally, or in any other manner, that he/she immediately end the conversation and refer the party to the supervisor.

Azusa Pacific University has a grievance process in place for academic and nonacademic issues. Please see the "Academic Policies" section of this catalog for further information.

### Social Expectation

It is the aim of Azusa Pacific University that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. Therefore, Azusa Pacific University expects that students refrain from activities which may be spiritually or morally destructive. All students are expected to abide by the student standards of conduct listed in the Student Handbook, which can also be accessed online.

Admission to Azusa Pacific is a privilege. It is expected that students sincerely believe that they can honestly be themselves in this environment without being in conflict with it, seriously desire to discover and explore their relationship to God, and positively contribute to the Azusa Pacific University community.





# College of Liberal Arts and Sciences



|  |            |  |            |
|--|------------|--|------------|
| <b>Ethnic Studies Program</b>                                  | <b>75</b>  | <b>Department of Global<br/>Studies and Sociology</b>  | <b>110</b> |
| <b>Humanities Program</b>                                      | <b>76</b>  | <b>Department of History and<br/>Political Science</b> | <b>116</b> |
| <b>Liberal Studies/Undergraduate<br/>Education K-8 Program</b> | <b>77</b>  | <b>Department of Mathematics<br/>and Physics</b>       | <b>122</b> |
| <b>Department of Art</b>                                       | <b>81</b>  | <b>Department of Modern<br/>Languages</b>              | <b>128</b> |
| <b>Department of Biology<br/>and Chemistry</b>                 | <b>88</b>  | <b>Department of Psychology</b>                        | <b>134</b> |
| <b>Department of<br/>Communication Studies</b>                 | <b>96</b>  | <b>Department of Theater,<br/>Film, and Television</b> | <b>140</b> |
| <b>Department of<br/>Computer Science</b>                      | <b>100</b> |  |            |
| <b>Department of English</b>                                   | <b>106</b> |  |            |

# College of Liberal Arts and Sciences

## Introduction

Welcome to the College of Liberal Arts and Sciences, commonly referred to as CLAS. CLAS houses the arts, humanities, social sciences, and natural sciences, and coheres with the university's purpose: education that prepares students not only for a specific profession, but also for lifelong learning in the context of Christian leadership and service.

The college includes 11 academic departments, 7 centers and programs, and more than 100 full-time faculty. CLAS offers 26 majors, including an accelerated degree program in computer science and graduate programs in art and TESOL. The college also offers many of the courses in the university's general studies program. CLAS additionally houses the yearbook, the student newspaper, a forensics program, a drama program, and the campus radio station.

## CLAS Centers

### The Writing Center

Believing that clear communication builds community and demonstrates responsible stewardship of intellect, the Writing Center helps writers strengthen their abilities by learning the skills and concepts of strong writing in their respective disciplines.

To this end, the Writing Center staff:

- Treats all writers with dignity and respect
- Teaches skills rather than simply corrects or fixes writing errors
- Supports the faculty's pedagogical objectives
- Equips and trains in current methods and theories of writing instruction
- Offers creative and individualized writing support for varying disciplines, genres, and objectives
- Develops multilevel resources for writers' reference—print resources, workshops, and personal service
- Provides collaborative and interactive services to foster an ever-growing community of critical thinkers and writers

### The Learning Enrichment Center

The Learning Enrichment Center (LEC) provides support to APU students through a variety of services and programs designed to promote academic success. Services include individualized and group tutoring; Supplemental Instruction Program (SI); training for the Peer-Led Team Learning Program (PLTL); student disability accommodations; College Level Examination Program (CLEP); examination proctoring services; freshman testing in reading, math, and writing; and individualized study strategies to support students in their academic endeavors toward excellence.

### The Center for Research in Science

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

### The Math Center

The Math Center (Wynn 103) provides additional opportunities for APU students who need assistance at all levels of mathematics. Student tutors (mostly APU mathematics majors) are on site for walk-in tutoring from 4-8 p.m., Monday through Thursday, throughout each semester. The staff encourages learning mathematics by doing mathematics. The Math Center provides an excellent environment for math learners to develop and practice their math skills.

## CLAS Programs

CLAS houses the Ethnic Studies Program, Humanities Program, and the Liberal Studies/Undergraduate Education K-8 program.

### Ethnic Studies

In varying degrees of frequency, all occupations involve interaction with people. Whether pursuing full-time ministry or careers in business, health care, education, physical or social science, music, or the liberal arts, cross cultural interaction is inevitable. Within almost every arena, the workplace is increasingly becoming more diverse. Demographic shifts throughout the United States, the pervasive global marketplace, and rapid technological advancements increase the probability of personal and professional interaction with individuals from unfamiliar environments. These influences render effective intercultural interaction skills highly marketable. The Ethnic Studies Program provides an opportunity for students to engage American ethnic communities of color both within and outside of the classroom. All students can benefit from this increased exposure to domestically diverse cultures.

### Humanities

APU's Humanities Program is supported by five interdisciplinary seminars in the subject areas of Aesthetics, Great Ideas, Great Works, Literary Masterpieces, and Christian Classics. These seminars are housed in the CLAS departments of Art, History and Political Science, and English, and the undergraduate division of the School of Theology. More information may be found in the following program pages, the course descriptions within each department, as well as in the section on General Studies elsewhere in this catalog.

### Liberal Studies/Undergraduate Education K-8

This program assists students in developing lesson plans, participating in surrounding school districts, and learning about the teaching profession. Working in tandem with various departments—including English, history/political science, biology/chemistry, mathematics/physics, art, exercise and sport science, music, and modern languages—Liberal Studies/Undergraduate Education K-8 prepares students to identify and demonstrate an understanding of various conventions and concepts related to their chosen concentration.

# Ethnic Studies Program

## Faculty

Program Director: Pamela M. Christian, Ph.D.

## Program Overview

The Ethnic Studies Program at APU enhances students' understanding of the experiences of U.S. immigrant populations and communities of color, along with their sensitivity to issues of race, ethnicity, and social class. The program also enables students to analyze contemporary social problems that affect these populations, and to evaluate public policy related to the areas of immigration, education, criminal justice, health care, and economic development. The primary curricular focuses are upon the experiences of African Americans, Native Americans, Asian Americans, and Chicano/Latino peoples within the United States. Because of its interdisciplinary character, students can appreciate how scholars in different fields (e.g., history, art, literature, communications, anthropology, education, political science, psychology, and sociology) approach the study and expression of race and ethnicity.

The Ethnic Studies Minor supports two overarching goals:

1. To allow APU students to develop a greater understanding of racial and ethnic diversity in the United States as a basis for (a) enhanced effectiveness in multicultural workplaces, and (b) a critical appraisal of contemporary intergroup relations, both stateside and abroad.
2. To provide students of culturally diverse backgrounds at APU with an academic program that addresses their heritage and enhances their self-awareness.

### Requirements for the Ethnic Studies Minor **24 units**

|   |                |
|---|----------------|
| <b>Core Requirements</b>                | <b>6 units</b> |
| ETHN 150 Introduction to Ethnic Studies | 3              |
| THEO 480 Theologies of Liberation       | 3              |

### Contemporary Experience Requirements **9 units**

|  |   |
|--|---|
| ETHN 355 The Asian American Experience       | 3 |
| ETHN 356 The African American Experience     | 3 |
| ETHN 357 The Chicano(a)/Latino(a) Experience | 3 |

## Elective Requirements

**(9 units, at least one class from each of the following categories):**

### Culture and the Arts

|  |   |   |
|--|---|---|
| ART 403  | Multicultural Art   | 3 |
| COMM 495   | Special Topics: Film and Minority Issues                  | 3 |
| ENGL 364   | American Ethnic Literature                                | 3 |
| ENGL 489   | Literary Topics: African American Literature and the City | 3 |
| GLBL 301   | Anthropology for Everyday Life                            | 3 |
| Select one of the following (both cannot be used for this requirement) |   |   |
| MUS 301  | Music of Africa   | 3 |
| MUS 302  | Soul Music  | 3 |

### Social Relationships/Public Policy

|          |                                 |   |
|----------|---------------------------------|---|
| EDUC 405 | Diversity in the Classroom      | 3 |
| GLBL 310 | Intercultural Communication     | 3 |
| HIST 346 | History of American Immigration | 3 |
| PSYC 400 | Cross-Cultural Psychology       | 3 |
| SOC 358  | Human Diversity                 | 3 |
| SOC 359  | Immigrant Los Angeles           | 3 |
| SOC 464  | Social Stratification           | 3 |

## Course Descriptions

### ETHN 150 Introduction to Ethnic Studies (3)

This class examines the complexities of ethnic and racial diversity in the United States, exploring the historical and cultural aspects of how ethnic minority groups have been affected by social inequality in America. The course provides an overview of concepts and terms essential to studies and discussions within the discipline of ethnic studies. Covered terms include: race, racism, racialization and racialism, ethnicity and ethnic identity, ethnonationalism or ethnic nationalism, panethnicity, ethnocentrism, prejudice, discrimination, segregation, marginalization, diversity, pluralism, multiculturalism, affirmative action, enculturation, acculturation, assimilation, and self-determination. This survey course provides an overview of the discipline of ethnic studies as a whole. Topics of study include: the social construction of race and ethnicity, notions of identity and citizenship, and analyses of African Americans, Asian Americans, Chicanos and Latinos, Native Americans, and Pacific Islanders. The effect of culture on spiritual experience and identity are also examined.

### ETHN 355 The Asian American Experience (3)

This class introduces students to the history and experiences of Asian Americans. Using the analytical lens of sociological inquiry, students examine immigration patterns, sociopolitical and economic challenges, as well as issues encountered by Asian Americans due to racism and/or ignorance. The course also explores the contributions of Asian cultures to the fabric of American life.

### ETHN 356 The African American Experience (3)

This course introduces students to the experience of African Americans in the United States, including an examination of their contributions to the nation's development as well as an exploration of the dimensions of their identity. Students are challenged to critically analyze and interpret history and culture.

### ETHN 357 The Chicano(a)/Latino(a) Experience (3)

This class introduces students to the history and experiences of Chicano(a)/Latino(a) Americans, while examining Latino(a)/Chicano(a) immigration patterns, sociopolitical and economic influences, heritage and traditions, contributions to America culture, and race relations.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Humanities Program

## Faculty

Director: Christopher Flannery, Ph.D.

## Program Overview

All humanities courses find roots in the liberal arts. The liberal arts are, as Thomas Aquinas said, “paths preparing the mind for the other philosophic disciplines.” The liberal arts are basic; they are foundations of a full liberal education, which rises from them and reaches beyond them. Throughout Christendom, from the time of Augustine, to the time of Aquinas, to the present, the liberal arts have been understood as the necessary preparation for the lofty and rigorous discipline of understanding in its fullness “...the truth [that] shall make you free” (John 8:32). The humanities curriculum builds on the foundation of the Great Works Option for fulfilling General Studies core requirements. Great works of literature, philosophy, art, music, science, and theology offer the most enriching content of the liberal arts and of liberal education itself. These great works are living teachers speaking to each generation with rare wisdom and beauty. They illuminate the human condition with light from the entire spectrum of human inquiry. Through study of such works, students of the humanities integrate the liberal arts with one another, with education as a whole, and with Christian higher education in particular.

A liberal arts education prepares the student not for a specific profession but for life itself, for the moral, intellectual, social, civic, and spiritual maturity and growth that accompany a life well-lived. A successful liberal education prepares the student for the proper ordering of all spheres of life and for a lifetime of learning. The first task of the liberal arts is to secure the liberation of the mind from those many fetters that can bind it: notably ignorance, prejudice, and the influence of the passions. In and through this essential freedom, the freedom of the mind, “humanity” is revealed. The integrative principle of the liberal arts is this idea, *humanitas*, the root of humanities.

## Course Descriptions

### HUM 221/321 Humanities Seminar I: Great Works (3, 4)

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Heritage and Institutions.*

### HUM 222/322 Humanities Seminar II: Literary Masterpieces (3, 4)

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Language and Literature.*

### HUM 223/323 Humanities Seminar III: Aesthetics (3, 4)

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Aesthetics and the Creative Arts.*

### HUM 224/324 Humanities Seminar IV: Great Ideas (3, 4)

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Philosophy.*

### HUM 325 Humanities Seminary V: Christian Classics (3, 4)

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Doctrine.*

# The Liberal Studies/ Undergraduate Education K-8 Program

## Faculty

*Director: Paul Flores, M.Div.*

*Program Coordinator: Jamie Lambertson, M.A.*

*Faculty: Steven Wentland, Ed.D.O.L.*

## Mission

The Liberal Studies/Undergraduate Education K-8 Program equips future K-8 teachers. This program assists students in developing lesson plans, participating in surrounding school districts, and learning about the teaching profession. Working in tandem with various departments—including English, history/political science, biology/chemistry, mathematics/physics, art, exercise and sport science, music, and modern languages—Liberal Studies/Undergraduate Education K-8 prepares students to identify and demonstrate an understanding of various conventions and concepts related to their chosen concentration.

## Goals

- a. To establish a strong foundational understanding of subject matter on which to build teachers' professional preparation, instruction, and development
- b. To prepare well-educated beginning teachers who understand significant ideas, structures, and values in the disciplines comprising the K-8 curriculum
- c. To prepare prospective multiple-subject teachers to analyze situations, synthesize information from multiple sources, make decisions on rational bases, communicate skillfully, and appreciate diverse perspectives
- d. To provide collaboration between education majors and local schools to further their understanding of teaching in an experiential setting
- e. To produce teachers who are competent, compassionate, and people of character, who will ultimately serve students and their families by displaying Christ through their gift of teaching

## Program Overview

The Liberal Studies/Undergraduate Education K-8 Program offers a Bachelor of Arts in Liberal Studies, approved by the California Commission on Teacher Credentialing to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in a K-8 setting.

The liberal studies degree provides future elementary school teachers with opportunities to teach up to a basic ninth-grade level subject(s), and to take the California Subject Examination for Teachers: Multiple Subject (CSET). State changes require a Supplementary/Subject Matter Authorization (SMA) if the student desires to teach up to a ninth-grade level. Please consult the Liberal Studies/Undergraduate Education K-8 office for complete information.

During the first two years of college, it is suggested that undergraduate liberal studies majors complete university general education requirements and prerequisites to upper-division course work, which is embedded in the program's four-year plan. Students may want to explore the teaching field by taking EDUC 300 Introduction to Teaching as a Profession as sophomores, juniors, or seniors, along with EDUC 405 Diversity in the Classroom and EDUC 496 Senior Seminar. Students in this program participate in more than 30 hours of teacher-oriented service learning field experience through several core liberal studies/undergraduate education K-8 courses.

## Career Opportunities

Though most liberal studies graduates find teaching positions in public and private elementary schools locally, nationally, and abroad, demands exist in the business and communication fields as well because of the increasing need for college graduates with broad and diverse academic backgrounds.

Every spring, APU hosts a Teacher Interview Day where local public school districts, private schools, and APU students participate.

### Teacher Education Preparation/Undergraduates taking Graduate Teacher Education Courses

Multiple-Subject Credential candidates seeking admission into the Teacher Education Program must take both the CBEST and CSET. **Undergraduate students should plan for successful passage of CBEST during their sophomore/junior year, and the CSET during their senior year (after most core courses are taken) prior to applying to the credential program.** Those who pass these tests by graduation may be hired on paid contracts with a school district while completing their fifth-year Multiple-Subject Credential. This qualifies the student to apply for an Intern Credential.

While qualified undergraduate students may take an unlimited number of graduate courses, a maximum of eight of those units earned as an undergraduate may be applied toward a master's degree. Undergraduate students with unit availability during their last semester are advised to start their fifth-year credential and/or take units that will count toward their SMA. Please contact the Office of Liberal Studies/Undergraduate Education K-8 Program for details.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### Liberal Studies Major Requirements 117-125 units

The liberal studies major gives broad coverage in the liberal arts. A total of 117-125 units must be earned from the following areas: language/literature, mathematics, science, social sciences, humanities, visual/performing arts, physical education, human development, religion, and a subject concentration (depth of study). All 64 units of general studies requirements are met by completing the liberal studies major. Depending upon the subject concentration selected, students may enrich their program with one or more electives of their choice. Core and concentration courses require a minimum of a *C* grade (2.0), however, please note that students must maintain an overall *B* average (3.0 GPA) in all core courses. A portfolio is required for graduation consisting of samples from 10 courses related to education. Students are given the Portfolio Assessment of Subject-Matter Competence and Professional Growth requirements in their first semester during Academic Advising. All students, before graduation, must present their portfolio to their advisor at the time of their exit review. The minimum number of units required for graduation is 126. Transfer students should contact the Liberal Studies/Undergraduate Education Office for appropriate advising and course requirements that may differ from the program below.

Those classes which are in bold type are considered the core of the Liberal Studies curriculum.

#### Language/Literature 23 units

|             |            |                             |      |
|-------------|------------|-----------------------------|------|
| COMM        | 111        | Public Communication*       | 3    |
| ENGL        | 110        | Freshman Writing Seminar*   | 3    |
| ENGL        | 111        | Introduction to Literature* | 3    |
| ENGL        | 402        | Principles of Language      | 3    |
| <b>ENGL</b> | <b>434</b> | Children's Literature*      | 3    |
|             |            | Foreign Language*           | 4, 4 |

#### Mathematics 6 units

|             |            |  |   |
|-------------|------------|--|---|
| MATH        | 110        | College Algebra*                                 | 3 |
| <b>MATH</b> | <b>201</b> | Mathematical Concepts for the Elementary Teacher | 3 |

#### Science 14 units

|             |            |  |   |
|-------------|------------|--|---|
| BIOL        | 101        | Fundamentals of Biology (with lab)*              | 4 |
| <b>BIOL</b> | <b>400</b> | Science and Children (with lab)                  | 4 |
| PHYC        | 110        | Principles of Physical Science (no lab)          | 3 |
| PHYC        | 175        | Earth Science Concepts and Applications (no lab) | 3 |

#### History and Social Science 18 units

|             |            |   |   |
|-------------|------------|---|---|
| HIST        | 120        | World Civilizations to 1648*                        | 3 |
| HIST        | 121        | World Civilizations Since 1648*                     | 3 |
| <b>HIST</b> | <b>151</b> | U.S. History to 1865* (satisfies U.S. Constitution) | 3 |
| HIST        | 152        | U.S. History since 1865*                            | 3 |
| HIST        | 210        | World Geography                                     | 3 |
| HIST        | 338        | History of California                               | 3 |

#### Humanities 3 units

|      |     |                             |   |
|------|-----|-----------------------------|---|
| PHIL | 220 | Introduction to Philosophy* | 3 |
|------|-----|-----------------------------|---|

#### Visual/Performing Arts 6 units

|            |            |                                 |   |
|------------|------------|---------------------------------|---|
| <b>ART</b> | <b>310</b> | Fundamental Art Experiences*    | 3 |
| <b>MUS</b> | <b>432</b> | Music in the Elementary Schools | 3 |

#### Physical Education 6 units

|           |            |   |   |
|-----------|------------|---|---|
| PE        | 108-117    | Fitness for Life*/**                          | 1 |
| PE        | 240        | Health Education*/**                          | 2 |
| <b>PE</b> | <b>450</b> | Physical Education in Elementary Schools, K-6 | 3 |

#### Human Development 3 units

|             |            |                               |   |
|-------------|------------|-------------------------------|---|
| <b>PSYC</b> | <b>290</b> | Human Growth and Development* | 3 |
|-------------|------------|-------------------------------|---|

#### Education 11 units

|             |            |  |   |
|-------------|------------|--|---|
| CSA         | 101        | Beginnings*                              | 1 |
| <b>EDUC</b> | <b>300</b> | Introduction to Teaching as a Profession | 4 |
| <b>EDUC</b> | <b>405</b> | Diversity in the Classroom*              | 3 |
| <b>EDUC</b> | <b>496</b> | Senior Seminar*                          | 3 |

#### Religion 15 units

|      |     |  |   |
|------|-----|--|---|
| CMIN | 108 | Christian Life, Faith, and Ministry*             | 3 |
| UBBL | 100 | Exodus/Deuteronomy*                              | 3 |
| UBBL | 230 | Luke/Acts*                                       | 3 |
|      |     | Select one of the following*                     |   |
| UBBL | 310 | I and II Samuel                                  | 3 |
| UBBL | 311 | Hebrew Prophets I                                | 3 |
| UBBL | 320 | Hebrew Poetical and Wisdom Literature            | 3 |
| UBBL | 330 | Life and Teachings of Jesus                      | 3 |
| UBBL | 340 | Romans and Galatians                             | 3 |
| UBBL | 341 | Thessalonians and Corinthian Epistles            | 3 |
| UBBL | 343 | The General Epistles                             | 3 |
| UBBL | 350 | Geographical and Historical Setting of the Bible | 3 |
| UBBL | 460 | Theology of the Old Testament                    | 3 |
| UBBL | 461 | Theology of the New Testament                    | 3 |
|      |     | Select one of the following*                     |   |
| THEO | 303 | Theology and the Christian Life                  | 3 |
| THEO | 352 | Church History to 1517                           | 3 |
| THEO | 354 | Church History since 1517                        | 3 |
| THEO | 363 | Contemporary Christian Thought                   | 3 |

\*Meets a general studies requirement.

\*\*Taken concurrently

#### Concentrations 12-20 units

Concentrations are available in art, English, math, music, physical education, science, social science, and Spanish; see below. A minimum of a *C* (2.0) is required in each of these classes. For further and updated information regarding a Supplement in Physical Education or Subject Matter Authorization in the other specified concentration area, please contact a credential analyst within the Department of Teacher Education. Categories and units are subject to CCTC regulations.

#### Art Concentration 17 units

|                  |     |   |   |
|------------------|-----|---|---|
| Required Courses |     |   |   |
| ART              | 145 | Drawing I (fall only)                           | 3 |
| ART              | 146 | Painting I (spring only, prerequisite required) | 3 |

Select one of the following:

|     |     |                                   |   |
|-----|-----|-----------------------------------|---|
| ART | 354 | Ancient Art History               | 3 |
| ART | 355 | Medieval/Renaissance Art History* | 3 |
| ART | 356 | History of Modern Art*            | 3 |
| ART | 357 | Contemporary Art Trends*          | 3 |

Select one of the following:

|     |     |   |   |
|-----|-----|---|---|
| ART | 205 | Ceramics I*   | 3 |
| ART | 311 | Sculptural Objects and Functional Art (spring only) | 3 |
| ART | 403 | Multicultural Art* (spring only)                    | 3 |

#### Art Electives 5 units

Plus 5 units in art electives (3 units may be Fundamental Art Experiences\*)

\*Meets a general studies requirement.

## THE LIBERAL STUDIES/UNDERGRADUATE EDUCATION K-8 PROGRAM

|   |                 |
|---|-----------------|
| <b>English Concentration</b>                          | <b>12 units</b> |
| ENGL 404 Approaches to Grammar                        | 3               |
| ENGL 406 Composition: Pedagogy, Theory, and Practice* | 3               |

Select two courses from the following:

(Note: One must be ENGL 324, ENGL 334, or ENGL 344.)

|   |   |
|---|---|
| ENGL 324 World Literature to the Renaissance*         | 3 |
| ENGL 334 World Literature since the Renaissance*      | 3 |
| ENGL 344 American Literature to 1865*                 | 3 |
| ENGL 354 American Literature since 1865*              | 3 |
| ENGL 377 Shakespeare*                                 | 3 |
| ENGL 410 American Novel*                              | 3 |
| ENGL 435 Social and Psychological Aspects of Language | 3 |

\*Meets a general studies requirement.

|  |                 |
|--|-----------------|
| <b>Math Concentration</b>  | <b>18 units</b> |
| (See the Department of Mathematics and Physics for updated schedules.) |                 |
| MATH 251 Calculus I (fall, spring occasionally)                        | 5               |
| MATH 252 Calculus II   | 4               |
| MATH 340 Geometry (fall)   | 3               |
| MATH 360 Probability and Statistics (spring '07, spring '09)           | 3               |
| MATH 460 History of Mathematics and Number Theory (spring)             | 3               |

Note: Students must begin their mathematics course work at the level for which they qualify as determined by their SAT score, previous university course work, or the APU mathematics placement test. Some students will require one or more courses prior to calculus.

|  |                 |
|--|-----------------|
| <b>Music Concentration</b>                             | <b>17 units</b> |
| MUS 103 Beginning Piano Class^                         | 1               |
| MUS 104 Elementary Piano Class^ (prerequisite applies) | 1               |
| MUS 110 Elementary Guitar Methods                      | 1               |
| MUS XXX Applied Music***                               | 1               |
| MUS 121 Music Theory I*                                | 3               |
| MUS 122 Music Theory II                                | 3               |
| MUS 133 Practical Musicianship I                       | 1               |
| MUS 134 Practical Musicianship II                      | 1               |
| MUS 250 Music and Civilization*                        | 3               |
| MUS 361 Introduction to Conducting (fall only)         | 2               |

\*Meets a general studies requirement.

\*\*\*See School of Music for complete listing of applied classes.

^Or one unit each Applied Piano (permission by audition only)

|  |                 |
|--|-----------------|
| <b>Physical Education Concentration</b>  | <b>15 units</b> |
| Required Courses   |                 |
| PE 236 Rhythms and Dance   | 2               |
| PE 249 Global, New, and Multicultural Games  | 1               |
| PE 325 Motor Development and Learning  | 3               |
| PE 406 Sociological and Psychological Aspects of Physical Activity and Sport (spring only) | 3               |
| PE 452 Adapted Physical Education  | 3               |
| Choose one from: (Team sports)   |                 |
| PE 245 Volleyball, Softball (fall only)  | 1               |
| PE 246 Football, Track and Field* (spring only)  | 1               |
| PE 247 Soccer, Basketball (fall only)  | 1               |
| Choose one from: (Individual sport/activities)   |                 |
| PE 243 Racquetball, Handball, Badminton (fall only)  | 1               |
| PE 244 Tennis, Golf (spring only)  | 1               |
| PE 246 Football, Track and Field* (spring only)  | 1               |
| Choose one from: (Nontraditional)  |                 |
| PE 241 Cycling, Combatives, and Self-Defense (fall only)                                   | 1               |
| PE 242 Introduction to Fitness Principles  | 1               |
| PE 248 Introduction to Outdoor Education/Camping   | 1               |

^May be used for only one category.

|   |                 |
|---|-----------------|
| <b>Science Concentration Option I</b>                                       | <b>20 units</b> |
| BIOL 151 General Biology I* (Prerequisite: BIOL 101 or high school biology) | 4               |
| BIOL 152 General Biology II (Prerequisite: BIOL 151) (spring only)          | 4               |
| CHEM 111 Organic Chemistry for the Health Sciences*/^                       | 2               |
| CHEM 112 Biochemistry for the Health Sciences*/^ (Prerequisite: CHEM 111)   | 1               |
| CHEM 114 Laboratory for the Health Sciences*/^ (Prerequisite: CHEM 111)     | 1               |
| PHYC 190 Introduction to Astronomy* (Offered once a year)                   | 4               |
| PHYC 201 Fundamentals of Physics I* (fall only)                             | 4               |

|   |                 |
|---|-----------------|
| <b>Science Concentration Option II</b>                                    | <b>16 units</b> |
| BIOL 250 Human Anatomy (Prerequisite: BIOL 101 or high school biology)    | 4               |
| BIOL 251 Human Physiology (Prerequisite: BIOL 250 and CHEM 111)           | 4               |
| CHEM 111 Organic Chemistry for the Health Sciences*/^                     | 2               |
| CHEM 112 Biochemistry for the Health Sciences*/^ (Prerequisite: CHEM 111) | 1               |
| CHEM 114 Laboratory for the Health Sciences*/^ (Prerequisite: CHEM 111)   | 1               |
| PHYC 201 Fundamentals of Physics I* (fall only)                           | 4               |

^All must be completed to meet general studies requirement.

\*Meets a general studies requirement.

|  |                 |
|--|-----------------|
| <b>Social Science Concentration</b>                    | <b>12 units</b> |
| Required Courses                                       |                 |
| POLI 150 American Government*                          | 3               |
| POLI 390 History and Politics of the Non-Western World | 3               |
| Choose two courses from the following:                 |                 |
| HIST 334 History of American Foreign Affairs           | 3               |
| HIST 350 Medieval Europe                               | 3               |
| HIST 352 Renaissance and Reformation                   | 3               |
| HIST 357 Enlightenment Europe                          | 3               |
| HIST 358 Europe 1789-1914                              | 3               |
| HIST 359 Europe 1914-1992                              | 3               |
| HIST 374 Colonial Era                                  | 3               |
| HIST 380 Civil War and Reconstruction                  | 3               |
| HIST 386 Modern America                                | 3               |
| UBBL 451 The Greco-Roman World                         | 3               |

|   |                 |
|---|-----------------|
| <b>Spanish Concentration</b>                          | <b>15 units</b> |
| SPAN 201 Intermediate Spanish I                       | 3               |
| SPAN 202 Intermediate Spanish II                      | 3               |
| SPAN 301 Advanced Spanish                             | 3               |
| SPAN 320 Advanced Spanish Composition                 | 3               |
| Plus one Spanish Literature class: SPAN 421, 422, 432 | 3               |

(SPAN 101, 102, 201, and 202 are prerequisites to the 300-level SPAN courses. SPAN 301 and 320 are prerequisites for literature courses except as study abroad.)

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

Students must earn a minimum of a C in core and concentration courses and an overall GPA of 3.0 must be maintained in all courses.

\*Meets a general studies requirement.

### **Application to Teacher Education**

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Therefore, the Department of Teacher Education assesses the candidate from admissions through recommendation of credentials in these standards making APU graduates highly sought-after professionals.

Application for admission to the Teacher Education Program (TEP) requires liberal studies majors to complete a minimum of 60 units of university course work, attend a mandatory information meeting, and successfully complete the application process to the Teacher Education Program prior to taking any TEP courses. See requirements for "Admission to the Teacher Education 2042 Multiple-Subject Credential Program, Track A". Candidates may then begin a sequence of professional TEP-prefixed education courses, which include 30 hours of concurrent daytime field experience in preparation for full-time student teaching later. TEP courses taken by undergraduate students may not apply to the Master of Arts, and these units will have to be made up prior to the completion of the Master of Arts in Education. Undergraduates must wait to complete the student teaching or intern teaching portion of the credential until they are graduate students with posted bachelor's degrees.

### **Course Descriptions**

See the Graduate Catalog for complete description of credential programs and courses.

#### **Liberal Studies/Teacher 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. Students are introduced to the challenges of special needs students and English learners. Level 1 technology skills are introduced. 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. The course includes 15-20 hours of service learning field experience in the Teacher Assistant Program in school settings.

##### **EDUC 405 Diversity in the Classroom (3)**

This course focuses on the examination of the interaction of the student's cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism to schools. *Meets general studies upper-division intensive writing requirement, includes service learning hours in educational settings, and is an ELL-approved course.*

##### **EDUC 496 Senior Seminar: Education and Professional Ethics (3)**

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Meets the general studies senior seminar requirement. 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. Prerequisite: upper-division writing intensive course*

##### **EDUC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# Department of Art

## Faculty

*Chair and Professor: William Catling, MFA*

*Associate Professors: Kent Anderson Butler, MFA; Guy Kinnear, MFA; David McGill, MFA; Susan Ney, M.A.; James Thompson, Ed.D.; Melanie Weaver, MFA*

*Assistant Professors: David Carlson, MFA; Tom Dunn, M.A.; Kieran Gaya, M.Arch.; Rebecca Roe, MFA*

*Lecturers (part time): Justin Dahlberg, Katie Favello, Tonja Graves, Rebecca Hamm, Kayo Nakamura, Mark Nelson, MaryAnn Rachford, Macha Suzuki, Matt Ulrich*

## Mission

The mission of the Azusa Pacific University Department of Art is to prepare art students for a lifetime of artistic expression, and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as reflectors of the creative and transformative nature of God the ultimate Creator.

Faculty holds the belief that art is a socially responsible calling that empowers students to act as transformers in the world. In human history, artists have been the vessels and vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as both a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

## Department Overview

### Art Major

The Department of Art offers a Bachelor of Arts in Studio Art. Students take courses that provide a broad groundwork in the arts, then select an area of specialization, choosing from a variety of courses to streamline their skills. The art major has two program concentrations: studio art and teaching/art education. The studio art emphasis provides a solid foundation for those who wish to seek further training at the graduate level. Areas of concentration within this major are: drawing and painting, photography, ceramics, printmaking, sculpture, and crafts.

The teaching/art education concentration is a state-approved program for those wishing to teach art at the secondary level of public or private school. The Department of Art offers a teaching track that prepares majors for positions ranging from specialist in art at the K-12 level to teaching in the single-subject teaching track at the 7-12 level. The program comprises of specific professional course requirements accomplished by practical classroom application, field experience, and community service learning. The art major teaching concentration also allows students to concentrate in a specific area of interest including drawing and painting, ceramics, photography, sculpture, graphic design, and/or crafts.

### Graphic Design Major

The graphic design major prepares students to think creatively about visual communication problems and find aesthetically appropriate and effective solutions for them. Within this area, students gain experience in print design, Web page design, digital imaging, and developing design systems. Majors are required to take courses which provide foundational skills in various graphics software programs while developing skills in research and concept development. Students are encouraged to hone their craftsmanship and develop professional skills in image creation, visual communication, artist/client relationships, and final presentation in a commercial setting.

### Multiple-Subject Teaching Credential Information

An art concentration is available for liberal studies majors. See requirements under the program description for Education K-8/Liberal Studies.

## Goals

Art students will:

- Demonstrate craftsmanship in various traditional and new media, showing strength in one area.
- Develop aesthetics, valuing, and artistic perception.
- Explore historical and contemporary art, and how this relates to personal expression.
- Pursue and expand their understanding of the spiritual, intellectual, and cultural activity of the visual arts.
- Engage with others in an artistic community environment.
- Effectively apply verbal and written criticism.
- Practice professional presentation of their artwork.

Graphic design students will:

- Demonstrate craftsmanship in the tools and technologies required for professional completion of a project.
- Develop skills in visual communication, conceptually-driven image development, and composition.
- Define audience/client needs and translate them into an appropriate aesthetic.
- Expand their understanding of the intersections of faith, sociocultural environment, and design.
- Engage with others in a professional creative environment for both team and individually driven projects.
- Effectively apply verbal and written criticism.
- Practice professional presentation of their artwork.

## Career Opportunities

The teaching/art education concentration offers a state-approved, Single-Subject Matter Program providing courses required to enter a California teaching credential program in graduate school.

The studio art concentration is a liberal arts degree. Students who plan to go on to graduate school should take additional courses in a focused field of studies from the emphases listed above (i.e., photography, painting, etc.) Of these courses, 12 upper-division units to apply to the M.A. program, and 19 upper-division units to apply to the MFA program.

The graphic design major prepares students in the fundamentals of art and graphic design. Graduates can expect to pursue opportunities at entry-level design positions at corporate, in-house design offices; as production artists for design firms; and with additional training, opportunities in illustration, animation, or motion graphics. The degree also prepares students for graduate work.

## Study Abroad Opportunities

Art and design students are strongly encouraged to expand their educational experience by studying off-campus for a semester. Opportunities may include a semester in Italy with Gordon College's *Italian Renaissance Art Program*, a semester at Bass Lake with APU's *Great Works Program*, or a semester in England with APU's *Oxford Program*. Students are advised to plan ahead with their academic advisors for these semester-away programs.

## Department Policies

The following policies apply to all art and graphic design major students:

- Students must successfully complete a portfolio review RAC (Review of Artistic Competencies) before progressing to upper-division classes. (The review dates will be mailed to every art major and are available in the Department of Art.)
- Art majors must install an art exhibition and create a final portfolio at the conclusion of their course work to prove proficiency in their selected art concentration.
- Graphic design majors will create a presentation portfolio that is reviewed by professional designers or a studio. They may also elect to exhibit as well.
- All art and design students must maintain at least a 2.0 grade-point average in major courses to graduate.
- All students who plan to hold a senior art show must take ART 431 Gallery Design by the semester before their exhibition.

## Requirements for the Art Major 60 units

Students should decide on an area of concentration by their junior year and notify the department chair.

### General Studio Concentration 60 units Core Classes 48 units

|         |   |   |
|---------|---|---|
| ART 120 | Introduction to Computer Graphics               | 3 |
| ART 130 | Two-Dimensional Design                          | 3 |
| ART 135 | Three-Dimensional Design                        | 3 |
| ART 145 | Drawing I (fall only)                           | 3 |
| ART 146 | Painting I (spring only, prerequisite required) | 3 |
| ART 170 | Sculpture I                                     | 3 |
| ART 205 | Ceramics I*                                     | 3 |
| ART 250 | Photography I                                   | 3 |
| ART 325 | New Genre Art Forms                             | 3 |
| ART 431 | Gallery Design                                  | 3 |
| ART 450 | Portfolio                                       | 3 |

Select one of the following

|         |   |   |
|---------|---|---|
| ART 311 | Sculptural Objects and Functional Art (spring only) | 3 |
| ART 403 | Multicultural Art* (fall only)                      | 3 |

Select one of the following:

|         |                         |   |
|---------|-------------------------|---|
| ART 210 | Printmaking: Relief*    | 3 |
| ART 211 | Printmaking: Serigraph* | 3 |

Select three art history classes:

|         |                                   |   |
|---------|-----------------------------------|---|
| ART 354 | Ancient Art History*              | 3 |
| ART 355 | Medieval/Renaissance Art History* | 3 |
| ART 356 | History of Modern Art*            | 3 |
| ART 357 | Contemporary Art Trends*          | 3 |

### Upper Division Emphasis 12 units

Select upper-division art classes in a specific emphasis (ceramics, craft, drawing and painting, photo, printmaking, sculpture) to complete the 60 required units.

\*Meets a General Studies requirement.

## Teaching Concentration: Approved Subject Matter Program 60 Units

### Freshman

|         |                                   |   |
|---------|-----------------------------------|---|
| ART 130 | Two-Dimensional Design            | 3 |
| ART 145 | Drawing I (fall only)             | 3 |
| ART 120 | Introduction to Computer Graphics | 3 |
| ART 146 | Painting I (spring only)          | 3 |
| ART 135 | Three-Dimensional Design          | 3 |

### Sophomore

|                    |   |   |
|--------------------|---|---|
| ART 310            | Fundamental Art Experience                          | 3 |
| ART 311            | Sculptural Objects and Functional Art (spring only) | 3 |
| ART 325            | New Genre Art Forms (spring only)                   | 3 |
| Art History Class^ |   | 3 |
| RAC Review         |   |   |

Select one of the following:

|         |                                   |   |
|---------|-----------------------------------|---|
| ART 210 | Printmaking: Relief (spring only) | 3 |
| ART 211 | Printmaking Serigraph (fall only) | 3 |

### Junior

|                    |                               |   |
|--------------------|-------------------------------|---|
| ART 403            | Multicultural Art (fall only) | 3 |
| ART 312            | Secondary Art                 | 3 |
| ART 320            | Digital Imaging               | 3 |
| Art History Class^ |                               | 3 |
| Breadth Class^^    |                               | 3 |

### Senior 1<sup>st</sup> Semester

|  |                |   |
|--|----------------|---|
| ART 431                                    | Gallery Design | 3 |
| ART 450                                    | Portfolio      | 3 |
| Art History Class^ (see below for details) |                | 3 |
| Breadth Class^^ (see below for details)    |                | 3 |
| Breadth Class^^ (see below for details)    |                | 3 |

**The Art Major, Teaching Concentration, requires 9 units of art history classes and 9 units of breadth from a single emphasis. The following lists the course options:**

### ^Art History Courses

Select 9 units from

|         |  |   |
|---------|--|---|
| ART 354 | Ancient Art History                        | 3 |
| ART 355 | Medieval/Renaissance Art History           | 3 |
| ART 356 | History of Modern Art                      | 3 |
| ART 357 | Contemporary Art Trends                    | 3 |
| ART 358 | History of Graphic Design and Illustration | 3 |

### ^^Breadth Classes

Select 9 units from a single emphasis below

#### Ceramics

|         |                                     |     |
|---------|-------------------------------------|-----|
| ART 206 | Ceramics II (prerequisite: ART 205) | 3   |
| ART 305 | Ceramics III                        | 3   |
| ART 406 | Ceramics Studio Processes           | 1-3 |

#### Drawing and Painting

|         |                                |     |
|---------|--------------------------------|-----|
| ART 200 | Art and Science Integrations   | 3   |
| ART 240 | Figure Drawing and Painting    | 3   |
| ART 340 | Drawing and Painting II        | 3   |
| ART 350 | Illustration                   | 3   |
| ART 440 | Drawing and Painting III       | 3   |
| ART 445 | Drawing and Painting Processes | 1-3 |

#### Photography

|         |                 |   |
|---------|-----------------|---|
| ART 250 | Photography I   | 3 |
| ART 260 | Photography II  | 3 |
| ART 360 | Photography III | 3 |

## ART

### Sculpture

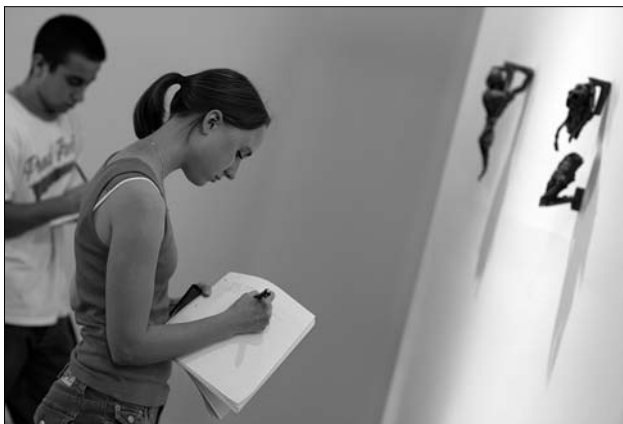
|     |     |              |   |
|-----|-----|--------------|---|
| ART | 170 | Sculpture I  | 3 |
| ART | 205 | Ceramics I   | 3 |
| ART | 270 | Sculpture II | 3 |

### Graphic Design

|     |     |                             |     |
|-----|-----|-----------------------------|-----|
| ART | 220 | Typography                  | 3   |
| ART | 321 | Production for Print Design | 3   |
| ART | 380 | Graphic Design I            | 3   |
| ART | 381 | Graphic Design II           | 3   |
| ART | 475 | Art Internship              | 1-4 |

### Crafts

|     |     |  |      |
|-----|-----|--|------|
| ART | 411 | Sculptural Objects and Functional Art Processes (repeated) | 3, 3 |
| ART | 413 | Multicultural Art Processes                                | 3    |



### Requirements for the Graphic Design Major

**54 units**

#### Core Classes

**42 units**

|     |     |  |     |
|-----|-----|--|-----|
| ART | 120 | Introduction to Computer Graphics          | 3   |
| ART | 130 | Two-Dimensional Design                     | 3   |
| ART | 135 | Three-Dimensional Design                   | 3   |
| ART | 145 | Drawing I                                  | 3   |
| ART | 220 | Typography                                 | 3   |
| ART | 250 | Photography I                              | 3   |
| ART | 321 | Production for Print Design                | 3   |
| ART | 356 | History of Modern Art*                     | 3   |
| ART | 358 | History of Graphic Design and Illustration | 3   |
| ART | 380 | Graphic Design I                           | 3   |
| ART | 381 | Graphic Design II                          | 3   |
| ART | 382 | Webpage Design I                           | 3   |
| ART | 450 | Portfolio                                  | 3   |
| ART | 475 | Art Internship                             | 1-4 |

### Breadth Classes

#### Select 13 units

|      |     |                                    |     |
|------|-----|------------------------------------|-----|
| ART  | 114 | Student Publications—Yearbook      | 1   |
| ART  | 146 | Painting I                         | 3   |
| ART  | 210 | Printmaking: Relief*               | 3   |
| ART  | 211 | Printmaking: Serigraph*            | 3   |
| ART  | 240 | Figure Drawing and Painting        | 3   |
| ART  | 260 | Photography II                     | 3   |
| ART  | 320 | Digital Imaging                    | 3   |
| ART  | 325 | New Genre Art Forms                | 3   |
| ART  | 340 | Drawing and Painting II            | 3   |
| ART  | 350 | Illustration                       | 3   |
| ART  | 354 | Ancient Art History*               | 3   |
| ART  | 355 | Medieval/Renaissance Art History*  | 3   |
| ART  | 357 | Contemporary Art Trends*           | 3   |
| ART  | 360 | Photography III                    | 3   |
| ART  | 384 | Webpage Design II                  | 3   |
| ART  | 386 | Multimedia I                       | 3   |
| ART  | 390 | Three-Dimensional Animation I      | 3   |
| ART  | 403 | Multicultural Art                  | 3   |
| ART  | 415 | Student Publications—Yearbook      | 1   |
| ART  | 430 | Applied Design                     | 1-4 |
| ART  | 446 | Computer Art Processes             | 1-3 |
| ART  | 460 | Photography IV                     | 3   |
| ART  | 465 | Photographic Processes             | 1-3 |
| ART  | 480 | Graphic Design III                 | 3   |
| BUSI | 360 | Principles of Marketing            | 3   |
| COMM | 200 | Introduction to Mass Communication | 3   |
| MKTG | 361 | Marketing Communications           | 3   |
| MKTG | 362 | Consumer Behavior*                 | 3   |

\*Meets a general studies requirement.

### Requirements for the Art Minor

**24 units**

|     |     |                        |   |
|-----|-----|------------------------|---|
| ART | 130 | Two-Dimensional Design | 3 |
| ART | 145 | Drawing I              | 3 |
| ART | 146 | Painting I             | 3 |

Select one of the following:

|     |     |                                       |   |
|-----|-----|---------------------------------------|---|
| ART | 205 | Ceramics I*                           | 3 |
| ART | 311 | Sculptural Objects and Functional Art | 3 |
| ART | 403 | Multicultural Art*                    | 3 |

Select one of the following:

|     |     |                                   |   |
|-----|-----|-----------------------------------|---|
| ART | 354 | Ancient Art History*              | 3 |
| ART | 355 | Medieval/Renaissance Art History* | 3 |
| ART | 356 | History of Modern Art*            | 3 |
| ART | 357 | Contemporary Art Trends*          | 3 |

### Art Electives

**9 units**

\*Meets a general studies requirement.

## Requirements for the Art Minor (with Concentrations)

**27 units**

### Core Classes

**9 units**

|     |     |                          |   |
|-----|-----|--------------------------|---|
| ART | 130 | Two-Dimensional Design   | 3 |
| ART | 135 | Three-Dimensional Design | 3 |
| ART | 145 | Drawing I                | 3 |

### Two of the following:

**6 units**

|     |     |                                  |   |
|-----|-----|----------------------------------|---|
| ART | 354 | Ancient Art History              | 3 |
| ART | 355 | Medieval/Renaissance Art History | 3 |
| ART | 356 | History of Modern Art            | 3 |
| ART | 357 | Contemporary Art Trends          | 3 |

### Select one of the following concentrations:

**12 units**

#### Ceramics

|     |     |              |   |
|-----|-----|--------------|---|
| ART | 205 | Ceramics I   | 3 |
| ART | 206 | Ceramics II  | 3 |
| ART | 305 | Ceramics III | 3 |
| ART | 306 | Ceramics IV  | 3 |

#### Crafts

|     |     |   |   |
|-----|-----|---|---|
| ART | 311 | Sculptural Objects and Functional Art           | 3 |
| ART | 403 | Multicultural Art                               | 3 |
| ART | 411 | Sculptural Objects and Functional Art Processes | 3 |
| ART | 413 | Multicultural Processes                         | 3 |

#### Drawing and Painting

|     |     |                             |   |
|-----|-----|-----------------------------|---|
| ART | 146 | Painting I                  | 3 |
| ART | 240 | Figure Drawing and Painting | 3 |
| ART | 340 | Drawing and Painting II     | 3 |
| ART | 440 | Drawing and Painting III    | 3 |

#### Photography

|     |     |                 |   |
|-----|-----|-----------------|---|
| ART | 250 | Photography I   | 3 |
| ART | 260 | Photography II  | 3 |
| ART | 360 | Photography III | 3 |
| ART | 460 | Photography IV  | 3 |

#### Printmaking

|     |     |                        |   |
|-----|-----|------------------------|---|
| ART | 210 | Printmaking: Relief    | 3 |
| ART | 211 | Printmaking: Serigraph | 3 |
| ART | 315 | Printmaking II         | 3 |
| ART | 365 | Printmaking III        | 3 |

#### Sculpture

|     |     |               |   |
|-----|-----|---------------|---|
| ART | 170 | Sculpture I   | 3 |
| ART | 270 | Sculpture II  | 3 |
| ART | 370 | Sculpture III | 3 |
| ART | 470 | Sculpture IV  | 3 |

## Course Descriptions

### ART 100 Exploring the Visual Arts (3)

This course explores the fields of drawing, painting, sculpture, architecture, printmaking, and lettering. Historical art with biblical themes is examined. Students create projects with various art materials. No previous art classes are required. Meets six hours weekly. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

### ART 114 Student Publications – Yearbook (1)

This workshop allows students to develop skills that contribute to production of the yearbook.

### ART 120 Introduction to Computer Graphics (3)

This course introduces the computer as a medium used for graphic design and art. Design principles are explored in creating and organizing visual communication and other media. Students are introduced to graphics software programs such as QuarkXPress, Adobe InDesign, Adobe Illustrator, Adobe Photoshop, or Macromedia Dreamweaver. Meets six hours weekly.

### ART 130 Two-Dimensional Design (3)

This studio course provides a variety of two-dimensional problem-solving experiences in composition. Students are required to apply Elements of Art and Principles of Design to original artworks, using materials and techniques related to their artistic goals. Oral and written art criticism are employed. Meets six hours weekly.

### ART 135 Three-Dimensional Design (3)

Basic spatial compositions are created to investigate concepts of form, light, texture, and motion, using a variety of materials such as cardboard, plaster, wood, plastic, and metal. Problems involving sculptural and environmental design concepts are studied. Meets six hours weekly.

### ART 145 Drawing I (3)

This drawing class introduces students to various means of visual expression, and is modeled after classical western art making with a concentration on rendering and aesthetics. There is a focus on issues of creative process and experimentation in abstract composition. Students are required to furnish art materials and tools. Meets six hours weekly.

### ART 146 Painting I (3)

Basic concepts and techniques of painting with acrylic and watercolor are taught in this class. Students consider various historical styles and formats to develop skills and appreciation of the media. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisite: ART 145 or instructor's consent*

### ART 150 Introduction to Art (3)

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

### ART 170 Sculpture I (3)

A beginning-level studio course in sculpture, this class is hands-on, utilizing wood, plaster, and clay. Historical and formal aspects are an integral part of the course. Meets six hours weekly.

### ART 200 Art and Science Integrations (3)

This lab course consists of numerous field trips to varied ecosystems. Students draw, paint, and create art from nature. Historical models are referenced. Meets six hours weekly. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

### ART 205 Ceramics I (3)

Students are introduced to clay, glazes, firing, and studio procedures through the production of hand-built and wheel-formed projects. There is an emphasis on basic functional forms and their historical precedents. Students purchase ceramics tools. Meets six hours weekly. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

**ART 206 Ceramics II (3)**

Students undertake intermediate projects in ceramics designed to increase basic skills and confidence on the potter's wheel. Meets six hours weekly. *Prerequisite: B or better in ART 205*

**ART 210 Printmaking: Relief (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on relief techniques. Attention is given to the origins and development of printmaking in many cultures. Meets six hours weekly. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

**ART 211 Printmaking: Serigraph (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on serigraph (silk-screen) techniques. Attention is given to the origins and development of serigraph in the 20<sup>th</sup> century. Meets six hours weekly. *Meets general studies elective requirement in Aesthetics and the Creative Arts.*

**ART 220 Typography (3)**

This studio course investigates the use of typography as communication and is one of two primary elements in graphic design (effective use of type and image is essential to successful design). Students learn customs that lie at the core of the tradition of typography, providing insight into the three primary areas of typography: its history, its techniques as an artform, and its technology. Meets six hours weekly. *Prerequisites: ART 120 and ART 130*

**ART 221 Production for Print Design (3)**

The commercial printing process requires exacting pre-press production skills and knowledge. This studio course provides graphic design students the opportunity to learn those skills and production techniques. Projects provide students real-life experiences that challenge creativity but also solve the technological needs of production. Meets six hours weekly. *It is recommended that this class be taken following ART 220.*

**ART 240 Figure Drawing and Painting (3)**

This studio course focuses on rendering the human figure from live models in drawing and painting media. Students explore ways of seeing the human figure as a unique personality. Various creative processes are explored with the intent of broadening expressive rendering vocabulary. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisites: ART 130, ART 145, and ART 146 or professor's permission*

**ART 250 Photography I (3)**

This studio course is an introduction to the fine art of photography with an emphasis on developing significant personal imagery. The course includes a brief history of photography, techniques of composing images, and exposing film. Students study basic black and white techniques and some alternative photography. Meets six hours weekly.

**ART 260 Photography II (3)**

This intermediate-level studio course is the further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes a study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisite: ART 250*

**ART 270 Sculpture II (3)**

This intermediate-level course emphasizes aesthetics and appropriate technologies for executing ideas. Students are involved with formulating a conceptual and technical basis for ongoing work. Meets six hours weekly. *Prerequisite: ART 170*

**ART 305 Ceramics III (3)**

Students create advanced projects in ceramics. Meets six hours weekly. *Prerequisite: B or better in ART 206*

**ART 306 Ceramics IV (3)**

Students create advanced projects in ceramics. Meets six hours weekly. *Prerequisite: B or better in ART 305*

**ART 310 Fundamental Art Experiences (3)**

This introductory art course aids teachers at both the elementary and middle school levels through the use of art production, integration with other subjects, art development in children, and service learning experiences on site. Meets six hours weekly. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 311 Sculptural Objects and Functional Art (3)**

This studio course introduces students to European craft techniques including stained glass, papermaking, bookmaking, quilting, and furniture decorating. Integration of function and aesthetics in contemporary design is emphasized. Meets six hours weekly.

**ART 312 Secondary Art: Methods, Materials, and Curriculum (3)**

Students study secondary curriculum and practices to learn effective and positive ways of providing a quality art program. Such issues as current trends, practices, aesthetic valuing, and classroom management are explored. Field trips are required. Meets six hours weekly.

*Prerequisite: RAC (Review of Artistic Competencies) portfolio review*

**ART 315 Printmaking II (3)**

This intermediate-level studio course provides further study in the fine art of printmaking with an emphasis on intaglio techniques. The course includes the study of traditional as well as alternative processes. Meets six hours weekly. *Prerequisite: ART 210 or ART 211*

**ART 320 Digital Imaging (3)**

This is an intermediate-level computer art class with projects in fine art, illustration, and graphics. QuarkXPress (or Adobe InDesign), Adobe Illustrator, and Adobe Photoshop are emphasized. Meets six hours weekly. *Prerequisite: ART 120, ART 130, or instructor's permission*

**ART 325 New Genre Art Forms (3)**

This studio course explores art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. Meets six hours weekly. *Prerequisites: ART 130, ART 135 and RAC (Review of Artistic Competencies) portfolio review, or instructor's permission*

**ART 340 Drawing and Painting II (3)**

Students investigate a personal approach to drawing and painting in various media, using a variety of techniques. Emphasis is on independent exploration to prepare students for careers in studio art. Meets six hours weekly. *Prerequisites: B or better in ART 130 and ART 240*

**ART 350 Illustration (3)**

This course explores wet and dry media techniques and high end rendering in the multiple uses of illustration. The class duplicates client/artist interactions to prepare students for the environment in the commercial arts field. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisites: ART 145, ART 240, and RAC (Review of Artistic Competencies) portfolio review or instructor's permission*

**ART 354 Ancient Art History (3)**

This lecture class surveys art forms, including painting, sculpture, and architecture created during the period ranging from prehistory to the beginnings of the Christian era. Students are introduced to the art of the Middle East, Africa, Asia, Europe, the Americas, and Oceania. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 355 Medieval/Renaissance Art History (3)**

This class introduces students to developments in art from around the world in the period ranging from the Byzantine to the Baroque and Rococo (5<sup>th</sup> to 18<sup>th</sup> centuries). The course discusses the connection between art forms and the changing socio-cultural, religious, and political systems of belief of European, Asian, African, and the American countries. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 356 History of Modern Art (3)**

This course covers the history of painting, sculpture, architecture, and other art forms from the late 1700s to the late 1900s. Students are introduced to the various styles and movements that determine the development of modern art. The aim of the course is to lead the student to an understanding of how modern art has developed into its current state as influenced by its sociocultural, religious, and political contexts. Learning to write in-depth analyses of art is an integral part of this course. *Meets general studies core requirement in Aesthetics and the Creative Arts. Also meets the upper-division writing intensive course requirement. Prerequisite: ENGL 110 Freshman Writing Seminar or instructor's approval*

**ART 357 Contemporary Art Trends (3)**

This is a lecture and activity class that includes the study of contemporary art as it exists in society today. It also explores the history of art created from 1945 to the present. This class explores the transition in art from Modernism to Postmodernism and beyond. Field trips to local galleries and museums allow students to experience current contemporary art in Southern California. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

**ART 358 History of Graphic Design and Illustration (3)**

Students study the evolution of printed words and symbols across time and through various cultures. From the printing press to the computer, art and design reflect and influence society. This lecture course examines chronologically the development of visual communication.

**ART 360 Photography III (3)**

This advanced-level studio course provides further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisites: ART 260 and RAC (Review of Artistic Competencies) portfolio review, or instructor's permission*

**ART 365 Printmaking III (3)**

This advanced-level studio course provides further study in the fine art of printmaking with an emphasis on alternative techniques. The course includes the study of monotype and collagraph processes. Meets six hours weekly. *Prerequisites: ART 210 or ART 211, and ART 315*

**ART 370 Sculpture III (3)**

This is a three-dimensional studio course utilizing wood, plaster, metals, and clay. Historical aspects are an integral part of the course. Meets six hours weekly. *Prerequisite: ART 270*

**ART 380 Graphic Design I (3)**

This studio course explores and develops concepts used in solving graphic design and visual communication opportunities. Projects address the elements and principles of design. Students use original photography and illustration and appropriate uses of typography for project solutions, creatively integrating both traditional media and digital production techniques. Meets six hours weekly. *Prerequisites: ART 120, ART 130, ART 220, and RAC (Review of Artistic Competencies) portfolio review*

**ART 381 Graphic Design II (3)**

This studio course for advanced graphic design students furthers the development of ideation skills introduced in Graphic Design I with continued emphasis on conceptual thinking and visualization skills. This class provides essential tools of good basic design thinking and the solid building blocks of the design process that are encountered in a professional setting. Class meets six hours weekly. *Prerequisites: ART 381 and RAC (Review of Artistic Competencies) portfolio review*

**ART 382 Webpage Design I (3)**

This course provides an introduction to Internet basics. Students design graphics and prepare images and media for effective use on Web sites, learning basic skills required for planning and preparation of artwork using software currently in use by design professionals. HTML (Hyper Text Markup Language) is introduced. Meets six hours weekly. *Prerequisites: ART 380 and RAC (Review of Artistic Competencies) portfolio review*

**ART 384 Webpage Design II (3)**

This course explores the use of animation, sound, and video in website development. Students examine Flash and Fireworks as primary applications. Meets six hours weekly. *Prerequisite: ART 382 or instructor's permission*

**ART 386 Multimedia I (3)**

This course provides an introduction to motion graphics and prepares students to integrate media assets such as video, animated images, graphics, photography, and sound. Authoring tools (software) are used to develop interactive presentations for CD/DVD and Internet distribution. Meets six hours weekly. *Prerequisites: ART 260, ART 380, and RAC (Review of Artistic Competencies) portfolio review*

**ART 390 Three-Dimensional Animation I (3)**

This studio course provides the student with the fundamental techniques in the area of computer three-dimensional animation. It gives a hands-on approach to the art and science of modeling, layout, and motion in a three-dimensional environment. Meets six hours weekly. *Prerequisites: ART 220 and ART 381*

**ART 403 Multicultural Art (3)**

This course introduces students to non-European craft techniques and traditions, and emphasizes building community through group projects, feasts, and celebrations. Meets six hours weekly. *Meets general studies core requirements for Aesthetics and the Creative Arts.*

**ART 406 Ceramic Studio Processes (1-3)**

This course for the advanced student potter tailors experiences to meet the individual student's goal as a professional studio potter or ceramics instructor. It may be repeated for six units total. *Prerequisite: instructor's permission*

**ART 411 Sculptural Objects and Functional Art Processes (3)**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. The course may be repeated for six units total. Meets six hours weekly. *Prerequisite: ART 311*

**ART 413 Multicultural Art Processes (3)**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific non-European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. Meets six hours weekly. *Prerequisite: ART 403*

**ART 415 Student Publications – Yearbook (1)**

This workshop encourages students to participate in leadership activities and develop advanced skills necessary for production and design of the yearbook. *Prerequisite: ART 114*

**ART 430 Applied Design (1-4)**

This is an individualized advanced course for art students to conduct in-depth research and art production. It may be repeated for six units total. *Prerequisites: advanced study in the area of specialization and department chair's permission*

**ART 431 Gallery Design (3)**

This upper-division studio course is an in-depth study of professional gallery design and preparation for the senior exhibit. It should be taken as a junior or first-semester senior. Meets six hours weekly.

**ART 440 Drawing and Painting III (3)**

This course provides the student with additional advanced projects within the context of a major theme. A personal style is encouraged. The student is directed to develop his/her own structure for semester work. Meets six hours weekly. *Prerequisites: ART 130, ART 240, ART 340, and RAC (Review of Artistic Competencies) portfolio review*

**ART 445 Drawing and Painting Processes (1-3)**

This studio course for the advanced general studio art major tailors experiences to meet the individual student's goal as a professional artist. It may be repeated for six units total. *Prerequisites: instructor's permission and RAC (Review of Artistic Competencies) portfolio review*

**ART 446 Computer Processes (1-3)**

This course for the advanced graphic design majors tailors experiences to meet the individual student's goal as a graphic designer, and may be repeated for six units total. *Prerequisite: ART 381 or instructor's permission*

**ART 450 Portfolio (3)**

This is a required laboratory class for all senior art majors and should be taken in the final semester of study. Instruction includes portfolio preparation, artist statements, gallery and client relations, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly.

**ART 460 Photography IV (3)**

This advanced-level studio course offers further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisites: ART 360, RAC (Review of Artistic Competencies) portfolio review, or instructor's permission*

**ART 465 Photographic Processes (1-3)**

This studio course for the advanced general studio art major with an emphasis in photography, tailors experiences to meet the individual student's goal as a professional photographer. It may be repeated for six units total. Meets six hours weekly. *Prerequisite: instructor's permission*

**ART 470 Sculpture IV (3)**

This senior-level studio course concentrates on independent creativity, individual development, mastery of materials and processes, and the production of professional quality sculpture. Meets six hours weekly. *Prerequisite: ART 370*

**ART 471 Sculptural Processes (1-3)**

This studio course for the advanced general studio art major with an emphasis in sculpture tailors experiences to meet the individual student's goals as a professional sculptor. It may be repeated for six units total. Meets six hours weekly. *Prerequisite: instructor's permission*

**ART 475 Art Internship (1-4)**

Art majors participate in volunteer positions directly linked to their area of concentration for on-site experience. May be repeated for four units total. *Prerequisites: junior or senior standing and department chair's approval*

**ART 480 Graphic Design III (3)**

This course addresses communication strategies including the effective use of metaphor, iconography, and cliché. The nature of symbols and cultural issues are applied to assignments where the dynamic role of image, photography, or illustration is stressed. The development of philosophical and professional attitudes related to the role of the designer as interpreter of society dealing with ethical issues is emphasized. *Prerequisites: ART 380 and ART 381*

**ART 495 Special Topics in Art (3)**

This advanced level studio/research course allows occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Possible topics include: gender issues in art, fabric studies, a full semester of performance or video specialization, among others. Selection varies depending on student interest and faculty availability. It may be repeated for six units total, as the topic varies. Meets six hours weekly.

**ART 496 Senior Seminar: Art Ethics (3)**

This course examines ethical issues in the contemporary art world from a Christian perspective. Included is the examination of ethical dilemmas faced by artists in today's postmodern culture. *Meets the general studies requirements of a Senior Seminar. 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 and upper-division writing intensive course*

**ART 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**ART 498 Directed Research (1-4)**

This course provides instruction in research design and techniques, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**ART 499 Thesis/Project (1-4)**

A senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication is offered. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Humanities****HUM 223/323 Humanities Seminar III: Aesthetics (3, 4)**

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Aesthetics and the Creative Arts.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Biology and Chemistry

## Faculty

*Chair and Professor: Bruce Spalding, Ph.D.*

*Professors: David Cherney, Ph.D.; Scott Kinnes, Ph.D.; Cahleen Shrier, Ph.D.; James White, Ph.D.*

*Associate Professors: Sheng-Lin Kevin Huang, Ph.D.; Timothy Kline, Ph.D.; Jon Milhon, Ph.D.; Thomas Walters, Ph.D.; Jürgen Ziesmann, Ph.D.*

*Assistant Professors: Håkan Carlsson, Ph.D.; Stephen Contakes, Ph.D.; Joshua Morris, Ph.D.; Willetta Toole Simms, Ph.D.*

*Lecturers (part time): Wayne Bowden, MD; Michele Cazares, DPT; John Dobrenen, M.S.; Sarah Fiala, B.S.; Kris Kontis, Ph.D.; Kathy Kurtz, M.S.; Christian Merkel, Ph.D.; Tammy Milhon, B.S.; Poli Petridis, M.S.; Miguel Ramos, DPT; Ryan Somers, B.S.; Lisa Sommers, M.A.; Shawn Thompson, Ph.D.; Vicky Wong Ng, Ph.D.*

*Laboratory Manager: Yun-Lan Chan, M.S.*

*Laboratory Technicians: Jennifer Somers, B.S.; Paul Spielman, B.S.*

## Mission

The Department of Biology and Chemistry seeks to serve God by holding up a standard of academic excellence and integrity in the liberal arts and professional courses and programs. Students are encouraged to develop perspectives on truth, life, and vocation that are expressly Christian in character.

## Goals

1. Demonstrate a traditional knowledge base of the major subject and associated science cognate areas.
2. Relate theories, problem solving techniques, laboratory applications, and instrumentation procedures to this field of study.
3. Integrate a Christian worldview within the science disciplines.
4. Be prepared to matriculate into graduate programs appropriate to the specific discipline.

## Department Overview

Students can earn the Bachelor of Arts in biology, chemistry, biochemistry, and natural science. A Bachelor of Science can be obtained in applied health, biology, or chemistry. A Bachelor of Science in biology or chemistry is obtained by adding a minor in biology, chemistry, mathematics, physics, or computer science to the requirements for the B.A. degree. The requirements for a B.S. in biochemistry are described under the requirements for that major.

## Department Policies

The following are policies that apply to all majors and minors offered by the department:

- Students must maintain at least a C- grade in all required science and math courses.
- Students must complete all prerequisites for a course, with a C- or better, before taking the course.
- All majors are required to take the BIOL 496 Senior Seminar: Ethics and the Sciences to meet their general studies Senior Seminar course requirement.
- While courses required of the major may be taken at other accredited institutions, both lecture and laboratory components must be taken at the same institution in the same semester.
- Students missing more than three labs in a course receive an automatic F in the course.
- It is strongly recommended that freshmen in all biology majors (including biochemistry) take General Chemistry and General Biology the first year and that chemistry majors start with General Chemistry and Calculus the first year. Should the math competency placement exam require Algebra of the student, then that class should be taken the first year and a five-year program may be indicated.

Regarding upper-division electives required for each major:

- At least one three- or four-unit course must be taken.
- No more than two one-unit courses may be taken for elective credit.
- Students may take up to three units of research and independent study credits for elective credit in the major.
- BIOL 470 Science for the MCAT, BIOL 325 Humans and the Environment, BIOL 330 Gender Differences, and BIOL 400 Science and Children may not be taken to meet upper-division elective requirements in the major.

Students may petition for exemptions by submitting the Department of Biology and Chemistry Student Petition form to the department chair.

## Biology

### Introduction

A well-balanced complement of courses in the field of biology is offered to provide solid academic training for the student who wishes to major in this area. The biology faculty stimulates the created "senses" of curiosity and creativity within each student and employs basic scientific knowledge in the practical solutions of problems related to living organisms and in understanding the wonders of God's world.

### Biology Objectives

A student majoring in biology with a B.A. or B.S. will be able to:

- Demonstrate a traditional biology knowledge base appropriate for entry into an accredited graduate program in the field.
- Apply the scientific method and appropriate biological knowledge and theories to issues such as environmental stewardship, medical ethics, and biotechnology.
- Relate themes of Christian faith to the diverse functioning of organisms and their relationships to the natural world.



## BIOLOGY AND CHEMISTRY

### Career Opportunities

Students majoring or minoring in biology may enter biomedical/pharmaceutical sales, become elementary or secondary school science teachers, or technicians in conservation, agriculture, food or health sciences, university research laboratories, or hospitals. The major also prepares the student for studies leading to graduate professional degrees in medicine, dentistry, optometry, veterinary science, pharmacology, biotechnology, biomedical research, or university teaching positions. The applied health major is especially pertinent for those desiring to matriculate into a physical therapy or physician's assistant program. For information on the premedical/pre dental emphasis, see the appropriate sections in the academic programs portion of this catalog.

### AuSable Institute of Environmental Studies

The AuSable Institute serves evangelical Christian colleges by offering environmental studies in Southern Michigan's forests, wetlands, lakes, and rivers. Azusa Pacific University students may attend the institute because of APU's involvement with the Council for Christian Colleges & Universities and receive credit for courses taken there with prior approval. Please see the campus biology faculty representative for further information.

### Requirements for the Biology Major (B.A.) 73-75 units

A Bachelor of Science in Biology is obtained by adding a minor in chemistry, mathematics, physics, or computer science to the requirements for the biology B.A.

|                  |           |                            |                 |
|------------------|-----------|----------------------------|-----------------|
| <b>Chemistry</b> |           |                            | <b>18 units</b> |
| CHEM             | 151**/152 | General Chemistry*         | 4, 4            |
| CHEM             | 251/252   | Organic Chemistry – Theory | 4, 4            |
| CHEM             | 261/262   | Organic Chemistry – Lab    | 1, 1            |

|                    |         |                        |                |
|--------------------|---------|------------------------|----------------|
| <b>Mathematics</b> |         |                        | <b>6 units</b> |
| MATH               | 151/152 | Applied Calculus I, II | 3, 3           |

|                              |           |                         |                   |
|------------------------------|-----------|-------------------------|-------------------|
| <b>Physics</b>               |           |                         | <b>8-10 units</b> |
| Select one of the following: |           |                         |                   |
| PHYC                         | 201**/202 | Fundamentals of Physics | 4, 4              |
| PHYC                         | 251**/252 | General Physics         | 5, 5              |

|                |     |   |                 |
|----------------|-----|---|-----------------|
| <b>Biology</b> |     |   | <b>23 units</b> |
| BIOL           | 151 | General Biology I**/**                  | 4               |
| BIOL           | 152 | General Biology II*                     | 4               |
| BIOL           | 220 | General Microbiology                    | 4               |
| BIOL           | 280 | Cell Biology                            | 4               |
| BIOL           | 300 | Genetics                                | 4               |
| BIOL           | 496 | Senior Seminar: Ethics and the Sciences | 3               |

|   |  |  |                 |
|---|--|--|-----------------|
| <b>Biology Electives</b>  |  |  | <b>10 units</b> |
| Select 10 additional units of 300- or 400-level BIOL or BIOC courses, including one 4-unit laboratory course, and excluding courses used in fulfilling the Required Emphasis. The following BIOL classes also do not fulfill this requirement: BIOL 325, 330, 370, 400, 435, 445, 454, 455, 470, 490. |  |  |                 |

### Required Emphasis (one emphasis must be chosen) 8 units

|  |     |                      |   |
|--|-----|----------------------|---|
| <b>Molecular</b>                           |     |                      |   |
| BIOC                                       | 380 | Biochemistry I       | 4 |
| BIOL                                       | 410 | Molecular Biology    | 4 |
| <b>Organismic (two from the following)</b> |     |                      |   |
| BIOL                                       | 336 | Vertebrate Biology   | 4 |
| BIOL                                       | 320 | Ecology              | 4 |
| BIOL                                       | 350 | Mammalian Physiology | 4 |

### Requirements for the Biology Minor 28 units

The minimum prerequisites for this program include one year of high school chemistry, one year of high school biology, and two years of high school algebra. Students must have received a grade of C or better in each of the high school courses.

### Lower-Division Requirements 20 units

Each student must take the following and must receive a grade of C or better before being allowed to continue the minor:

|      |     |                        |   |
|------|-----|------------------------|---|
| BIOL | 151 | General Biology I**/** | 4 |
| BIOL | 152 | General Biology II*    | 4 |
| CHEM | 151 | General Chemistry I**  | 4 |
| CHEM | 152 | General Chemistry II   | 4 |

Select one of the following:

|      |     |                        |   |
|------|-----|------------------------|---|
| BIOL | 115 | Anatomy and Physiology | 4 |
| BIOL | 220 | General Microbiology   | 4 |

### Upper-Division Electives 8 units

Choice of electives must be approved by the chair of the Department of Biology and Chemistry.

\*This course may be waived with an appropriate Advanced Placement test score.  
\*\*Meets a general studies requirement. Required of all science majors.

### Applied Health Introduction

This major is especially designed for those students desiring to matriculate into a physical therapy program. It is also the major of choice for entry into allied health career or master's-level programs, such as physician's assistant, sports medicine, and chiropractic medicine.

A student majoring in applied health will be able to:

- Matriculate into graduate programs in physical therapy, physician's assistant, and/or other programs in the allied health areas.
- Apply knowledge in the subject areas of biology, anatomy, physiology, and associated scientific disciplines.
- Assist in appropriate health care fields.
- Integrate a Christian worldview within the science disciplines.

**Requirements for the Applied Health Major 63-66 units**

All applied health majors must complete the following core classes and choose one of the emphasis areas.

Note: Entry requirements differ among graduate schools. Students are responsible to contact the graduate schools in which they are interested to determine these requirements.

|                              |           |   |                 |
|------------------------------|-----------|---|-----------------|
| <b>Required Core Courses</b> |           |   | <b>35 units</b> |
| BIOL                         | 151       | General Biology I**                       | 4               |
| BIOL                         | 220       | General Microbiology                      | 4               |
| BIOL                         | 280       | Cell Biology                              | 4               |
| BIOL                         | 300       | Genetics                                  | 4               |
| BIOL                         | 496       | Senior Seminar: Ethics and the Sciences** | 3               |
| CHEM                         | 151**/152 | General Chemistry                         | 4, 4            |
| PHYC                         | 201**/202 | Fundamentals of Physics I, II             | 4, 4            |

|                                  |     |  |                 |
|----------------------------------|-----|--|-----------------|
| <b>Physical Therapy Emphasis</b> |     |  | <b>30 units</b> |
| AT                               | 160 | Acute Care of Injury and Illness         | 2               |
| AT                               | 364 | Kinesiology                              | 3               |
| BIOL                             | 250 | Human Anatomy                            | 4               |
| BIOL                             | 251 | Human Physiology                         | 4               |
| BIOL                             | 326 | Neurobiology                             | 4               |
| CHEM                             | 240 | Introduction to Organic and Biochemistry | 4               |
| PSYC                             | 290 | Human Growth and Development**           | 3               |
| PSYC                             | 299 | Applied Statistics                       | 3               |
| PSYC                             | 360 | Abnormal Psychology                      | 3               |

|                                       |         |                            |                 |
|---------------------------------------|---------|----------------------------|-----------------|
| <b>Physician's Assistant Emphasis</b> |         |                            | <b>31 units</b> |
| BIOL                                  | 250     | Human Anatomy              | 4               |
| BIOL                                  | 251     | Human Physiology           | 4               |
| BIOL                                  | 3xx-4xx | Biology Elective           | 4               |
| CHEM                                  | 251/252 | Organic Chemistry – Theory | 4, 4            |
| CHEM                                  | 261/262 | Organic Chemistry Lab      | 1, 1            |
| MATH                                  | 151/152 | Applied Calculus I, II     | 3, 3            |

Select one of the following:

|      |     |                            |   |
|------|-----|----------------------------|---|
| BIOL | 342 | Medical Microbiology       | 3 |
| BIOL | 495 | Advanced Topics in Biology | 3 |

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies core requirement.

|  |     |  |                 |
|--|-----|--|-----------------|
| <b>Applied Health, Business Emphasis</b> |     |  | <b>28 units</b> |
| BIOL                                     | 152 | General Biology II                                 | 4               |
| BUSI                                     | 120 | Principles of Accounting I                         | 4               |
| BUSI                                     | 210 | Principles of Organization and Management          | 3               |
| BUSI                                     | 240 | Introduction to Information Systems                | 3               |
| BUSI                                     | 250 | Principles of Macroeconomics                       | 3               |
| BUSI                                     | 330 | Principles of Finance *                            | 3               |
| CHEM                                     | 240 | Introduction to Organic Chemistry and Biochemistry | 4               |
| UNRS                                     | 113 | Pharmacology                                       | 1               |

Select one of the following:

|      |     |                     |   |
|------|-----|---------------------|---|
| BUSI | 350 | Business Internship | 3 |
| BIOL | 395 | Science Internship  | 3 |

\*The prerequisite for BUSI 330 is MATH 110 with a B or higher.

**Biochemistry**

**Introduction**

The Department of Biology and Chemistry offers an interdisciplinary major in biochemistry. The requirements for the B.S. are the same as the B.A. except the year sequence of MATH 251/252 Calculus I/II is substituted for MATH 151/152 Applied Calculus I/II. In addition, CHEM 401/402 and CHEM 461 are taken in place of the six units of upper-division electives.

**Biochemistry Objectives**

A student majoring in biochemistry with a B.S. or B.A. will be able to:

- Demonstrate a traditional knowledge base of biology and chemistry and associated science cognate areas.
- Relate theories, problem-solving techniques, laboratory applications, and instrumentation procedures to modern chemical and molecular biology fields.
- Integrate a Christian worldview within the science disciplines.

**Career Opportunities**

This major serves pre-medical students, as well as others who desire a current molecular emphasis in their major. It contains a basic core of chemistry and biology courses as well as classes that are cross-disciplinary in nature, such as biochemistry, physiology, and cell and molecular biology. The student enjoys the freedom to choose biology or chemistry electives while keeping the total major units required for graduation at a reasonable level. This major is especially appropriate for students seeking a career in a laboratory research area such as biotechnology; graduate study in biochemistry or the biological sciences; chemistry-, pharmacy-, or medical-related studies; or education. The Association of American Medical Colleges has indicated that biochemistry undergraduates enjoy one of the highest acceptance rates for medical schools of the science major categories.

**Requirements for the Biochemistry Major 78-80 units**

|                  |           |                                |                 |
|------------------|-----------|--------------------------------|-----------------|
| <b>Chemistry</b> |           |                                | <b>22 units</b> |
| CHEM             | 151**/152 | General Chemistry I, II*       | 4, 4            |
| CHEM             | 251/252   | Organic Chemistry – Theory     | 4, 4            |
| CHEM             | 261/262   | Organic Chemistry – Lab        | 1, 1            |
| CHEM             | 300       | Quantitative Analysis – Theory | 2               |
| CHEM             | 310       | Quantitative Analysis – Lab    | 2               |

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

|                |           |   |                 |
|----------------|-----------|---|-----------------|
| <b>Biology</b> |           |   | <b>27 units</b> |
| BIOL           | 151**/152 | General Biology I, II*                    | 4, 4            |
| BIOL           | 220       | General Microbiology                      | 4               |
| BIOL           | 280       | Cell Biology                              | 4               |
| BIOL           | 300       | Genetics                                  | 4               |
| BIOL           | 350       | Mammalian Physiology                      | 4               |
| BIOL           | 496       | Senior Seminar: Ethics and the Sciences** | 3               |

|                     |         |                        |                    |
|---------------------|---------|------------------------|--------------------|
| <b>Math/Physics</b> |         |                        | <b>14-16 units</b> |
| MATH                | 151/152 | Applied Calculus I,II* | 3, 3               |

Select one of the following:

|      |           |                         |      |
|------|-----------|-------------------------|------|
| PHYC | 201**/202 | Fundamentals of Physics | 4, 4 |
| PHYC | 251**/252 | General Physics         | 5, 5 |

## BIOLOGY AND CHEMISTRY

|  |                 |
|--|-----------------|
| <b>Biochemistry</b>                        | <b>15 units</b> |
| BIOC 380/381 Biochemistry I, II            | 4, 4            |
| Upper-Division Biology/Chemistry Electives | 6               |
| Research/Department Seminar                | 1               |

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

### Chemistry

#### Introduction

Chemistry has been called the “central science” because an understanding of it is necessary for study in the fields of biology, astronomy, earth science, and physics. Chemistry is fundamental to interdisciplinary fields such as biochemistry, ecology, medicine, pharmacology, and environmental toxicology. The department offers the courses CHEM 101 Introduction to Chemistry and CHEM 105 Citizen Chemistry, which meet general studies requirements and educate the student not only in basic chemical principles, but also in how chemistry impacts the planet.

The core requirements of the chemistry major are a year each of general chemistry, organic chemistry, analytical chemistry (Quantitative Analysis and Instrumental Analysis), and physical chemistry. The remainder of the requirements give the student a foundation in related fields and provide breadth. In addition to classroom requirements, it is strongly recommended that students complete a special project during their junior or senior year. This may involve collaboration with one of the science faculty in a research project, off-campus internship in industry, or a project in which students pursue one of their own ideas.

#### Chemistry Objectives

A student majoring in chemistry with a B.A. or B.S. will be able to:

- Apply basic knowledge, theories, and mathematical problem-solving approaches to this field.
- Demonstrate traditional chemistry instrumentation and laboratory applications.
- Relate modern discoveries in chemistry to applications in medicine, pharmacology, toxicology, and foods to applications in industry, waste management, and environmental issues.
- Matriculate into graduate programs in medicine, biochemistry, and research.

#### Career Opportunities

The chemistry major is excellent preparation for graduate school in chemistry, biochemistry, and environmental studies. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors. The chemistry major is also excellent for students planning to attend professional school in medicine, dentistry, veterinary medicine, medical technology, forensic science, and pharmacology.

Examples of employment which students may seek immediately after graduation include entry-level positions as a research or laboratory technician, in governmental or industrial technical support, in management (when coupled with a major or minor in business administration), or in teaching at the secondary level (especially when completed in conjunction with the natural science major). It is highly recommended that students desiring employment immediately after graduation complete an internship in the private or government sector before graduation.

### Requirements for the Chemistry Major 59-61 units

|  |                 |
|--|-----------------|
| <b>Chemistry</b>                                   | <b>42 units</b> |
| CHEM 151**/152 General Chemistry I, II*            | 4, 4            |
| CHEM 300 Quantitative Analysis – Theory            | 2               |
| CHEM 310 Quantitative Analysis – Lab               | 2               |
| CHEM 320 Instrumental Analysis – Theory^           | 3               |
| CHEM 330 Instrumental Analysis – Lab^              | 1               |
| CHEM 251/252 Organic Chemistry – Theory            | 4, 4            |
| CHEM 261/262 Organic Chemistry – Lab               | 1, 1            |
| CHEM 401 Thermodynamics                            | 3               |
| CHEM 402 Kinetics and Quantum Mechanics            | 3               |
| CHEM 461 Inorganic and Bioinorganic Chemistry      | 3               |
| BIOL 496 Senior Seminar: Ethics and the Sciences** | 3               |
| Upper-Division Chemistry Elective                  | 3               |

Select one of the following:

|                            |   |
|----------------------------|---|
| CHEM 497 Readings          | 1 |
| CHEM 498 Directed Research | 1 |

|                              |                |
|------------------------------|----------------|
| <b>Mathematics</b>           | <b>9 units</b> |
| MATH 251/252 Calculus I, II* | 5, 4           |

|                |                   |
|----------------|-------------------|
| <b>Physics</b> | <b>8-10 units</b> |
|----------------|-------------------|

Select one of the following:

|   |      |
|---|------|
| PHYC 201**/202 Fundamentals of Physics* I, II | 4, 4 |
| PHYC 251**/252 General Physics I, II          | 5, 5 |

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

^CHEM 320 and CHEM 330 together meet the general studies upper-division writing requirement.

### Requirements for the Chemistry Minor 25 units

|   |      |
|---|------|
| CHEM 151**/152 General Chemistry I, II* | 4, 4 |
| CHEM 300 Quantitative Analysis – Theory | 2    |
| CHEM 310 Quantitative Analysis – Lab    | 2    |
| CHEM 251/252 Organic Chemistry – Theory | 4, 4 |
| CHEM 261/262 Organic Chemistry – Lab    | 1, 1 |
| Upper-Division Chemistry Elective       | 3    |

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

## Natural Science

### Introduction

The natural science major is for students planning a career in teaching science at the secondary level. All students must complete a set of core requirements and then specialize in biology or chemistry.

An alternative pathway is available by taking the CSET examination. Students should major in biology, chemistry, or physics to obtain subject-matter proficiency in one of these areas for the specialization test. In addition, to prepare for the breadth part of the test, students should take BIOL 151/152, CHEM 151/152 and PHYC 180, 190, and either PHYC 201/ 202 or 251/252.

### Natural Science Objectives

A student majoring in natural science will be able to:

- Show knowledge of a broad range of science disciplines necessary for mastery within the science education area.
- Combine educational theory and practice with ethical considerations of biological-, medical-, and health-related issues.
- Integrate a Christian worldview within the science disciplines.

### Career Opportunities

Students choosing the natural science major often pursue a career in teaching science at the secondary level. However, other students who may find this major interesting are those who desire a broad, but intensive, background in the sciences; and those who desire the freedom to explore a wide range of scientific knowledge. Although the unit load seems heavy at first glance, many of the required courses also count for general studies credit and thus allow the student freedom in choosing electives. The total number of science and math units required are 61-64 units, depending on the options taken. This is fewer than any other science major except chemistry. It is, therefore, possible to carry a double major by taking some course work in the summer which opens up other career options.

### Requirements for the Natural Science Major 74-80 units

In addition to the following requirements, students must keep a portfolio during their time at the university. This portfolio must be examined by the student's academic advisor at least once a year and conform to department guidelines. All students must choose a biology or chemistry specialization.

#### Core Courses

54-56 units

All students must complete the following core courses:

#### Breadth Courses

32 units

|      |           |                                |      |
|------|-----------|--------------------------------|------|
| BIOL | 151**/152 | General Biology I, II*         | 4, 4 |
| CHEM | 151**/152 | General Chemistry I, II*       | 4, 4 |
| PHYC | 100       | Conceptual Physics***          | (2)  |
| PHYC | 180       | Earth Science**                | 4    |
| PHYC | 190       | Introduction to Astronomy**    | 4    |
| PHYC | 201**/202 | Fundamentals of Physics I, II* | 4, 4 |

#### General Studies and Other Required Courses

15 units

|           |     |   |   |
|-----------|-----|---|---|
| BIOL/CHEM | 090 | Practicum in Laboratory Safety            | 0 |
| BIOL      | 496 | Senior Seminar: Ethics and the Sciences** | 3 |
| EDUC      | 405 | Diversity in the Classroom**              | 3 |
| PHIL      | 430 | Philosophy of Science**                   | 3 |
| POLI      | 150 | American Government**                     | 3 |
| PSYC      | 290 | Human Growth and Development**            | 3 |

### Related Math and Science Courses

7-9 units

For students taking the biology specialization:

|      |     |  |   |
|------|-----|--|---|
| CHEM | 240 | Introduction to Organic and Biochemistry | 4 |
|------|-----|--|---|

Select one of the following:

|      |     |                            |   |
|------|-----|----------------------------|---|
| MATH | 151 | Applied Calculus*          | 3 |
| MATH | 360 | Probability and Statistics | 3 |
| PSYC | 299 | Applied Statistics         | 3 |

For students taking the chemistry specialization:

|      |         |                 |      |
|------|---------|-----------------|------|
| MATH | 251/252 | Calculus I, II* | 5, 4 |
|------|---------|-----------------|------|

### Specialization Courses

20-24 units

Students must complete one of the following specializations:

#### Biology Track

24 units

|      |     |                    |   |
|------|-----|--------------------|---|
| BIOL | 280 | Cell Biology       | 4 |
| BIOL | 300 | Genetics           | 4 |
| BIOL | 320 | Ecology**          | 4 |
| BIOL | 336 | Vertebrate Biology | 4 |
| BIOL | 365 | Plant Biology      | 4 |

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| BIOL | 251 | Human Physiology     | 4 |
| BIOL | 350 | Mammalian Physiology | 4 |

#### Chemistry Track

20-22 units

|      |     |                                |   |
|------|-----|--------------------------------|---|
| CHEM | 300 | Quantitative Analysis – Theory | 2 |
| CHEM | 310 | Quantitative Analysis – Lab    | 2 |
| CHEM | 401 | Thermodynamics                 | 3 |
| CHEM | 402 | Kinetics and Quantum Mechanics | 3 |

Select one pair:

|      |         |  |      |
|------|---------|--|------|
| BIOC | 380/381 | Biochemistry I, II                       | 4, 4 |
| CHEM | 240     | Introduction to Organic and Biochemistry | 4    |

— or —

|      |         |                            |      |
|------|---------|----------------------------|------|
| CHEM | 251/252 | Organic Chemistry – Theory | 4, 4 |
| CHEM | 261/262 | Organic Chemistry – Lab    | 1, 1 |

\*This course may be waived with an appropriate Advanced Placement score.

\*\*Meets a general studies requirement.

\*\*\*Required if high school physics has not been taken; does not count toward major.

## Course Descriptions

### Biology

#### BIOL 090 Laboratory Safety (0)

This course provides an introduction to federal, state, and local regulations, material safety data suggestions, chemical hygiene plan, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.

#### BIOL 101 Fundamentals of Biology (4)

LECTURE, 3 HOURS; LAB, 3 HOURS

This basic course covers the themes of cell biology, genetics, ecology, evolution, and human biology. It promotes an appreciation for the unification and interdependence of all life. *Meets general studies core requirement in Nature. It is not applicable for biology majors.*

#### BIOL 115 Anatomy and Physiology (4)

LECTURE, 3 HOURS; LAB, 3 HOURS

This is an introductory course in the principles of anatomy and physiology as they relate to the structure and function of the living human body. It is designed for physical education majors. *It is not applicable for biology or nursing majors. Prerequisite: BIOL 101 or BIOL 151*

#### BIOL 151 General Biology I (4)

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR

Principles of cell structure and function, genetics, development, reproduction, and animal systems biology are covered in this introductory course. There is a laboratory emphasis on the investigative approach and experimental techniques of biology. *Meets general studies core requirement in Nature. Prerequisite: BIOL 101 or high school biology*

## BIOLOGY AND CHEMISTRY

### **BIOL 152 General Biology II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This second-semester course deals with behavior, evolution, plant and animal diversity of life, plant biology, and introduction to ecology. There is a laboratory emphasis on plant and animal biology. *Prerequisite:* BIOL 151

### **BIOL 220 General Microbiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

The fundamental principles and techniques of microbiology, with emphasis on the role of micro-organisms in disease, immunity, and food production, are the focus of this course. *Prerequisite:* CHEM 111 or CHEM 152

### **BIOL 230 Human Anatomy and Physiology I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This is the first semester of a two-semester course that integrates the anatomy and physiology of the human organ system from a systemic approach. It includes laboratories in human dissection and physiological instrumentation. Not open to nursing majors without School of Nursing consent. *Prerequisite:* BIOL 101 or one year of high school biology

### **BIOL 231 Human Anatomy and Physiology II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This is a continuation of Human Anatomy and Physiology I. Not open to nursing majors without School of Nursing consent. *Prerequisite:* BIOL 230

### **BIOL 250 Human Anatomy (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This is an intensive course in human anatomy using the systemic approach. Lab exercises utilize human cadaver prosections. *Prerequisite:* BIOL 101 or high school biology

### **BIOL 251 Human Physiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course deals with how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. *Prerequisite:* BIOL 250, CHEM 111, or CHEM 151

### **BIOL 280 Cell Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR

This course covers a theoretical approach to cellular and molecular biology, including ultra structure, cytology, metabolism, and molecular genetics. Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. *Prerequisites:* BIOL 220, and CHEM 240 or CHEM 251

### **BIOL 300 Genetics (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Principles of heredity, including Mendelian, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques, are covered. *Prerequisite:* BIOL 280

### **BIOL 320 Ecology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course provides an understanding of the relationship of plants and animals to their environment with particular consideration given to distribution, communities, and population analysis. *Meets general studies upper-division writing intensive course requirement.* *Prerequisite:* BIOL 152

### **BIOL 325 Humans and the Environment (4)**

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. *Meets general studies core requirement in Nature. Does not apply for biology major credit.*

### **BIOL 326 Neurobiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students undertake a detailed study of the structure and function of animal nervous systems. Special emphasis is given to the anatomy and neurophysiology of reflexes, motor pathways, senses, and neurological diagnosis. This course is designed for students oriented toward the health sciences. *Prerequisite:* BIOL 280

### **BIOL 330 Gender Differences (3)**

LECTURE/DISCUSSION, 3 HOURS

This course examines in detail differences in gender. Realizing gender differences are related to one's chronological age, these differences are studied from the biological, psychological, sociological, and theological perspectives and understood that each perspective influences the others. *Meets general studies elective requirement for Nature. Does not apply for biology major credit.*

### **BIOL 336 Vertebrate Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course provides a comprehensive survey of the natural history, anatomy, and systematics of vertebrate animals – fish, amphibians, reptiles, birds, and mammals. *Prerequisite:* BIOL 152

### **BIOL 340 Invertebrate Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

The classification, natural history, and functional morphology of invertebrate phyla are studied. *Prerequisite:* BIOL 152

### **BIOL 342 Medical Microbiology (3)**

This lecture course emphasizes the importance of microbiology to medicine as well as to applied areas of science. The spectrum of infectious agents, host response, current diagnostic methodologies, and recent advances/problems in diagnosis and treatment are covered. *Prerequisite:* BIOL 220

### **BIOL 350 Mammalian Physiology (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR; LAB, 3 HOURS

This course offers an analysis of physiological mechanisms in animals with emphasis on the function at the organ systems level. This course is appropriate for those preparing for medical school and related graduate study. Introductory experiences applying physiological principles to clinical medicine are covered. *Prerequisite:* BIOL 280

### **BIOL 365 Plant Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course introduces botanical research topics, including plant classification, genetics, structure and function, growth and development, and evolution and ecology. It integrates themes and processes of the California State Science framework. *Prerequisite(s):* BIOL 101, or BIOL 151 and BIOL 152

### **BIOL 370 Prosection (1)**

Students are introduced to the human body through gross dissection and demonstration of selected portions of a human cadaver. This course requires 30 hours of laboratory. *Prerequisite:* instructor's consent

### **BIOL 390 Premedical Practicum (1)**

This course provides credit for professionally supervised observation, demonstration, and study in a local medical, dental, or laboratory facility. Students are introduced to health care philosophies, hospital and patient routines, instrumentation/computer, and specific treatment practices. A case study and research paper may be required. This course requires 30 hours of observation. *Prerequisites:* BIOL 220, CHEM 151, and the department chair's permission

### **BIOL 391 Medical Missions Practicum (1)**

LECTURE/DISCUSSION, 1 HOUR

This course offers a practicum experience for students preparing for a career in the medical- /health-related sciences. Didactic medical-clinical instruction in first aid, assessment, and medical history is emphasized. Students gain practical field experience as Team Luke members with Mexico Outreach. *Prerequisite:* BIOL 101, BIOL 151, or BIOL 250

### **BIOL 395 Science Internship (3)**

This course gives students an opportunity to apply knowledge gained in the academic setting to the real world by allowing them to establish either paid or volunteer science-related internships with local business, organizations, etc. Students gain a realistic view of their career goals, explore possible career choices, and gain valuable experience under the guidance of their job supervisor and academic supervisor. *Prerequisites:* junior/senior standing and instructor's permission

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### **BIOL 400 Science and Children (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is designed for liberal studies majors interested in obtaining a Multiple-Subject Teaching Credential. It assists the student in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework, K-6. *Not applicable for biology majors.*

### **BIOL 410 Molecular Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course covers the traditional molecular biology curriculum which includes transcription, translation, and gene expression in both prokaryotes and eukaryotes. Lecture includes theory on key molecular techniques. Laboratory exercises emphasize current techniques in molecular biology such as molecular cloning, blotting, PCR, and assays of gene expression. *Prerequisite: BIOL 280*

### **BIOL 435 Stewardship Ecology (3)**

The history of humankind's view of nature and the resulting treatment of nature that arise from such views are examined. The biblical approach known as stewardship ecology is developed and supported as a foundation for the student's approach to this field.

### **BIOL 440 Developmental Biology (3)**

LECTURE/LAB/DISCUSSION, 3 HOURS

This is a study of the origin, morphology, and chemical control of developing germ layers, tissues, and systems of the body. *Prerequisite: BIOL 152*

### **BIOL 445 Environmental Internship (2)**

LAB/DISCUSSION, 6 HOURS

Senior students are given the opportunity to apply academic knowledge to real-world situations through time spent working with various environmentally oriented organizations and businesses.

### **BIOL 450 Histology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course teaches the structure and function of animal tissues. Emphasis is on preparation and recognition techniques of cell and tissue structure. *Prerequisite: BIOL 280*

### **BIOL 454 Electron Microscopy for Biological Sciences (2)**

This lecture course deals with theory and principles of various microscopy methods, with emphasis given to electron optics, specimen preparation, and operation of transmission and scanning electron microscopes and ultrastructure analysis. *Prerequisite: PHYC 201, PHYC 202, or instructor's consent*

### **BIOL 455 Laboratory in Electron Microscopy (2)**

This companion course to BIOL 454 covers biological and medical specimen preparation techniques and basic photographic protocol. Current laboratory instrumentation, dealing with both scanning and transmission electron microscopy, is emphasized. *Prerequisite or corequisite: BIOL 280 or BIOL 454*

### **BIOL 465 Clinical Research/Practicum in Applied Health (4)**

LECTURE/DISCUSSION, 2 HOURS; LAB, 6 HOURS

This is an honors-level course dealing with diagnosis strategies, prevention, and rehabilitation programs integral to the field of physical therapy and sports physiology. Study of research literature is emphasized so as to facilitate the student's development of the needed knowledge, aptitudes, and skills within the applied health field. The clinical laboratory component emphasizes current instrumentation and practice. *Meets the general studies upper-division writing intensive course requirement. Prerequisites: BIOL 251, BIOL 326, and PHYS 201, with PE 364 recommended*

### **BIOL 470 Science for the MCAT (1)**

This course builds on lower-division courses in general and organic chemistry, biology, and physics to prepare students for the basic science content contained in the Medical College Admission Test (MCAT). Additional topics in genetics, biochemistry, physiology, and physics are presented and integrated with practical mathematical skills in an interactive problem-solving setting. The course is intended for students with upper-division standing and acceptance to a pre-medical track. *This course may be repeated for credit. Prerequisite: instructor's permission*

### **BIOL 490 Biology Seminar (1)**

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required. *Prerequisites: advanced standing in biology and instructor's permission*

### **BIOL 495 Advanced Topics in Biology (3)**

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. *Prerequisites: advanced standing and instructor permission*

### **BIOL 496 Senior Seminar: Ethics and the Sciences (3)**

This course covers the basics of worldviews, science, and ethics, while delving deeper into the details of various ethical perspectives and their implications for science. Specific areas of science are explored from a Christian ethics viewpoint through lectures, a thesis, and oral presentations. *Meets the general studies requirement for a senior seminar in God's Word and the Christian Response. Prerequisites: senior standing; completion of majority of major course work and general studies courses in God's Word and the Christian Response; upper-division writing intensive course; and one of the following: BIOL 151, CHEM 151, PHYC 201, or PHYC 252*

### **BIOL 497 Readings (1-3)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a university student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **BIOL 498 Directed Research (1-3)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

## **Biochemistry**

### **BIOC 380 Biochemistry I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students gain a systematic and theoretical study of the biochemical activities of living cells in this course. It is an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. *Prerequisite: CHEM 252*

### **BIOC 381 Biochemistry II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course is a continuation of BIOL 380 Biochemistry I. Molecular lab techniques are emphasized. *Prerequisite: BIOL 380*

## **Chemistry**

### **CHEM 090 Laboratory Safety (0)**

Students are introduced to federal, state, and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, proper handling, and disposal of chemicals as related to an academic laboratory.

### **CHEM 101 Introduction to Chemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This elementary course is designed for the student with no previous high school or college chemistry. *Meets the general studies core requirement in Nature and prepares the student for CHEM 111 or CHEM 151.*

### **CHEM 105 Citizen Chemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is designed for nonscience majors and presents chemistry in its broad cultural, social, and economic context. The lectures and laboratories cover experiences that are of concern to students' everyday lives. *This course satisfies the general studies core requirement in Nature.*

## BIOLOGY AND CHEMISTRY

### **CHEM 111 Organic Chemistry for the Health Sciences (2)**

An introduction to organic chemistry with emphasis on nomenclature, physical characteristics and selected reactions. This course focuses on the simple functional groups with special attention given to carbonyl chemistry. *Meets the general studies requirement for Nature if CHEM 112 and CHEM 114 are also completed. Prerequisite: a passing course in high school chemistry or CHEM 101 or its equivalent*

### **CHEM 112 Biochemistry for the Health Sciences (1)**

This short biochemistry course covers the chemical reactions and physiological significance of cellular macro molecules. Emphasis is placed on the biological basis of pharmacology and pharmacotherapeutics. *Meets general studies requirement in Nature if CHEM 111 and CHEM 114 are also completed. Prerequisite: CHEM 111; corequisite: BIOL 251*

### **CHEM 114 Laboratory for the Health Sciences (1)**

Several experimental activities involving some general chemistry topics such as reactions, equilibrium solutions and acid/base phenomena. The bulk of the lab activities look at the physical and chemical characteristics of the common organic functional groups. *Meets the general studies requirement for nature if CHEM 111 and CHEM 112 are also completed. Prerequisite/corequisite: CHEM 111*

### **CHEM 151 General Chemistry (4)**

LECTURES, 3 HOURS; LAB, 3 HOURS; DISCUSSION, 1 HOUR

This is a general course in the basic laws and concepts of modern chemistry and the first of a two-semester sequence. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. *Meets the general studies core requirement in Nature. Prerequisites: one year of high school chemistry or CHEM 101, and Math 110 or equivalent*

### **CHEM 152 General Chemistry II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS; DISCUSSION, 1 HOUR

This is a continuation of CHEM 151 General Chemistry begun in the fall. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. *Prerequisite: CHEM 151*

### **CHEM 240 Introduction to Organic and Biochemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students are introduced to the names, properties, and reactions of organic functional groups with applications to biochemical monomers and macromolecules. *Prerequisite: CHEM 152*

### **CHEM 251 Organic Chemistry – Theory (4)**

This is a general course in the structure, nomenclature, reactions, properties, and theoretical synthesis of carbon compounds. The laboratory courses, CHEM 261 and CHEM 262, must be taken concurrently with CHEM 251 and CHEM 252, respectively. *Prerequisite: CHEM 152*

### **CHEM 252 Organic Chemistry – Theory (4)**

This is a general course in the structure, nomenclature, reactions, properties, and theoretical synthesis of carbon compounds. The laboratory courses, CHEM 261 and CHEM 262, must be taken concurrently with CHEM 251 and CHEM 252, respectively. *Prerequisite: CHEM 152*

### **CHEM 261 Organic Chemistry – Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. *These courses must be taken concurrently with CHEM 251 and CHEM 252, respectively.*

### **CHEM 262 Organic Chemistry – Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. *These courses must be taken concurrently with CHEM 251 and CHEM 252, respectively.*

### **CHEM 300 Quantitative Analysis – Theory (2)**

The theoretical basis of gravimetric and volumetric analyses are covered in this course. Topics include multiequilibria, acid-base equilibria, and redox reactions as applied to quantitative analysis. *Prerequisite: CHEM 152*

### **CHEM 310 Quantitative Analysis – Laboratory (2)**

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300. *Prerequisite or corequisite: CHEM 300*

### **CHEM 320 Instrumental Analysis – Theory (3)**

The theory and operation of modern analytical equipment are covered in this course, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets general studies upper-division writing intensive course requirement. Prerequisites: CHEM 151 and CHEM 152*

### **CHEM 330 Instrumental Analysis – Lab (1)**

In this laboratory course, students analyze materials by the methods studied in CHEM 320. *Meets general studies upper-division writing intensive course requirement. Prerequisite or corequisite: CHEM 320*

### **CHEM 390 Physical Chemistry for the Life Sciences (3)**

The physical and chemical theories of thermodynamics, equilibria, kinetics, and spectroscopy are examined in the context of the chemical and physical properties of a living cell. *Prerequisite: CHEM 152*

### **CHEM 401 Thermodynamics (3)**

Students learn the theoretical basis of thermodynamics including the zeroth, first, second, and third laws. These laws are applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy and equilibrium. *Prerequisites: CHEM 151 and MATH 252*

### **CHEM 402 Kinetics and Quantum Mechanics (3)**

Kinetics includes molecular motion in the gas and liquid states, rate laws, the Arrhenius equation, reaction mechanisms, and activated complex theory. Quantum mechanics are introduced and applied to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the use of Schrodinger's equation, it is applied to atomic and molecular structure. *Prerequisites: CHEM 152 and CHEM 451; recommended: PHYC 202 or PHYC 252*

### **CHEM 451 Advanced Organic Chemistry (4)**

Chemical and physical properties of polyaromatics, heterocyclics, polymers, carbohydrates, lipids, and simple proteins are studied. Theories regarding organic reactions include molecular orbital theory, photochemistry, and kinetics that aid in the understanding of organic mechanisms. Mass spectrometry is extensively developed in application to organic molecules. *Prerequisite: CHEM 252*

### **CHEM 461 Inorganic and Bioinorganic Chemistry (3)**

A foundation in basic inorganic chemistry is established included symmetry theory, bonding theory, acid-base theory, and coordination chemistry. These principles are then applied to biochemical systems. *Prerequisites: CHEM 152, MATH 252*

### **CHEM 490 Chemistry Seminar (1)**

The seminar consists of reviews, reports, and discussions on current scientific literature. *Prerequisite: senior standing in biochemistry or chemistry*

### **CHEM 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a university student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **CHEM 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Communication Studies

## Faculty

Chair and Professor: William James Willis, Ph.D.

Professor: Ray McCormick, Ph.D.

Associate Professors: Paul A. Creasman, Ph.D.; Daniel Pawley, Ph.D.

Assistant Professors: John Baugus, MBA; Marcia Berry, M.A.

Instructors: Konrad Hack, M.A.; Karen Sorensen, M.A.

Lecturers: Starla Anderson, J.D.; Cheryl Buchanan, J.D.; Ruth Carroll, M.Div.; Tim Hooten, M.Div.; John Pate, M.A.; David Peck, MBA; Teresa Petersen, M.A.; Laurie Pratt, M.A.; Phil Reed, M.A.

## Mission

The Department of Communication Studies realizes the importance of theoretical, practical, and ethical underpinnings to the study of professional communications for majors seeking jobs in these fields, as well as for those planning to attend graduate or professional schools. To that end, the department strives to identify, develop, and offer both in-class and out-of-class educational experiences in such fields as interpersonal and small-group communication, rhetoric, forensics and debate, journalism, and public relations. This mission is carried out in a faith-integrated context with appropriate efforts to connect these areas with a Christian world view.

## Goals

The Department of Communication Studies prepares students who can:

1. Apply the basic concepts of communication theory and research to their life's work.
2. Incorporate individual and group communication styles that relate to the achievement of their personal and professional goals.
3. Utilize appropriate communication skills for solving problems, making decisions, managing conflict, executing change strategies, and promoting the intellectual, spiritual, and emotional growth of those with whom they live and work.
4. Understand the moral and ethical implications of the communicator's responsibilities in the construction of social worlds.

## Department Overview

The Department of Communication Studies offers a major in communication studies tailored for a variety of student interests. A student majoring in communication studies must complete a core of courses required for all majors, as well as complete courses in an area of emphasis. The four areas of concentration are: interpersonal and organizational communication, journalism, media studies, and rhetoric and public address. The department also offers a minor in communication studies.

To graduate as a communication studies major, students must maintain a cumulative grade-point average of 2.0 or higher in their major course work.

## Career Opportunities

To enhance their career opportunities, students are required to complete a three-unit communication internship prior to graduation. Graduates enter professions in the media, journalism, public relations or advertising, law, education, communications research, ministry, consulting, and sales. Many will go on to graduate school in communications or to law school.

## Requirements for the Communication Studies Major

**45 units**

### Lower-Division Core Requirements

**9 units**

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| COMM | 200 | Introduction to Mass Communication    | 3 |
| COMM | 201 | Introduction to Communication Studies | 3 |
| JOUR | 210 | Introduction to Journalism            | 3 |

### Upper-Division Core Requirements

**15 units**

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| COMM | 300 | Research Methods in Communication     | 3 |
| COMM | 302 | Rhetorical Theory                     | 3 |
| COMM | 303 | Communication Theory                  | 3 |
| COMM | 425 | Interpersonal Communication Processes | 3 |
| COMM | 490 | Communication Internship**            | 3 |

\*May be repeated for credit; only three units count toward the major.

\*\*Media Studies Concentration students may substitute TFT 490 for COMM 490.

## Areas of Concentration

**21-22 units**

Choose from the following:

### Interpersonal and Organizational Communication

**21 units**

|      |     |   |   |
|------|-----|---|---|
| COMM | 211 | Presentational Speaking                       | 3 |
| COMM | 330 | Small-Group Communication <sup>^</sup>        | 3 |
| COMM | 420 | Conflict Management <sup>^</sup>              | 3 |
| COMM | 430 | Organizational Communication                  | 3 |
| COMM | 440 | Persuasion and Attitude Change                | 3 |
| JOUR | 450 | Public Relations                              | 3 |
|      |     | Upper-Division Communication Studies Elective | 3 |

### Journalism

**21 units**

|      |     |   |   |
|------|-----|---|---|
| COMM | 410 | Advanced Journalistic Writing <sup>^</sup>    | 3 |
| COMM | 415 | Student Publication Workshop*                 | 3 |
| JOUR | 305 | Media Law and Ethics                          | 3 |
| JOUR | 311 | Editing                                       | 3 |
| JOUR | 450 | Public Relations                              | 3 |
|      |     | Upper-Division Communication Studies Elective | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| COMM | 112 | Oral Interpretation                    | 3 |
| COMM | 115 | Essentials of Argumentation and Debate | 3 |
| COMM | 211 | Presentational Speaking                | 3 |
| TFT  | 113 | Acting Fundamentals                    | 3 |

<sup>^</sup>Meets a general studies requirement.



## COMMUNICATION STUDIES

|                      |     |  |                 |
|----------------------|-----|--|-----------------|
| <b>Media Studies</b> |     |  | <b>21 units</b> |
| COMM                 | 360 | Studies in Popular Culture*                  | 3               |
| COMM                 | 440 | Persuasion and Attitude Change               | 3               |
| JOUR                 | 305 | Media Law and Ethics                         | 3               |
| TFT                  | 101 | Christianity and the Creative Process        | 3               |
| TFT                  | 275 | History of Broadcasting and Electronic Media | 3               |
| TFT                  | 341 | Media Criticism and Theory                   | 3               |
| TFT                  | 351 | Film and Minority Issues*                    | 3               |

\*May substitute TFT 495 or COMM 495 Special Topics with approval of chair of the Department of Communication Studies.

|   |     |   |                 |
|---|-----|---|-----------------|
| <b>Rhetoric and Public Address</b>            |     |   | <b>21 units</b> |
| COMM  | 115 | Essentials of Argumentation and Debate                | 3               |
| COMM  | 330 | Small-Group Communication^                            | 3               |
| COMM  | 340 | Advanced Argumentation                                | 3               |
| COMM  | 440 | Persuasion and Attitude Change                        | 3               |
| COMM  | 495 | Special Topics in Communication: Rhetorical Criticism | 3               |
| Upper-Division Communication Studies Elective |     |   | 3               |
| Select one of the following:                  |     |   |                 |
| COMM  | 211 | Presentational Speaking                               | 3               |
| COMM  | 315 | Intercollegiate Forensics                             | 3               |

^Meets a general studies requirement.

### Requirements of the Communication Studies Minor 24 units

|   |     |  |                 |
|---|-----|--|-----------------|
| <b>Lower-Division Core Requirements</b> |     |  | <b>12 units</b> |
| COMM                                    | 200 | Introduction to Mass Communication     | 3               |
| COMM                                    | 201 | Introduction to Communication Studies  | 3               |
| JOUR                                    | 210 | Introduction to Journalism             | 3               |
| Select one of the following:            |     |  |                 |
| COMM                                    | 112 | Oral Interpretation                    | 3               |
| COMM                                    | 115 | Essentials of Argumentation and Debate | 3               |
| TFT                                     | 113 | Acting Fundamentals                    | 3               |

### Upper-Division Core Requirements 12 units

|                                      |     |                                       |   |
|--------------------------------------|-----|---------------------------------------|---|
| Select one of the following:         |     |                                       |   |
| COMM                                 | 302 | Rhetorical Theory                     | 3 |
| COMM                                 | 303 | Communication Theory                  | 3 |
| Select one of the following:         |     |                                       |   |
| COMM                                 | 410 | Advanced Journalistic Writing^        | 3 |
| COMM                                 | 490 | Communication Internship              | 3 |
| JOUR                                 | 305 | Media Law and Ethics                  | 3 |
| JOUR                                 | 450 | Public Relations                      | 3 |
| Select one of the following:         |     |                                       |   |
| COMM                                 | 330 | Small-Group Communication^            | 3 |
| COMM                                 | 420 | Conflict Management^                  | 3 |
| COMM                                 | 425 | Interpersonal Communication Processes | 3 |
| COMM                                 | 430 | Organizational Communication          | 3 |
| COMM                                 | 440 | Persuasion and Attitude Change        | 3 |
| COMM                                 | 495 | Special Topics in Communication       | 3 |
| One additional upper-division course |     |                                       | 3 |

^Meets a general studies requirement.

Any student participating in Department of Communication Studies cocurricular activities (forensics, media production) must maintain a 2.5 cumulative grade-point average.

## Course Descriptions

### Communication Studies

#### COMM 111 Public Communication (3)

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the general studies requirement for University Skills.*

#### COMM 112 Oral Interpretation (3)

This course introduces the student to the theory and practice of communicative reading. The basic literary forms of prose, poetry, and drama are analyzed for purposes of oral performance.

#### COMM 115 Essentials of Argumentation and Debate (3)

This course provides a basic overview of academic debating. Emphasis is placed on the role of effective research, identifying different forms of arguments, and the basic structure and format of a debate, with participation in formal debates centered on current events.

#### COMM 116 Intercollegiate Forensics (1-3)

Students participate in directed activity in debate and/or individual events, including platform speaking, limited preparation events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to six credits, but only three count toward the major.

#### COMM 200 Introduction to Mass Communication (3)

This course provides a study of the forms, content, environments, and strategies of the mass media (newspaper, magazine, radio, television, film, etc.). Emphasis is given to a historical and critical understanding of media structures and functions.

#### COMM 201 Introduction to Communication Studies (3)

This introductory course exposes students to the main areas of scholarship and research within the field of communication. Students are introduced to the fundamental issues and concerns involved in the study of rhetorical and communication theory and given an orientation necessary for future study. Emphasis is placed on approaches to communications employed within the field, current developments in scholarship, and the development of proper research techniques.

#### COMM 211 Presentational Speaking (3)

The purpose of this course is to improve the presentational skills of students who will be entering a career in business. The course focus is not only on the structural skills necessary to deliver a professional presentation, but also on the integration of the use of technology into the oral presentation. Presentational tools such as overheads, charts, graphs, illustrations, and Powerpoint are incorporated into the course assignments. *Prerequisite: COMM 111*

#### COMM 300 Research Methods in Communication (3)

This course introduces students to the research process. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research. *Prerequisite: COMM 201*

#### COMM 302 Rhetorical Theory (3)

This course provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Attention is given to the critical and theoretical analysis of human discourse in modern society. *Prerequisite: COMM 201*

#### COMM 303 Communication Theory (3)

Basic theories and concepts associated with human communication are the focus of this course, which reviews research and theoretical positions on interpersonal, intrapersonal, small-group, nonverbal, and intercultural communication. *Prerequisite: COMM 201*

**COMM 315 Intercollegiate Forensics (1-3)**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited prep events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to six credits, but only three count toward the major. *Prerequisite: instructor's permission*

**COMM 325 Gender Communication (3)**

This course explores the role of gender in communication processes. Students examine both the personal and social nature of gender, including how it shapes communication and how communication creates, reproduces, sustains, and sometimes challenges and changes the meaning of gender. Attention is given to how gender impacts, and is impacted by, friendships, family relationships, education, media, and organizations. *Prerequisites: junior or senior standing and COMM 303*

**COMM 330 Small-Group Communication (3)**

This course provides the student with both a theoretical and active acquaintance with group participation and leadership. The effectiveness of group discussion is examined through the concepts of leadership emergence, norms and roles, cohesiveness, interaction conformity, conflict, listening, and group structure. *Meets the general studies elective requirement for Identity and Relationships.*

**COMM 340 Advanced Argumentation (3)**

This course analyzes argumentation techniques used in both formal and informal settings. Its focus includes understanding and defining argument, discovering argument in the personal community, the social community, and nontraditional places. *Prerequisite: COMM 115 or instructor's permission*

**COMM 360 Studies in Popular Culture (3)**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

**COMM 375 Writing for Television, Radio, and Film (3)**

This course emphasizes the analysis and writing of film screenplays, television scripts, and radio copy. It acts as a workshop for story and program planning and scripting in several informative, persuasive, and entertaining genres from documentary to situation comedy, and for learning creative, redemptive approaches to acceptable, marketable, and effective media formats and presentations. *Meets the general studies upper-division writing intensive course requirement.*

**COMM 376 Broadcast Journalism (3)**

This course emphasizes the writing and production of broadcast news programs. Special attention is given to electronic news gathering (ENG) techniques, including basic video camera operations, broadcast reporting skills, and non-linear video editing fundamentals as they relate to the reporting and writing process. *Prerequisite: COMM 210*

**COMM 405 Nonverbal Communication (3)**

This course introduces students to nonverbal communication as a vital factor in human communication by examining the research, practice, and principles underlying nonverbal behavior. The course focuses on several components of nonverbal communication, including touch, proximity, vocal quality, eye contact, facial expression, personal appearance, gesturing, and gender and culture differences in nonverbal behavior. Application of the theories of nonverbal communication is made to workplace, social, and family settings. *Prerequisites: junior or senior standing and COMM 303*

**COMM 410 Advanced Journalistic Writing (3)**

This advanced course gives the student a variety of journalistic writing experiences: investigative reporting, feature articles, editorials, and critical reviews. *Meets general studies upper-division writing intensive course requirement.*

**COMM 414 Student Broadcast Workshop (1-3)**

This course offers advanced instruction in the techniques and practice of broadcast production. Goals for the course include increasing skills and aptitudes in research, interviewing, writing and performing for on-air and production environments. Students learn the importance of operation under broadcast deadlines and using time management skills. As a workshop class, the course requires significant production time in addition to class time. *Course may be repeated for up to six units towards graduation. Prerequisites: CBA 260 for the TV section, CBA 261 for the Radio section*

**COMM 415 Student Publication Workshop (1)**

This workshop allows students with earned credit in newspaper and yearbook courses to develop skills and contribute to the production of the student newspaper. This course may be repeated three times for credit toward the communication major and up to six times total. *Prerequisite: COMM 210 or instructor's permission*

**COMM 420 Conflict Management (3)**

Students examine the process of communication within conflict situations. The course analyzes conflict on intrapersonal, interpersonal, group, and organizational levels. *Meets general studies elective for Identity and Relationships and upper-division writing intensive course requirement. Prerequisite: junior/senior standing*

**COMM 425 Interpersonal Communication Processes (3)**

This course offers an in-depth analysis of dyadic interaction. Initial and developing relational sequences are highlighted. Such topics as self-disclosure, intimacy, trust, and interpersonal influence are discussed. Current developments in theory and research in the area of interpersonal communication are also stressed. *Prerequisite: junior/senior standing*

**COMM 430 Organizational Communication (3)**

The nature and process of communication in modern organizations are examined, including the pragmatic implications of organizational communication theories as they relate to understanding organizations and implementing change strategies. Attention is also given to applied business communication such as interviewing, personnel relations, and negotiation.

**COMM 440 Persuasion and Attitude Change (3)**

This course examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda.

**COMM 490 Communication Internship (1-3)**

This course provides an opportunity for directed experiences in applying the principles and skills of communication theory while performing specific tasks. Internships are arranged individually for the participants and supervised directly by the instructor. Tasks may include career training and group leadership. Enrollment is contingent upon department approval. Three units must be taken for the communication major; an additional three units may be taken for credit toward graduation.

**COMM 491 Classroom Practicum (1-3)**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional three units may be taken for credit toward graduation. *Prerequisite: instructor's permission*

**COMM 495 Special Topics in Communication (3)**

This course allows occasional offerings of diverse topics in communication not covered by regular department courses. Performance areas, trends in the field of communication study, or special interests of faculty and students may be targeted under this category. Media, politics, and gender are examples of subject topics, and drama and forensics are performance areas covered in this course.

### **COMM 496 Senior Seminar: Ethics in Human Communication (3)**

This seminar in ethics and communication helps students understand the ethical dilemmas faced by communicators in a variety of situations. Through the examination of various communication theories, students come to understand the powerful ways in which communication defines, creates, maintains, and/or changes social reality and understand the ethical implications involved in each of these communication functions. *Meets the general studies requirement as a senior seminar in God's Word and the Christian Response. 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 and upper-division writing intensive course*

### **COMM 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **COMM 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **COMM 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## **Journalism**

### **JOUR 210 Introduction to Journalism (3)**

This course allows students to practice the basics of newspaper reporting. The focus is on techniques of researching and writing hard news stories and features.

### **JOUR 305 Media Law and Ethics (3)**

This advanced course analyzes past and recent interpretations of freedom of expression as argued in state and federal courts and other forums. Issues of concern include libel, right to privacy, information gathering, protection of sources and state secrets, the FCC and FTC, obscenity, and propaganda. The struggle of the press to maintain its role in this democratic society is emphasized. *Prerequisites: COMM 200, JOUR 210, and PHIL 220*

### **JOUR 311 Editing (3)**

This course examines the question, "What does it mean to be an editor?" Emphasis is placed on copy editing, news and editorial writing, and layout and design. The course also examines some ethical and legal issues editors face. *Prerequisite: COMM 210 or instructor's permission*

### **JOUR 450 Public Relations (3)**

Communication principles and theories are applied to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication. *Prerequisite: junior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Computer Science

## Faculty

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

*Professor: Lyle Reibling, Ph.D.*

*Associate Professor: Carol Stoker, Ph.D.*

*Lecturers (part time): Daniel Horner, M.S.; Clifford Kettemborough, Ph.D.; Richard Markley, Ph.D.; Wendel Scarbrough, M.S.; Tedd Szeto, Ph.D.*

## Department Overview

The Department of Computer Science offers a Bachelor of Science in Computer Science, a Bachelor of Arts in Computer Information Systems, and an undergraduate minor in computer science, and provides the curriculum and instruction for accelerated degree completion of the Bachelor of Science in Computer Information Systems. The department also provides several support courses for other majors (especially mathematics, education, chemistry, and physics), as well as computer literacy courses for all students.

All majors and minors in the Department of Computer Science must maintain a minimum cumulative GPA of 2.0 in all university course work.

## Mission

The mission of the Department of Computer Science is to educate future computer science leaders and innovators, while discovering, integrating, and applying new knowledge in service to society.

## Goals

1. Understand the design and function of computers and related technology.
2. Understand and be competent with software development processes, principles, and procedures.
3. Effectively analyze user's problems, and design and implement good solutions.
4. Cultivate knowledge and capability working with data structures and algorithms.
5. Be effective as computer programmers and/or in related work.
6. Understand programming concepts sufficiently to learn computer languages independently.
7. Program computers with knowledge of two or more programming languages.

## Computer Science

### Introduction

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

Upon graduation, an APU computer science/computer information systems major should be able to:

- Understand the design of computers and the computational process.
- Analyze and design data structures and algorithms.
- Understand programming concepts sufficiently enough to acquire computer language proficiency independently.
- Program computers with knowledge of at least two programming languages.
- Understand and apply software development principles.

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

This major offers a solid foundation in computer science and is directly applicable to current problems in society and industry.

The Bachelor of Science in Computer Science at Azusa Pacific University prepares students for graduate work in computer science, or for careers in fields such as computer programming and software engineering.

The computer science major covers the following topics:

1. All functional levels of computing, from applications to microcode
2. Programming theory and practice (five or more languages)
3. Software engineering: principles, procedures, techniques, and applications
4. Logical digital design
5. Computer architecture
6. Telecommunications

### Department Resources

The department operates four computer science laboratories on the Azusa Pacific campus: the computer engineering laboratory, the telecommunications laboratory, the advanced technologies/multimedia laboratory, and the computer science main laboratory.

Although the university provides extensive computer lab facilities for student use, each student is encouraged to purchase a personal computer (PC). Students with their own IBM compatible PC have a definite advantage in utilizing and applying computer science instruction.

A candidate for the Bachelor of Science in Computer Science is required to take several mathematics courses. (Only two additional mathematics courses are needed to complete a minor in mathematics.)

Students who plan to pursue an advanced degree in computer science should review their program of studies with their advisor as soon as possible.

## COMPUTER SCIENCE

### Career Opportunities

The bachelor's degree in computer science prepares the graduate for advanced studies in such fields as computer science, computer engineering, software engineering, and telecommunications. Because of the rapidly changing technical and scientific technology in computer science, students are encouraged to enter a graduate program soon after completing a bachelor's degree.

The Azusa Pacific University Computer Science (CS) Program also opens career opportunities for those who choose not to pursue a graduate degree immediately following graduation. Employment opportunities include careers as a systems programmer, software engineer, scientific programmer, telecommunications specialist, high school computer science and mathematics teacher, and other computing fields. Missionary and other Christian organizations need computer science graduates for their increasingly complex applications, such as Bible translation work, as well as administrative, financial, fundraising, and technical support activities. Job opportunities are available globally.

### Computer Courses for General Credit

(not applicable for the computer science major or minor)

|    |     |                              |   |
|----|-----|------------------------------|---|
| CS | 120 | Computer Literacy            | 3 |
| CS | 205 | Microcomputer Software Tools | 3 |
| CS | 210 | Microcomputer Programming    | 3 |

### Requirements for the Computer Science Major 60 units

In addition to the general studies requirements, a minimum of 48 computer science units and 12 mathematics units (for a total of 60 units) are required for the Bachelor of Science in Computer Science.

To be successful in this major, knowledge of operating systems, word processing, spreadsheets, and database applications is necessary. Students who do not have this background must take CS 205 Microcomputer Software Tools.

#### Computer Science Requirements 39 units

|    |     |  |   |
|----|-----|--|---|
| CS | 220 | Introduction to Computer Science       | 4 |
| CS | 225 | Fundamentals of Computer Science       | 4 |
| CS | 250 | Operating Systems                      | 3 |
| CS | 320 | Data Structures                        | 3 |
| CS | 325 | Database Management Systems            | 3 |
| CS | 330 | Systems Programming I                  | 3 |
| CS | 340 | Systems Programming II                 | 3 |
| CS | 400 | Compiler Construction                  | 3 |
| CS | 445 | Computer Architecture and Organization | 4 |
| CS | 450 | Numerical Analysis                     | 3 |
| CS | 470 | Software Engineering I                 | 3 |
| CS | 480 | Software Engineering II                | 3 |

#### Upper-Division Computer Science Electives\* select 9 units

|    |     |  |     |
|----|-----|--|-----|
| CS | 363 | Web Programming                            | 3   |
| CS | 420 | Telecommunications and Interfacing         | 3   |
| CS | 425 | Fundamentals of Network Administration     | 3   |
| CS | 430 | Artificial Intelligence                    | 3   |
| CS | 435 | Advanced Database Applications Programming | 3   |
| CS | 460 | Software Project                           | 3   |
| CS | 495 | Special Topics in Computer Science         | 3   |
| CS | 496 | Senior Seminar: Ethics in Computer Science | 3   |
| CS | 497 | Readings                                   | 1-4 |
| CS | 498 | Directed Research                          | 1-4 |
| CS | 499 | Thesis/Project                             | 1-4 |

#### Mathematics Requirements 12 units

|      |     |                      |   |
|------|-----|----------------------|---|
| MATH | 251 | Calculus I           | 5 |
| MATH | 252 | Calculus II          | 4 |
| MATH | 280 | Discrete Mathematics | 3 |

\*Computer science electives include any other division CS courses numbered 300 or above.

#### Requirements for the Computer Science Minor 24 units

|  |     |                                  |    |
|--|-----|----------------------------------|----|
| CS                                       | 220 | Introduction to Computer Science | 4  |
| CS                                       | 225 | Fundamentals of Computer Science | 4  |
| MATH                                     | 151 | Applied Calculus I               | 3  |
| Upper-Division Computer Science Courses* |     |                                  | 13 |

\*Computer science electives include any other division CS courses numbered 300 or above.

## Computer Information Systems

### Introduction

The Bachelor of Arts in Computer Information Systems (CIS) provides an educational foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as programmers, systems analysts, application software developers, and technology specialists. Students who have a strong interest in technology and its application, but are not primarily interested in the scientific and mathematical aspects of computer science should find this program a good fit.

Information systems (IS) is the study of the application of computer technology in organizations. It is founded on two major reference disciplines, computer science and management. Unlike computer science students, IS undergraduates must complete some accounting and finance course work. IS involves no course work in engineering or scientific computing, and the mathematics courses are practical and applied. Traditionally, the IS undergraduate curriculum has been divided into two sections: MIS, where the emphasis has been on managing information systems (the business side of IS); and CIS, where the emphasis has been on the application of computer technology to information systems.

### Career Opportunities

While students preparing for careers in scientific computing or planning to transfer to other computer science graduate programs are best served by the undergraduate CS degree, students whose career plans will take them into the business world, ministry, or onto the mission field as technology enablers will benefit from a degree that allows them a greater focus on technology.

#### Requirements for the Computer Information Systems Major 57 units

#### Computer Science Requirements 35 units

|    |     |  |   |
|----|-----|--|---|
| CS | 205 | Microcomputer Software Tools               | 3 |
| CS | 220 | Introduction to Computer Science           | 4 |
| CS | 225 | Fundamentals of Computer Science           | 4 |
| CS | 250 | Operating Systems                          | 3 |
| CS | 320 | Data Structures                            | 3 |
| CS | 325 | Database Management Systems                | 3 |
| CS | 330 | Systems Programming I                      | 3 |
| CS | 420 | Telecommunications and Interfacing         | 3 |
| CS | 435 | Advanced Database Applications Programming | 3 |
| CS | 470 | Software Engineering I                     | 3 |
| CS | 480 | Software Engineering II                    | 3 |

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### Computer Science Electives 9 units

#### Math Requirements 6 units

|      |     |                      |   |
|------|-----|----------------------|---|
| MATH | 151 | Applied Calculus I   | 3 |
| MATH | 280 | Discrete Mathematics | 3 |

#### Other Requirements 7 units

|      |     |   |   |
|------|-----|---|---|
| BUSI | 120 | Principles of Accounting I                | 4 |
| BUSI | 210 | Principles of Organization and Management | 3 |

## Accelerated B.S. in Computer Information Systems or Management Information Systems Introduction

Students in the C.A.P.S. (Center for Adult and Professional Studies) Program with majors in Computer Information Systems (CIS) or Management Information Systems (MIS) develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated three-term program, the 39-semester unit curriculum is concentrated into 61 weekly four-hour class sessions.

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the School of Business and Management, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks, Computer Information Systems or Management Information Systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

### Admission Requirements

To be admitted to the Management Information Systems/Computer Information Systems Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended (two copies)
- A 2.0 grade-point average or above in the transferred courses
- A writing sample that demonstrates written communication skills (submitted at registration)

There are several program prerequisites which be met from academic, personal, or professional experiences that will be assessed by a Background and Prerequisite Questionnaire, including:

|                               |   |
|-------------------------------|---|
| Microcomputer Software Tools* | 3 |
| Microcomputer Programming*    | 3 |
| Elective units in CIS or MIS* | 3 |

\*May be met through prior course work taken at APU or another accredited college or university, work experience, or examination.

When the requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Core Computer Courses for Both Programs

|      |     |                                    |   |
|------|-----|------------------------------------|---|
| MCIS | 250 | Operating Systems                  | 3 |
| MCIS | 400 | Client/Server Technology           | 3 |
| MCIS | 420 | Telecommunications and Interfacing | 3 |

Select one of the following:

|      |     |                          |   |
|------|-----|--------------------------|---|
| CISS | 315 | Structured Programming I | 3 |
| MISS | 347 | Computer Programming II  | 3 |

Select one of the following:

|      |     |                              |   |
|------|-----|------------------------------|---|
| CISS | 325 | Database Management Systems  | 3 |
| MISS | 348 | Database Program Development | 3 |

Select one of the following:

|      |     |                           |   |
|------|-----|---------------------------|---|
| CISS | 470 | Software Engineering I    | 3 |
| MISS | 346 | Structured Systems Design | 3 |

### Required Courses for B.S./CIS

|      |     |                                      |   |
|------|-----|--------------------------------------|---|
| MCIS | 330 | Systems Programming I, C++ Language  | 3 |
| CISS | 335 | Systems Programming II, C++ Language | 3 |
| CISS | 350 | Computer Algorithms                  | 3 |
| CISS | 460 | Applied Research                     | 3 |

### Required Courses for B.S./MIS

|      |     |   |   |
|------|-----|---|---|
| MISS | 340 | Principles of Organization and Management | 3 |
| MISS | 442 | MIS Foundations                           | 3 |
| MISS | 443 | IT Applications and Management            | 3 |
| MISS | 446 | Advanced System Management I              | 3 |

### Required Courses for Both Programs

|      |     |   |   |
|------|-----|---|---|
| BMGT | 302 | Adult Development and Learning Assessment | 3 |
| BMGT | 306 | The Bible and Business Ethics             | 3 |
| BMGT | 411 | A Christian Worldview and the Professions | 3 |

## Course Descriptions

### CS 120 Computer Literacy (3)

This PC-based course teaches the student what a computer is and how to use it, with a brief introduction to microcomputer programming. Other applications are taught hands-on, using word processing, spreadsheet analysis, and database application programs. This course includes a strong emphasis on the vocabulary and concepts necessary to understand the use and technology of computers. It may be used as a general elective, but does not apply as an elective toward the computer science major or minor. However, it is strongly recommended as a general elective for students who do not already possess computer skills.

### CS 205 Microcomputer Software Tools (3)

This PC-based course covers the basics of MS Windows and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included.

### CS 210 Microcomputer Programming (3)

This is a general, but rigorous, course in Web programming for any student interested in learning this skill. Topics covered include program design, sequence, selection, repetition, graphics, GUI principles, arrays, HTML, and other applications. Students learn a language such as Java, Javascript, or VBScript. This course is recommended as a general elective for noncomputer science majors.

**CS 220 Introduction to Computer Science (4)**

Students are introduced to object-oriented programming, with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: prior computer experience or department permission*

**CS 225 Fundamentals of Computer Science (4)**

This course is a continuation of object-oriented programming and other topics from CS 220. It also provides an introduction to the general architecture of computers and elementary data structures. Problem analysis, program design, development and implementation, and related topics are covered. A lab is required. Students complete a number of programming projects. *Prerequisite: CS 220, knowledge of C++, or department permission*

**CS 250 Operating Systems (3)**

This course provides an introduction to the basic functions of modern operating systems. These include multi-tasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security. The course also includes a comparative analysis of several popular operating systems such as Windows XP, Windows NT, OS/2, and UNIX. *Prerequisite: CS 225*

**CS 320 Data Structures (3)**

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language. *Prerequisite: CS 225*

**CS 325 Database Management Systems (3)**

Students learn about database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. Students generate user interfaces and reports. *Prerequisite: CS 225 or department permission*

**CS 330 Systems Programming I (3)**

This course provides an in-depth study of programming using appropriate computer languages. Applications include systems programming problems. *Prerequisite(s): CS 225 and knowledge of C++, or department permission*

**CS 340 Systems Programming II (3)**

This programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, assembly language programming, and advanced topics on the Intel 80X86 family of microprocessors. Students write several programs which are assembled and run on Intel 80X86-based microcomputers. Students become proficient at keyboard, screen, and disk I/O as well as character manipulation and screen graphics. *Prerequisite: CS 225 or department permission*

**CS 363 Web Programming (3)**

This course is the study of website development, emphasizing Web-based programming using open source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript and DHTML, MySQL, and others. Included are the concepts, principles, procedures, methods, tools, and techniques used in the development and management of Internet websites. This includes the design, construction, implementation, testing, and maintenance of complex websites using cutting-edge tools. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small Web projects, serves on a development team, and implements part of one major term project. *Prerequisite: CS 225*

**CS 400 Compiler Construction (3)**

This course covers some fundamental knowledge of languages and automata as well as algorithms and implementation of compiler construction. Regular languages, context-free languages, and context-sensitive languages are covered. Finite-state automata, push-down automata, and multi-stack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization. An almost complete subset of C is used for construction compiler. *Prerequisite: CS 320*

**CS 420 Telecommunications and Interfacing (3)**

The principles, protocols, methods, and standards of telecommunications, voice and data communication concepts, networking fundamentals, system configuration, and state-of-the-art practical technology are covered in this course, which includes some hands-on training. *Prerequisite: CS 330 or department permission*

**CS 425 Fundamentals of Network Administration (3)**

This course provides an introduction to the three key network management issues: cost analysis, security, and administration. Case studies and laboratory exercises supplement the lecture material. *Prerequisite: CS 420 or department permission*

**CS 430 Artificial Intelligence (3)**

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. It includes instruction in one or more artificial intelligence computer programming language (LISP and Prolog) expert systems, recursion, natural language processing, and search techniques. Students write several programs and complete a project. *Prerequisite: CS 225*

**CS 435 Advanced Database Application Programming (3)**

This course examines advanced concepts used in the development of information system products. Topics include advanced database programming, embedded database commands in high-level languages, and expert system designed user interface concepts. Pertinent current topics in information system development are also included. The course includes a major team project which is implemented and tested during the semester. *Prerequisites: CS 325 and CS 330*

**CS 445 Computer Architecture and Organization (4)**

This course studies the hardware components of computer systems, including design considerations, implementation, interrelationships, and performance. Combinational and sequential logic and their use in the components of CPUs, buses, and interfaces are covered. Instruction sets and an introduction to assembly-language programming are included. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include both CISC and RISC, as well as multiprocessor systems. *Prerequisite: CS 225 or department permission*

**CS 450 Numerical Analysis (3)**

Approximation methods and their applications to computers are covered, including error analysis, zeros of functions, systems of equations, numerical integration, and differentiation. Applications are programmed using an appropriate language. *Prerequisites: calculus and programming language*

**CS 460 Software Project (3)**

The student completes an independent project in the development of a nontrivial software system for an application of the student's choice. *Prerequisite: department permission*

**CS 470 Software Engineering I (3)**

This course includes a study of the concepts, principles, techniques, methods, procedures, and documents of software engineering. Emphasis is placed on systematic approaches to software engineering and the software life cycle. Each student participates in a major team project. *Prerequisite: at least 30 units of computer science or department permission*

**CS 480 Software Engineering II (3)**

Further study of the concepts, principles, techniques, methods, procedures, and documents of software engineering is provided by this course. The emphasis is on systematic approaches to software engineering and software lifecycle. Each student participates in a major team project. *Prerequisites: CS 470 and at least 30 units of computer science or department permission*

**CS 495 Topics in Computer Science (1-3)**

This course presents timely and new topics in computer science. Different material is covered each time the course is offered. It may be repeated for credit. Most topics require prerequisites which vary according to the topic.

**CS 496 Senior Seminar: Ethics in Computer Science (3)**

This seminar provides a study of ethics, social and moral implications of computing, and various relevant aspects of computer science. *Meets the general studies requirement as a senior seminar in God's Word and the Christian Response. 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 and upper-division writing intensive course*

**CS 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**CS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**CS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing.*

**Accelerated Degree in Computer Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C++ language is included. The course covers programming applications in each of several programming languages.

**CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**CISS 335 Systems Programming II, C++ Language (3)**

This is an advanced course in computer programming using the C++ language. This course emphasizes object programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

**CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using an appropriate computer language.

**CISS 460 Applied Research I (3)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in CISS 460 and culminates in a completed software product at the end of the program.

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 330 Systems Programming I, C++ Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

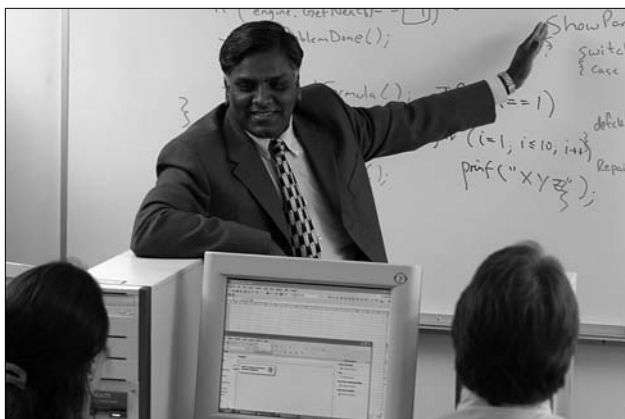
**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.





### Accelerated Degree in Management Information Systems

#### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

#### **BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

#### **MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

#### **MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

#### **MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

#### **MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

#### **MISS 346 Structured Systems Design (3)**

Students study the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MISS 446 and culminates in a completed software product at the end of the program.

#### **MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-Language is included. The course covers programming applications in each of several programming languages.

#### **MISS 348 Database Program Development (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

#### **MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

#### **MISS 443 IT Application and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

#### **MISS 446 Advanced System Management I (3)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of English

## Faculty

*Chair and Professor: David Esselstrom, Ph.D.*

*Professors: Joseph Bentz, Ph.D.; Nancy Brashear, Ph.D.; Ralph Carlson, Ph.D.; Mark Eaton, Ph.D.; Diana Glycer, Ph.D.; Emily Griesinger, Ph.D.; Carole Lambert, Ph.D.; Sheryl O'Sullivan, Ed.D.*

*Associate Professors: Thomas Allbaugh, Ph.D.; Eric Drewry, Ph.D.; Christopher Noble, Ph.D.*

*Assistant Professors: Andrea Ivanov Craig, Ph.D.; Christine Kern, Ph.D.; Adrien Lowery, Ph.D.*

*Instructor: Stephen Bell, M.A.*

## Participating Faculty

*Director of Research and Professor: Carole Lambert, Ph.D.*

*Associate Dean and Professor: Melora G. Vandersluis, Ph.D.*

## Mission

The Department of English introduces students to significant works of the literary imagination, guides their development in language and composition, and encourages them to read attentively, reflect deeply, write cogently, and express themselves creatively, all to glorify God and serve others.

## Goals

1. Introduce students to significant works of the literary imagination.
2. Guide student development in language and composition.
3. Encourage attentive reading, deep reflection, cogent writing, and creative expression of all students to glorify God, and serve others.

## Department Overview

English is a fundamental liberal art at a university such as Azusa Pacific. The following four objectives demonstrate the centrality of English to the curriculum: the program certifies the writing skills of all students to be collegiate level and enhances those skills involving research, personal and creative expression, and expository and argumentative modes. It provides literature and film courses that contribute to the cultural experience of students and enriches their enjoyment of literature as an avenue to truth and social comment as well as self-expression. The program offers a balanced selection of courses in writing, film, and literature for students majoring in English, so that their breadth of reading and literary analysis includes the best world literature and the development of critical skills currently practiced by the finest literary critics. The program satisfies professional needs, especially of prospective teachers.

Beyond the three general goals of APU's English curriculum, the following specific outcomes present the department's intention for the course offerings and requirements in general studies and the major:

- Assist students in achieving familiarity with a wide range of texts from varying traditions, cultures, and eras
- Equip students with the critical vocabulary, background, and analytical tools necessary to both appreciate and evaluate literary texts, including film
- Encourage students to understand and apply the heritage of literary criticism and theory
- Help students relate the lessons and values found in literature, film, and literary criticism to contemporary life
- Assist students in acquiring a working familiarity with the history of rhetoric and composition theory, along with linguistic theory and practice
- Ensure that students develop clear, concise, and effective prose styles reflecting the differing purposes for writing both in academia and in society
- Afford students experience with in-class presentations and teaching practices which demonstrate the techniques, methods, and resources required to teach language arts and literature
- Enable students to experience and understand the process of achieving successful writing by providing constructive feedback from diagnosis of initial stages to evaluation of final products

The English major allows students to choose among three concentrations: Literature, Teaching, and Writing. The lower-division requirements and the upper-division core requirements are the same for all concentrations, providing a common foundation in literature, writing, and language for all English majors. The selection of a concentration, and specific courses within that concentration, should be made only upon consultation with an English faculty advisor.

## Career Opportunities

Teaching is still a strong interest of many English majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses are valid career opportunities. English majors are encouraged to double major or at least minor in a complementary field, such as business, religion, psychology, or communication, so that their language skills can be applied to a different field of professional employment.

## English Major Core Requirements 24 units

All English majors must take at least one literature course from a period prior to the 18<sup>th</sup> century. Courses that meet this requirement include ENGL 222, ENGL 324, and ENGL 344. Majors must maintain a 2.0 GPA in all English classes.

### Lower-Division Core Requirements

**9 units**

|      |     |                          |   |
|------|-----|--------------------------|---|
| ENGL | 110 | Freshman Writing Seminar | 3 |
|------|-----|--------------------------|---|

Select one of the following:

|      |     |                            |   |
|------|-----|----------------------------|---|
| ENGL | 111 | Introduction to Literature | 3 |
|------|-----|----------------------------|---|

|      |     |                                   |   |
|------|-----|-----------------------------------|---|
| ENGL | 112 | Introduction to Literary Analysis | 3 |
|------|-----|-----------------------------------|---|

Select one of the following:

|      |     |                                   |   |
|------|-----|-----------------------------------|---|
| ENGL | 222 | English Literature Survey to 1789 | 3 |
|------|-----|-----------------------------------|---|

|      |     |                                      |   |
|------|-----|--------------------------------------|---|
| ENGL | 232 | English Literature Survey since 1789 | 3 |
|------|-----|--------------------------------------|---|

## ENGLISH

### Upper-Division Core Requirements 15 units

|      |     |                        |   |
|------|-----|------------------------|---|
| ENGL | 402 | Principles of Language | 3 |
|------|-----|------------------------|---|

Select one of the following:

|      |     |  |     |
|------|-----|--|-----|
| ENGL | 324 | World Literature to the Renaissance  | 3   |
| ENGL | 334 | World Literature since the Renaissance   | 3   |
| HUM  | 322 | Humanities Seminar II:<br>Literary Masterpieces<br>(3 units on APU campus, 4 units<br>on High Sierra campus) | 3-4 |

Select one of the following:

|      |     |                                |   |
|------|-----|--------------------------------|---|
| ENGL | 344 | American Literature to 1865    | 3 |
| ENGL | 354 | American Literature since 1865 | 3 |

Select one of the following writing courses:

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| ENGL | 301 | Creative Writing: Fiction             | 3 |
| ENGL | 302 | Creative Writing: Poetry              | 3 |
| ENGL | 303 | Creative Writing: Drama and Film      | 3 |
| ENGL | 304 | Creative Writing: Creative Nonfiction | 3 |

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| ENGL | 487 | Literary Movements*  | 3 |
| ENGL | 488 | Significant Authors* | 3 |
| ENGL | 489 | Literary Topics*     | 3 |

\*In recognition of the importance of race, class, ethnicity, and gender in shaping the literary landscape of the 21<sup>st</sup> century, multicultural topics and authors are embedded in courses throughout the literature core. In addition, at least one offering of ENGL 487, ENGL 488, or ENGL 489 each year will focus on multicultural topics and authors, such as Postcolonial and Third World Literature, Significant Authors (African American, Hispanic, Asian American, Native American, Jewish, etc.), and Images of Women in Literature. Contact the department for current course descriptions as topics vary from semester to semester.

### Literature Concentration 15 units Required Courses 6 units

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| ENGL | 377 | Shakespeare                     | 3 |
| ENGL | 480 | Contemporary Literary Criticism | 3 |

### Electives 9 units

|      |     |  |     |
|------|-----|--|-----|
| ENGL | 222 | English Literature to 1789*  | 3   |
| ENGL | 232 | English Literature since 1789*   | 3   |
| ENGL | 311 | Film and Literature  | 3   |
| ENGL | 324 | World Literature to the Renaissance*   | 3   |
| ENGL | 334 | World Literature since the Renaissance*  | 3   |
| ENGL | 344 | American Literature to 1865*   | 3   |
| ENGL | 354 | American Literature since 1865*  | 3   |
| ENGL | 364 | American Ethnic Literature   | 3   |
| ENGL | 410 | American Novel   | 3   |
| ENGL | 434 | Children's Literature  | 3   |
| ENGL | 466 | British Novel  | 3   |
| ENGL | 486 | Topics in Film Analysis  | 3   |
| ENGL | 487 | Literary Movements**   | 3   |
| ENGL | 488 | Significant Authors**  | 3   |
| ENGL | 489 | Literary Topics**  | 3   |
| ENGL | 496 | Senior Seminar   | 3   |
| ENGL | 497 | Readings   | 3   |
| ENGL | 498 | Directed Research  | 3   |
| ENGL | 499 | Thesis/Project   | 3   |
| HUM  | 321 | Humanities Seminar I: Great Works<br>(3 units on APU campus, 4 units<br>on High Sierra campus) | 3-4 |

\*If not taken as part of the English major core requirements

\*\*ENGL 487, ENGL 488, ENGL 489 may be repeated once to fulfill this requirement.

### Writing Concentration 15 units

Select 15 units from the following:

|      |     |  |                  |
|------|-----|--|------------------|
| ART  | 120 | Introduction to Computer Graphics      | 3                |
| COMM | 302 | Rhetorical Theory                      | 3                |
| COMM | 415 | Student Publication Workshop           | 1 unit at a time |
| COMM | 450 | Public Relations                       | 3                |
| ENGL | 301 | Creative Writing: Fiction*             | 3                |
| ENGL | 302 | Creative Writing: Poetry*              | 3                |
| ENGL | 303 | Creative Writing: Drama and Film*      | 3                |
| ENGL | 304 | Creative Writing: Creative Nonfiction* | 3                |
| ENGL | 360 | Technical and Professional Writing     | 3                |
| ENGL | 361 | Freelance Magazine Article Writing     | 3                |
| ENGL | 490 | Writing Internship**                   | 3                |
| JOUR | 210 | Introduction to Journalism             | 3                |
| JOUR | 311 | Editing                                | 3                |

\*If not taken as part of the English major core requirements

\*\*While not required, ENGL 490 is strongly recommended for students intending a writing career.

### Teaching Concentration 40 units Required Courses

|      |     |  |   |
|------|-----|--|---|
| ENGL | 377 | Shakespeare                                    | 3 |
| ENGL | 404 | Approaches to Grammar                          | 3 |
| ENGL | 405 | American English Language History              | 3 |
| ENGL | 406 | Composition: Pedagogy,<br>Theory, and Practice | 3 |
| ENGL | 480 | Contemporary Literary Criticism                | 3 |

Select one of the following:

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| ENGL | 222 | English Literature Survey to 1789*    | 3 |
| ENGL | 232 | English Literature Survey since 1789* | 3 |

\*Whichever course was not taken as part of the English major core requirements

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| COMM | 112 | Oral Interpretation                    | 3 |
| COMM | 115 | Essentials of Argumentation and Debate | 3 |
| COMM | 200 | Introduction to Mass Communication     | 3 |
| JOUR | 210 | Introduction to Journalism             | 3 |
| TFT  | 113 | Acting Fundamentals                    | 3 |

### Electives 6 units

Two additional courses in English as electives in writing or literature

### Additional Requirements 13 units

In addition, students must complete field experience by permission or by taking:

|      |     |   |   |
|------|-----|---|---|
| EDUC | 300 | Introduction to Teaching<br>as a Profession, K-12 | 4 |
|------|-----|---|---|

Students should also complete prerequisites for the professional credential program as follows:

|      |     |                              |   |
|------|-----|------------------------------|---|
| EDUC | 405 | Diversity in the Classroom   | 3 |
| POLI | 150 | American Government          | 3 |
| PSYC | 290 | Human Growth and Development | 3 |

### Requirements for the English Minor 24 units

The lower-division core requirements are the same for minors and majors. Upper-division courses for the minor should be chosen in consultation with an English advisor and total 15 units, of which 3 units may be a 200-level course. Minors must maintain a 2.0 GPA in all English classes.

## Course Descriptions

### ENGL 099 College Reading and Critical Thinking (2)

Students actively work to develop prerequisite skills needed to handle the reading demands in a college-level setting. This course is also designed to prepare the limited reader with critical reading material representing controversial issues that are commonly the subject of college debate. *This course is required during the first semester for students with SAT I Verbal of 470 and below or ACT Reading at 19 and below. Credit for this course does not count toward graduation.*

### ENGL 100 Basic Writing (3)

This course focuses on the language skills needed to successfully enter ENGL 110 Freshman Writing Seminar. Emphasis on sentences, paragraphs, and expository patterns, combined with individual attention to writing and reading weaknesses, enable the student to understand the writing process – from generating topics to revising for audience and clarity. Students with a verbal SAT I score below 580 (500 on SAT verbal) take a diagnostic test during registration; those scoring high on the diagnostic test are exempt from ENGL 100 and may register for ENGL 110. A diagnostic essay must be passed successfully at the end of the course in order for students to be eligible for ENGL 110 entrance. *Does not meet the general studies requirement for University Skills.*

### ENGL 102 Study Skills and Strategies (1)

This course helps students become effective, efficient learners. It covers such topics as learning styles, motivational patterns, time management, test taking, study-reading, and note taking.

### ENGL 110 Freshman Writing Seminar (3)

This course promotes the development of analytical and writing skills through composition of expository essays. Seminar topics addressing issues pertinent to Christian liberal arts vary with instructor. Universal requirements include argumentative and research papers. *Meets the general studies requirement for University Skills.*

### ENGL 111 Introduction to Literature (3)

This course is an introduction to fiction, drama, and poetry. *Meets general studies core requirement for Language and Literature.*

### ENGL 112 Introduction to Literary Analysis (3)

An introduction to English as a discipline with varying fields of specialization, this course instructs students interested in an English major or minor, in the analysis of literary texts through close reading, and in traditional and electronic research skills in the humanities. *Meets general studies core requirement for Language and Literature.*

### ENGL 211 Introduction to Film (3)

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

### ENGL 222 English Literature Survey to 1789 (3)

A chronological study of English literature from the beginning through the neoclassical period is provided in this course.

### ENGL 232 English Literature Survey since 1789 (3)

A chronological study of English literature from the romantic through the modern periods is provided in this course.

### ENGL 301 Creative Writing: Fiction (3)

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story and novella formats.

### ENGL 302 Creative Writing: Poetry (3)

Trends in the prior century's English language poetry are surveyed in support of the writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

### ENGL 303 Creative Writing: Drama and Film (3)

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

### ENGL 304 Creative Writing: Creative Nonfiction (3)

This course examines the art and technique of creative nonfiction. Students analyze fictional techniques such as plot and characterization, and learn to use them in writing about subjects of their own choosing. Some focus is given to the art of memoir as a literary genre.

### ENGL 311 Film and Literature (3)

This course is an introduction to film and literature as related, though distinct, cultural forms. Students examine the similarities and differences between film and literature, with an emphasis on movies as a narrative and visual medium. Students become familiar with the terms, methods, and techniques of film analysis, and view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

### ENGL 324 World Literature to the Renaissance (3)

Students review world literature from Confucius to Dante. *Meets general studies core requirement for Language and Literature.*

### ENGL 334 World Literature since the Renaissance (3)

Students review world literature from the Renaissance to the 20<sup>th</sup> century, excluding British and American literature. *Meets general studies core requirement for Language and Literature.*

### ENGL 344 American Literature to 1865 (3)

Major writers and literary movements in America through the Civil War are examined. *Meets general studies core requirement for Language and Literature.*

### ENGL 354 American Literature since 1865 (3)

Representative writers and major types of American literature since the Civil War are featured. *Meets general studies core requirement for Language and Literature.*

### ENGL 360 Technical and Professional Writing (3)

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in developing materials and solving problems encountered in that world. *Prerequisite: ENGL 110*

### ENGL 361 Freelance Magazine Article Writing (3)

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

### ENGL 364 American Ethnic Literature (3)

Depending on the section and emphasis, students read selections by African American, Asian American, Jewish, Latino/Latina, Native American, and possibly Euro-American writers. Topics may include canon formation, the American Dream, gender, equality, ethnicity, globalization, hybridity, immigration, multiculturalism, pluralism, race, and religion.

### ENGL 377 Shakespeare (3)

Students undertake a representative study of Shakespeare's finest narrative poetry, sonnets, dramas, comedies, histories, tragedies, and romances. *Meets general studies upper-division writing intensive course requirement.*

### ENGL 402 Principles of Language (3)

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.

### ENGL 404 Approaches to Grammar (3)

Traditional and modern analyses of grammar are covered, providing a grounding in the eight parts of speech and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching. *Prerequisite: ENGL 402*

## ENGLISH

### **ENGL 405 American English Language History (3)**

A study of the origins and development of the English language within the Indo-European language family, and the growth of American English as a unique and dynamic variety among the several major offshoots of British English, is the focus of this course. *Prerequisites: ENGL 402 and ENGL 404*

### **ENGL 406 Composition: Pedagogy, Theory, and Practice (3)**

This course is designed for students contemplating teaching at the elementary or secondary level and of interest to students wanting to learn about writing and writing instruction. This course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition. *Meets general studies upper-division writing intensive course requirement.*

### **ENGL 410 American Novel (3)**

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content. *Meets general studies elective requirement for Language and Literature.*

### **ENGL 434 Children's Literature (3)**

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course. *Meets general studies elective requirement for Language and Literature.*

### **ENGL 435 Social and Psychological Aspects of Language (3)**

Students engage in a study of cognitive and social aspects of language affecting acquisition and use; comprehension and use of sentences; language memory and production; political and social implications of language; social roles, bilingualism, codes, and code switching; and language planning.

### **ENGL 436 Adolescent Literature (3)**

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the student with both popular and enduring works, and provides close critical reading of both. Criticisms of adolescent literature, as well as classroom applications for the works, are included in the class. The course is an upper-division elective in English, and of particular use to students planning to teach. *Prerequisite: ENGL 110 and either ENGL 111 or ENGL 112*

### **ENGL 466 British Novel (3)**

Students explore the origins and development of British fiction, reading representative novels from the 18<sup>th</sup> century to the present.

### **ENGL 480 Contemporary Literary Criticism (3)**

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

### **ENGL 486 Topics in Film Analysis (3)**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

### **ENGL 487 Literary Movements (3)**

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability.

### **ENGL 488 Significant Authors (3)**

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C. S. Lewis, Tolstoy and Dostoevsky, and Mark Twain among others. Selection varies depending on student interest and faculty availability.

### **ENGL 489 Literary Topics (3)**

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability.

### **ENGL 490 Writing Internship (3)**

This course provides practical application of the writing skills learned in the classroom. Internships are arranged individually for the students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, and other organizations in which writing is emphasized. Enrollment is contingent upon department approval. *Meets general studies upper-division writing intensive course requirement.*

### **ENGL 496 Senior Seminar: English and the Professions (3)**

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in the careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. The assigned readings, class discussions, and required essays and thesis aid in the process of integration. *Meets the general studies requirement for a senior seminar. 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 courses required in the English major and upper-division writing intensive course*

### **ENGL 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **ENGL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **ENGL 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## **Humanities**

### **HUM 222/322 Humanities Seminar II: Literary Masterpieces (3, 4)**

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Language and Literature.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Global Studies and Sociology

## Faculty

*Chair and Professor: Richard Robison, Ph.D.*

*Professors: Richard Christopherson, Ph.D.; Paul Hertig, Ph.D.; Richard Slimbach, Ph.D.*

*Associate Professors: Patricia Mangan, Ph.D.; David Miyahara, Ph.D.; Carrie Peirce, Ph.D.; Mary Wong, Ph.D.*

*Assistant Professor: Joan Walling, Ph.D.*

*Lecturers (part time): Rebecca Glem, M.A.; Garrett Gilliland, M.A.; Young Lee Hertig, Ph.D.; Daniel Hodge, M.A.; Sandra Lambert, Ed.D.; Joenita Paulrajan, M.A.*

## Department Overview

The Department of Global Studies and Sociology supports two majors: global studies and sociology; and three minors: global studies, sociology, and TESOL (Teaching English to Speakers of Other Languages). A description of each program follows.

## Global Studies

### Introduction

The global studies major offers a framework of study for students interested in the interrelations of peoples and nations. These relationships are diverse and complex, operate at different levels (economic, social, religious, intellectual, political, and environmental), and transcend political boundaries and geographical distance. Consequently, students in the major are able to explore global issues from a broader perspective than in traditional majors.

All students majoring or minoring in global studies must maintain a minimum cumulative GPA of 2.0 in all university course work.

### Mission

The mission of the global studies program is to attract and develop an exceptional group of world learners through a unique combination of individualized mentoring, multidisciplinary course work, intercultural field experiences, and compassionate action. The aim is to form students with the global knowledge, intercultural grace, practical learning skills, and moral imaginativeness to support vocations dedicated to promoting God's truth and justice in the world.

## Goals

1. Explore a variety of liberal arts disciplines from a comparative, international, or intercultural perspective.
2. Develop a critical understanding of fundamental global issues and events, and a distinctly Christian set of perspectives and ethical commitments toward them.
3. Increase understanding of contemporary society by in-depth study and service within local (Los Angeles) and international settings.
4. Acquire a broad set of intercultural understandings, values, character, qualities, and skills as a foundation for specialized service or graduate study.

## Career Opportunities

The major is appropriate for students wishing to pursue careers in world missions, community development, international business, urban policy studies, bilingual and/or multicultural education, public or foreign service, or language education (e.g., TESOL), and provides a particularly valuable foundation for specialized graduate study. The employment market for individuals with foreign language competence, cross-cultural skills, and knowledge of the world is expanding rapidly.

## The Curriculum

The global studies major at Azusa Pacific is much more than a traditional list of courses to complete. It is a dynamic, unfolding, and individualized set of learning experiences – some occurring within a formal classroom environment and others within informal field settings. These experiences are organized into the following six phases.

### Phase 1: An Individualized Learning Plan

Students entering the global studies major are assigned a faculty advisor who serves as a resource guide and friend. The advisor assists the student in developing an individualized learning plan, choosing electives, and ensuring that general studies requirements are met. During this phase, students learn about themselves – their interests, gifts, and life calling – by sampling the liberal arts, mixing with peers, relating to faculty mentors, and engaging in intercultural learning activities.

### Phase 2: Multidisciplinary Course Work

During their freshman and sophomore years, students may enroll in a variety of required and elective courses in the major. Students complete courses surveying the history, social life, politics, and cultural systems of world civilizations. The aim is to contribute multidisciplinary perspectives to students' understanding of the world while enabling them to develop intercultural relationships in the immediate communities surrounding the APU campus. This phase helps build an important conceptual, campus-based foundation for the more experiential, community-based learning that will take place both in Los Angeles and abroad.

### Phase 3: Los Angeles Term

During the spring semester of their sophomore year or the fall semester of their junior year, majors enroll in a residential urban study and service program in central Los Angeles. Here students learn to "think locally" by being immersed in the life of the world's most ethnically diverse city. Students complete 15 units of course work that includes GLBL 315 Urban Explorations (3), GLBL 345 Urban Religious Movements (3), GLBL 330 Community Organization and Social Change (6), and SOC 359 Immigrant L.A. (3). Learning activities include living with culturally different families, collaborative research projects, supervised community internships, interdisciplinary reading, prayer, and biblical reflection.

## GLOBAL STUDIES AND SOCIOLOGY

### Phase 4: Pre-Global Learning Term Preparation

By the spring semester of their junior year, students select a particular “focus” (region, nation, city, or people) of the world for in-depth study. The student enrolls in GLBL 305 Peoples and Places (3) and HIST 310 World Geography (3). The Peoples and Places seminar prepares students for their Global Learning Term (GLT) by surveying the major trends and problems of the “Third World,” researching materials, and developing individual learning contracts for the GLT courses in which they will enroll. The World Geography course enables them to do extensive area study on the place to which they will be traveling. Students also take CMIN 405 Christian Mission in the 21<sup>st</sup> Century (3) enabling them to bring new questions to Scripture in light of their service experiences, give creative expressions to their spiritual journeys, and participate in and assess emerging church models.

### Phase 5: Global Learning Term

Students have now completed the preparatory work (Phases 3-4) for their study and service term abroad. During the summer session of their junior year and/or the fall session of their senior year, students enroll in three required courses: GLBL 350 Global Study Project (3), GLBL 335 International Internship (3-6), and GLBL 325 Family Organization (2); and one or both elective courses: GLBL 340 Community Life (3) and GLBL 300 Self-Directed Language Learning (3). They carry out their study and service projects under the combined direction of a faculty advisor and in-field guides. (This requirement may be adjusted in the case of international students.) The projects immerse students in a country, culture, or city significantly different from their own for a long enough time (at least three months) to maximize involvement in the host culture, with adequate support to ensure successful management of stress. The aim is to provide each student with the necessary contrasts during their study and research to critically examine their faith, politics, culture, and identity.

The length of the sojourn ranges from three months (the summer following their junior year) to eight months (students leaving in May of their junior year and returning in December). Before leaving, students formulate learning contracts which describe their proposed study and service in terms of the main objectives, learning activities, and evaluation procedures. Students typically find that the impact of their experience is in direct proportion to the quality of the preparation that precedes the sojourn abroad, and the degree to which students interact directly and intensively with the host people and culture.

During their Global Learning Term, global studies majors and minors remain registered at APU and may potentially earn the same amount of credit as they would have earned for full-time study on campus.

### Phase 6: Re-Integration Seminar/Senior Presentation

The culmination of the global studies major is an analysis and presentation of students' field learning in the form of three courses. Students enroll in a special re-entry seminar, GLBL 420 Intercultural Journeys (3 units), within one semester of returning to campus. The course provides an extended period of time for consciously reflecting upon, reinterpreting, and organizing field learning. Students discuss their findings with peers and faculty and evaluate changes in themselves. They concurrently enroll in GLBL 496 Senior Seminar: Global Issues and Prospects (3), in which they prepare and present a senior thesis which seeks to interpret a range of global issues in light of the Kingdom of God.

A final evaluation marks the official end of the program. Students reflect on and project future plans for continuing study, research, service, and employment. They also assess the impact of the program on their personal and vocational lives and recommend to the faculty changes to the program.

All global studies majors complete 47 units of required course work. Because several courses in the major also satisfy general studies requirements, many students find they have space left to augment their program with available electives. Some (like Community Life) are only available during the GLT. Other on-campus courses (like the minor in English language teaching) are designed to help students acquire practical service skills.

### Requirements for the Global Studies Major 47 units

| On-Campus Course Work |     |   | 24 units |
|-----------------------|-----|---|----------|
| CMIN                  | 405 | Christian Mission in the 21 <sup>st</sup> Century | 3        |
| GLBL                  | 301 | Anthropology for Everyday Life*                   | 3        |
| GLBL                  | 305 | Peoples and Places                                | 3        |
| GLBL                  | 420 | Intercultural Journeys                            | 3        |
| GLBL                  | 496 | Senior Seminar: Global Issues and Prospects*      | 3        |
| HIST                  | 210 | World Geography                                   | 3        |
| POLI                  | 320 | Comparative Politics                              | 3        |

Select one of the following:

|      |     |                              |   |
|------|-----|------------------------------|---|
| GLBL | 310 | Intercultural Communication* | 3 |
| GLBL | 365 | Women and Globalization      | 3 |

### Los Angeles Term 15 units

|      |     |  |   |
|------|-----|--|---|
| GLBL | 315 | Urban Explorations                       | 3 |
| GLBL | 330 | Community Organization and Social Change | 6 |
| GLBL | 345 | Urban Religious Movements                | 3 |
| SOC  | 359 | Immigrant L.A.                           | 3 |

### Global Learning Term Course Work 8 units minimum

| Required |     |                          |     |
|----------|-----|--------------------------|-----|
| GLBL     | 325 | Family Organization      | 3   |
| GLBL     | 335 | International Internship | 3-6 |
| GLBL     | 350 | Global Study Project     | 3   |

### Electives

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| GLBL | 300 | Self-Directed Language Learning | 3 |
| GLBL | 340 | Community Life                  | 3 |

### Recommended Electives

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| BIOL | 325 | Humans in the Environment*      | 3 |
| HIST | 121 | World Civilizations since 1648* | 3 |
| IBUS | 371 | Comparative Economics           | 3 |
| SOC  | 120 | Introduction to Sociology*      | 3 |
| SOC  | 358 | Human Diversity*                | 3 |
| SOC  | 478 | Methods of Social Research      | 3 |

\*Meets a general studies requirement.

### Requirements for the Global Studies Minor

**26 unit minimum**

The 26-unit global studies minor is a multidisciplinary program that adds an international and intercultural emphasis and practical field application to any student's major course of study. The program provides students with varied opportunities to acquire the perspectives, values, and skills needed to understand and compassionately serve others in today's world. Students work closely with advisors in both their major and minor fields in organizing on-campus study and crafting an individualized off-campus study and service term. Program requirements include:

- An exploration of world cultures in terms of location and distribution of their physical and cultural features, and the interrelation of these features as they affect humans:
 

|      |     |                 |   |
|------|-----|-----------------|---|
| HIST | 210 | World Geography | 3 |
|------|-----|-----------------|---|
- The cultivation of self-awareness, together with intercultural learning and cultural analysis skills, within a vision of Christian mission to the world:
 

|      |     |                                |   |
|------|-----|--------------------------------|---|
| GLBL | 301 | Anthropology for Everyday Life | 3 |
|------|-----|--------------------------------|---|
- A program of structured field study that includes a culturally-different family homestay, a community internship, and direct investigation of consequential social issues:
 

|  |     |                    |   |
|--|-----|--------------------|---|
| Los Angeles Term (See above for details)     | 15  |                    |   |
| — or —                                       |     |                    |   |
| GLBL   | 305 | Peoples and Places | 3 |
| Global Learning Term (See above for details) | 11  |                    |   |
- The organization, evaluation, and presentation of learning acquired during the L.A. Term or Global Learning Term, together with a critical survey of global issues leading to the writing of a senior thesis:
 

|      |     |   |   |
|------|-----|---|---|
| GLBL | 420 | Intercultural Journeys                      | 3 |
| GLBL | 496 | Senior Seminar: Global Issues and Prospects | 3 |

### Sociology Introduction

Sociology is the study of social life and the social causes and consequences of human behavior. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, and from the divisions of race and social class to the shared beliefs of a common culture. In fact, few fields have such a broad scope and relevance.

Both academic sociology and Christian faith offer perspectives on human behavior and social life—partner perspectives in a dialogue meant to express a more complete and unified picture of the truth about social reality and human experience. Biblical insights and values clarify understanding of sociology, and sociology in turn teaches more about Christian faith.

“Christian sociology” provides an intellectual and spiritual foundation for both personal development and service. Self-understanding comes from discovering connections with other people. It is through interaction in families, schools, churches, and communities that individuals develop as persons, and it is this mutual dependence that forms the basis for moral life. The heart for service, an important outcome of dependence on God and relationships with others, is practically manifested and modeled as God's love through the actions of those who serve.

The program has the following educational objectives for students:

- To understand and evaluate sociological research, and also to develop well-designed research projects
- To discern the influence of race, class, gender, religion, and ethnicity on human behavior and social conditions
- To utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes, and practices
- To gain a new perspective on the social order—including social structures and institutional practices—that empowers one to act in response to the scriptural mandate to work for peace and justice

### Career Opportunities

A strong liberal arts major, sociology provides several options for students who complete their B.A. degree.

- A B.A. in sociology is excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry-level positions throughout the education, business, social service, and government arenas. Employers look for people with the skills that an undergraduate education in sociology provides.
- Sociology offers valuable preparation for careers in ministry, teaching, journalism, politics, public relations, business, criminal justice, or public administration – fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

### Requirements for the Sociology Major **39 units**

A total of 39 units is required for the major. A minimum grade-point average of 2.0 is required in these courses.

#### Core Requirements **15 units**

Required courses should be taken in the following sequence:

|      |     |                            |   |
|------|-----|----------------------------|---|
| SOC  | 120 | Introduction to Sociology* | 3 |
| SOC  | 298 | Basic Sociological Theory  | 3 |
| PSYC | 350 | Applied Statistics         | 3 |
| SOC  | 478 | Methods of Social Research | 3 |
| SOC  | 479 | Social Research Project*   | 3 |

#### Elective Courses **24 units**

Selected courses from this list complete the required 39 units for a sociology major.

|      |     |  |     |
|------|-----|--|-----|
| SOC  | 225 | Contemporary Social Problems             | 3   |
| SOC  | 230 | Comparative Family Systems*              | 3   |
| SOC  | 358 | Human Diversity*                         | 3   |
| SOC  | 360 | Sociology of Religion                    | 3   |
| SOC  | 404 | Community                                | 3   |
| SOC  | 405 | Women and Men in Society                 | 3   |
| SOC  | 455 | Crime and Delinquency                    | 3   |
| SOC  | 464 | Social Stratification                    | 3   |
| SOC  | 496 | Senior Seminar: Faith and Social Issues* | 3   |
| SOC  | 497 | Readings in Sociology                    | 1-4 |
| GLBL | 301 | Anthropology for Everyday Life*          | 3   |
| GLBL | 345 | Urban Religious Movements                | 3   |
| PHIL | 340 | Concepts of Human Nature*                | 3   |
| PSYC | 425 | Social Psychology                        | 3   |

### Requirements for the Sociology Minor **21 units**

#### Core Requirements **6 units**

|     |     |                            |   |
|-----|-----|----------------------------|---|
| SOC | 120 | Introduction to Sociology* | 3 |
| SOC | 298 | Basic Sociological Theory  | 3 |

#### Sociology Electives **15 units**

Select electives for the sociology minor from the list of sociology major elective courses. In addition, electives for the minor include PSYC 350, SOC 478, and SOC 479.

\*Meets a general studies requirement.



## TESOL Programs

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and the TESOL Certificate Program are described in the Graduate Catalog.

### Undergraduate TESOL Minor

The undergraduate minor in TESOL is especially suited to students majoring in English, global studies, Spanish, or liberal studies (education), but is open to all students. Upon completion of the minor, students are awarded an Undergraduate TESOL Certificate. The TESOL minor:

- Prepares students to teach English as a second language in public adult schools, private language schools, and in developing countries.
- Prepares students for service in the U.S. among refugees, immigrants, and international students, and also for mission opportunities abroad.
- Prepares students to pursue graduate studies in TESOL or applied linguistics. TESOL minors who pursue graduate studies in TESOL at APU will already have completed two of the required courses for the M.A. in TESOL.
- Enhances students' prospects for employment or acceptance in a graduate program, including their chances of obtaining a teaching assistantship at a university. In particular, students with the minor are prepared for the California Designated Subject (ESL) Adult Education Teaching Credential.
- Facilitates the development of public speaking and general classroom management skills.

### Requirements for the TESOL Minor

#### Required Courses

|      |     |  |   |
|------|-----|--|---|
|      |     | <b>21 units</b>                              |   |
|      |     | <b>18 units</b>                              |   |
| ENGL | 402 | Principles of Language                       | 3 |
| ENGL | 404 | Approaches to Grammar                        | 3 |
| ENGL | 406 | Composition: Pedagogy, Theory, and Practice* | 3 |
| TESL | 456 | Teaching Practicum                           | 3 |
| TESL | 545 | Second-Language Pedagogy I <sup>^</sup>      | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| ENGL | 435 | Social and Psychological Aspects of Language | 3 |
| TESL | 505 | Second Language Acquisition <sup>^</sup>     | 3 |

#### Elective Course

Select one of the following electives:

|      |     |                                   |   |
|------|-----|-----------------------------------|---|
| ENGL | 405 | American English Language History | 3 |
| GLBL | 310 | Intercultural Communication*      | 3 |

\*Meets a general studies requirement.

<sup>^</sup>Senior standing required.

### Additional Requirements

1. Approval must be obtained from the department chair of the student's major in order to take TESL 505 and TESL 545.
2. Students must achieve at least a 2.0 grade-point average in the seven courses.
3. Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 American Government.

## Course Descriptions

### Global Studies

#### GLBL 300 Self-Directed Language Learning (3)

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

#### GLBL 301 Anthropology for Everyday Life (3)

The course enables students to encounter and understand human differences within local communities through the combined study of topics in applied anthropology and the development of cross-cultural relationships. Insights are also drawn from sociology, intercultural communication, and missiology. *Meets the general studies elective requirements for Identity and Relationships and upper-division writing intensive course.*

#### GLBL 305 Peoples and Places (3)

This seminar prepares students for their Global Learning Term or other study-abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

#### GLBL 310 Intercultural Communication (3)

The course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of neglecting the consideration of salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the general studies elective requirement for Identity and Relationships.*

#### GLBL 315 Urban Explorations (3)

This course connects APU students with the urban processes, peoples, problems, and prospects of greater Los Angeles. The aim is to promote the application of global perspectives, the exchange of knowledge, the clarification of local problems, and the collaborative exploration of solutions. *Meets general studies upper-division writing intensive course requirement. Course is available only through the L.A. Term Program.*

#### GLBL 325 Family Organization (3)

Students immerse themselves in the daily life of host families and communities in cross-cultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. *Course is only available through the Global Learning Program. Prerequisite: GLBL 305*

#### GLBL 330/SOCW 335 Community Organization and Social Change (6)

The course helps students understand the organization of urban, multicultural communities, while engaged in service learning activities in grassroots and nonprofit organizations. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where needed. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, reflective papers, macro-practice activities, a service practicum, and group discussions. *Course is available only through the L.A. Term Program.*

#### GLBL 335 International Internship (3-6)

This integrated internship/study experience within another culture improves students' intercultural values and skills, provides them with new knowledge, and guides them in making a tangible contribution to social change. Students serve within a community organization or development project (e.g., in a government institute, hospital, orphanage, school, clinic, or church) for a minimum of two months. *Course is only available through the Global Learning Program.*

**GLBL 340 Community Life (3)**

This field seminar helps students learn how to learn another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. *Course is only available through the Global Learning Program.*

**GLBL 345 Urban Religious Movements (3)**

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. *Course is available only through the L.A. Term Program.*

**GLBL 350 Global Study Project (3)**

Students carry out individualized study/research projects on topics of particular concern and interest to them under the combined direction of an APU advisor and an on-site guide. *Course is only available through the Global Learning Program.*

**GLBL 365 Women and Globalization (3)**

This course critically examines the relationship between women and globalization. Globalization is analyzed from an historical perspective focusing on its antecedents in capitalism and modernity. While drawing from the fields of economics, history and political science, this class examines the intersection of women and globalization primarily from an anthropological and global perspective. Topics to be read, discussed, and analyzed include capitalism, globalization, development, transnational migration, labor, media, the environment, and religion.

**GLBL 399 Global Seminar (3)**

This is a short-term, collaboratively led study and service seminar focused on a vital global issue in an international setting. The course enlightens learners' disciplinary perspectives, develops their intercultural competence, and strengthens their commitment to serve "the least, the last, and the lost" throughout their lives. Includes three on-campus class sessions prior to a 10-day field seminar.

**GLBL 420 Intercultural Journeys (3)**

This seminar-style course is designed primarily to provide global studies seniors and other returning GLT students an opportunity to reflect on how experiences in the major have impacted their personhood. In rediscovering oneself through encountering others locally and globally, total learning experiences (curricular, cross-cultural, and L.A. Term/GLT) are processed, re-interpreted, and integrated into a coherent, connected whole. The glue that connects the various aspects of learning is Christian spirituality. In achieving the above-stated goals, Part I focuses on enhancing self-understanding within the classroom community, while Part II focuses on discerning one's vocation in life.

**GLBL 496 Senior Seminar: Global Issues and Prospects (3)**

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; GLBL 301 or instructor permission; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major and upper-division writing intensive course*

**GLBL 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**GLBL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**GLBL 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission, and junior or senior standing*

**Sociology**

**SOC 120 Introduction to Sociology (3)**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets general studies core requirement for Identity and Relationships.*

**SOC 225 Contemporary Social Problems (3)**

The complex social problems faced by people in a changing technological society are studied. Institutions, attempts to find solutions, and exploration of alternatives are emphasized.

**SOC 230 Comparative Family Systems (3)**

This course compares traditional family patterns with the new options available to men and women, both as individuals and partners. It focuses on the changing roles of men and women inside and outside of marriage, the challenge of the two-career family, and the search for the family's place as an integral part of society. *Meets general studies core requirement for Identity and Relationships.*

**SOC 298 Basic Sociological Theory (3)**

The function of theory and the contributions to modern sociological thought by the principle sociologists of the 19<sup>th</sup> and 20<sup>th</sup> centuries are considered. The application of theory to contemporary social concerns is investigated. *Prerequisite: SOC 120*

**SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets general studies elective requirement in Identity and Relationships.*

**SOC 359 Immigrant L.A. (3)**

This course focuses on the social dimensions of immigration into Southern California. "Likeness" and "otherness" are examined in relation to race/ethnicity, transnationality, global inequality, and citizenship. Macrosocial and economic forces, along with governmental policies are analyzed and critiqued. In-depth stories of immigrants and various site visits contribute to students' experiential learning on the subject.

**SOC 360 Sociology of Religion (3)**

This course offers an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. There is special emphasis on the distinction between church and sect, religious and social stratification, secularization, science and religion, and religious movements.

**SOC 404 Community (3)**

Students examine the various ways people organize themselves into communities and develop means of governance. This course explores the impact of the community on people, the ways power is used and misused, social conflict, social change, and the need for social involvement. A wide variety of communities are examined: rural, urban, village, metropolis, Utopian communities, communes, planned cities, and new towns. Cultural and national differences in the development of communities are assessed.

**SOC 405 Women and Men in Society (3)**

This course is an investigation of gender and sex roles, primarily in American culture and society. The course explores the ways in which society shapes notions of what it means to be a “woman” and a “man” by examining the theories and research on how people define themselves and interact with others in a variety of contexts (family, personal relationship, work, health, religion, etc.), and by exploring the sociological implications of cultural definitions of femininity and masculinity as seen through various racial, historical, economic, and sexualized perspectives. *Prerequisite: junior or senior standing*

**SOC 455 Crime and Delinquency (3)**

This course explores the dimensions and nature of both traditional crime and criminality and the newly recognized forms of crime which exist within contemporary society. The criminal’s relationship to the courts, police, and other penal agencies is the focus of attention.

**SOC 464 Social Stratification (3)**

Theories and research in social stratification are the focus of this course. Topics covered include role, status, structure of differential rankings in society, criteria for ranking, functions and dysfunction, correlates of class positions, social change, and social mobility.

**SOC 478 Methods of Social Research (3)**

This course covers basic research methods. The first semester focuses on preparation of a formal research problem, which is completed during the second semester. *Prerequisite: PSYC 350*

**SOC 479 Social Research Project (3)**

Students complete the formal research project developed in the first semester course, SOC 478. *Meets the general studies upper-division writing intensive course requirement.*

**SOC 496 Senior Seminar: Faith and Social Issues (3)**

Students investigate the impact of modernity on family life, work, religion, politics, and the arts, and consider questions such as: How can people create and preserve a morally coherent life in a society that is pluralistic, secular, and privatized? What difference does Christian faith make in the way people understand the world, and in determining how people ought to live? *Meets the general studies requirement of a senior seminar in God’s Word and the Christian Response. Prerequisites: upper-division writing intensive course and senior standing*

**SOC 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**TESOL**

**TESL 101 English for Academic Purposes I (4)**

This is an advanced level English language course designed to prepare international students for the cultural and academic realm of speaking and listening at an undergraduate level in an American university. Students put into practice the communication skills used at an American university by getting involved in and observing social contexts in and around the university campus and by emulating and discussing in class many of the situations in which these skills take place. In addition, students will examine American values which influence and determine the use of listening and speaking for communication in American culture. *For international students only; to be taken concurrently with TESL 102.*

**TESL 102 English for Academic Purposes II (4)**

This is an advanced level English language course designed for students who speak English as a second language. Emphasis is placed on reading and writing skills used within academic settings. These skills include interacting with a text, reading for information, paraphrasing, summarizing, expressing an opinion, writing essays, and documenting papers using academic citations. *For international students only; to be taken concurrently with TESL 101.*

**TESL 456 Teaching Practicum (3)**

Student teachers engage in practice teaching, 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 505 Second Language Acquisition (3)**

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

**TESL 545 Second-Language Pedagogy I (3)**

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

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of History and Political Science

## Faculty

Chair and Associate Professor: Daniel C. Palm, Ph.D.

Professors: Christopher Flannery, Ph.D.; David Weeks, Ph.D.

Associate Professors: Bryan Lamkin, Ph.D.; Jennifer Walsh, Ph.D.

Assistant Professors: Brad Hale, Ph.D.; David Lambert, MBA, M.A.; Edmund Mazza, Ph.D.

Lecturers (part time): Michael Hestrin, Douglas Hume, Matthew Lingo, Charles McCoy, Brian Plummer, Jonathon Pyles

## Department Mission Statement

The mission of the Department of History and Political Science is to provide students with knowledge of the recorded past and of the varieties and purposes of human communities; to develop students' thinking, speaking, reading, and writing skills; to cultivate their personal, spiritual, and civic character; and to prepare them for a lifetime of learning.

## Department Overview

This department offers majors in history, political science, and social science. Within the political science major are four optional concentrations: ethics and politics, international relations, American politics, and prelaw. Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and designed to contribute to a Christian liberal arts education.

The department's three majors strive to:

- Develop intellectual curiosity
- Equip students with the abilities to write and speak well, think critically, and judge wisely
- Enable students to distinguish justice from injustice
- Teach students the legitimate purposes and necessary limits of political power
- Provide students historical perspective for making judgments in the present
- Instruct students in human possibilities and limits
- Prepare students for careers calling for clear cogent reasoning
- Familiarize student with other cultures and times
- Make available to students the knowledge that is needed by citizens and statesmen
- Prepare students to teach various social science disciplines

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in major courses.

Students who want to earn up to 16 units in their major through the Oxford Study Abroad program or the American Studies Program in Washington, DC, may do so by arrangement with the Department of History and Political Science.

## History

### Introduction

History is the study of the human record of the human past. As an academic discipline, history is comprehensive insofar as it records and explains the development, causes, and effects over time of all other disciplines. Thoughtful study of the past provides a necessary perspective for making judgments in the present. It instructs the student in human possibilities and limits. Course offerings include studies in American, European, and world history, as well as focused studies of various historical themes and different regions.

### Career Opportunities

The history major is prepared for all careers calling for clear and logical reasoning, the ability to analyze complex relations between cause and effect, well-developed writing skills, and familiarity with other cultures and times. The most common vocational pursuits include teaching, law, government service, and careers as archivists, researchers, librarians, museum curators, and consultants.

### Requirements for the History Major

#### Core Requirements

**36 units**

**21 units**

|      |     |  |   |
|------|-----|--|---|
| HIST | 120 | World Civilizations to 1648*           | 3 |
| HIST | 121 | World Civilizations since 1648*        | 3 |
| HIST | 151 | U.S. History to 1865*                  | 3 |
| HIST | 152 | U.S. History since 1865*               | 3 |
| HIST | 210 | World Geography                        | 3 |
| POLI | 300 | Research and Writing*                  | 3 |
| POLI | 496 | Senior Seminar: Religion and Politics* | 3 |

#### Additional Requirements

**15 units**

Fifteen additional units of upper-division departmental electives from the following list:

|      |     |   |     |
|------|-----|---|-----|
| HIST | 330 | History of Religion in America                | 3   |
| HIST | 334 | History of American Foreign Affairs           | 3   |
| HIST | 338 | History of California                         | 3   |
| HIST | 342 | The American West                             | 3   |
| HIST | 346 | History of American Immigration               | 3   |
| HIST | 350 | Medieval Europe                               | 3   |
| HIST | 352 | Renaissance and Reformation                   | 3   |
| HIST | 357 | Enlightenment Europe                          | 3   |
| HIST | 358 | Europe 1789-1914                              | 3   |
| HIST | 359 | Europe 1914-1992                              | 3   |
| HIST | 374 | Colonial Era                                  | 3   |
| HIST | 376 | The Revolution and the Republic               | 3   |
| HIST | 380 | Civil War and Reconstruction                  | 3   |
| HIST | 382 | Emergence of Modern America                   | 3   |
| HIST | 386 | Modern America                                | 3   |
| HIST | 484 | Historical Themes                             | 3   |
| HIST | 497 | Readings                                      | 1-4 |
| HIST | 498 | Directed Research                             | 1-4 |
| HIST | 499 | Thesis Project                                | 1-4 |
| POLI | 325 | Constitutional Law                            | 3   |
| POLI | 326 | Civil Rights and Civil Liberties              | 3   |
| POLI | 360 | Classical Political Thought                   | 3   |
| POLI | 363 | Modern Political Thought**                    | 3   |
| POLI | 376 | The American Founding**                       | 3   |
| POLI | 390 | History and Politics of the Non-Western World | 3   |
| UBBL | 450 | Ancient Near East History                     | 3   |
| UBBL | 451 | Greco-Roman World                             | 3   |

\*Meets a general studies core requirement.

\*\*Meets a general studies elective requirement.

## HISTORY AND POLITICAL SCIENCE

### Requirements for the History Minor

#### Core Requirements

|      |     |                          |   |
|------|-----|--------------------------|---|
| HIST | 151 | U.S. History to 1865*    | 3 |
| HIST | 152 | U.S. History since 1865* | 3 |

Select one of the following:

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| HIST | 120 | World Civilizations to 1648*    | 3 |
| HIST | 121 | World Civilizations since 1648* | 3 |

#### Upper-Division Department Electives

Choose from the following list:

|      |     |   |     |
|------|-----|---|-----|
| HIST | 330 | History of Religion in America                | 3   |
| HIST | 334 | History of American Foreign Affairs           | 3   |
| HIST | 338 | History of California                         | 3   |
| HIST | 342 | The American West                             | 3   |
| HIST | 350 | Medieval Europe                               | 3   |
| HIST | 352 | Renaissance and Reformation                   | 3   |
| HIST | 357 | Enlightenment Europe                          | 3   |
| HIST | 358 | Europe 1789-1914                              | 3   |
| HIST | 359 | Europe 1914-1992                              | 3   |
| HIST | 374 | Colonial Era                                  | 3   |
| HIST | 376 | The Revolution and the Republic               | 3   |
| HIST | 380 | Civil War and Reconstruction                  | 3   |
| HIST | 382 | Emergence of Modern America                   | 3   |
| HIST | 386 | Modern America                                | 3   |
| HIST | 484 | Historical Themes                             | 3   |
| HIST | 497 | Readings                                      | 1-4 |
| HIST | 498 | Directed Research                             | 1-4 |
| HIST | 499 | Thesis Project                                | 1-4 |
| POLI | 325 | Constitutional Law                            | 3   |
| POLI | 326 | Civil Rights and Civil Liberties              | 3   |
| POLI | 360 | Classical Political Thought                   | 3   |
| POLI | 363 | Modern Political Thought**                    | 3   |
| POLI | 376 | The American Founding**                       | 3   |
| POLI | 390 | History and Politics of the Non-Western World | 3   |
| UBBL | 450 | Ancient Near East History                     | 3   |
| UBBL | 451 | Greco-Roman World                             | 3   |

\*Meets a general studies core requirement.

\*\*Meets a general studies elective requirement.

### 21 units

#### 9 units

#### 12 units

### Political Science

#### Introduction

Political science is concerned with the knowledge that is needed by citizens and government officials. This knowledge is required to make and recognize good laws, distinguish justice from injustice, and understand the legitimate purposes and necessary limits of political power. The political science major prepares students to take an informed, intelligent, and leading role in the affairs of their community, country, and world. In addition to classroom, research, and seminar experiences, students are encouraged to become directly involved in politics through internship experiences on the local, state, or national level.

#### Career Opportunities

The political science major studies politics as part of a traditional liberal arts education. This discipline helps develop intellectual curiosity and the abilities to write and speak well, think critically, judge wisely, and exercise leadership. These skills help prepare students for a future in a variety of careers. The most common vocations pursued by political science majors include law, foreign affairs, journalism, public relations, and criminal justice. Careers in government, politics, and public service agencies are popular. Opportunities for teaching, research, consulting, and graduate study are also available.

### Requirements for the Political Science Major 36 units

#### Core Requirements

12 units

|      |     |  |   |
|------|-----|--|---|
| POLI | 150 | American Government*                   | 3 |
| POLI | 160 | Introduction to Politics*              | 3 |
| POLI | 300 | Research and Writing*                  | 3 |
| POLI | 496 | Senior Seminar: Religion and Politics* | 3 |

#### Additional Requirements

24 units

Twenty-four additional units of political science courses are required. Twenty-one of these must be upper-division courses, with at least two courses in each of the following subfields:

#### American Politics

|      |     |                                  |   |
|------|-----|----------------------------------|---|
| POLI | 220 | State and Local Government       | 3 |
| POLI | 325 | Constitutional Law               | 3 |
| POLI | 326 | Civil Rights and Civil Liberties | 3 |
| POLI | 400 | Seminar on American Politics     | 3 |

#### Comparative and International Politics

|      |     |   |   |
|------|-----|---|---|
| HIST | 210 | World Geography                               | 3 |
| HIST | 334 | History of American Foreign Affairs           | 3 |
| POLI | 320 | Comparative Politics                          | 3 |
| POLI | 340 | International Relations**                     | 3 |
| POLI | 390 | History and Politics of the Non-Western World | 3 |

#### Political Philosophy

|      |     |                             |   |
|------|-----|-----------------------------|---|
| POLI | 360 | Classical Political Thought | 3 |
| POLI | 363 | Modern Political Thought**  | 3 |
| POLI | 376 | The American Founding**     | 3 |

#### Other Courses

Remaining units may be taken from the following list:

|      |     |                              |     |
|------|-----|------------------------------|-----|
| POLI | 210 | Current Events               | 1-3 |
| POLI | 399 | Political Science Practicum^ | 1-8 |
| POLI | 471 | Political Topics             | 1-8 |
| POLI | 497 | Readings                     | 1-4 |
| POLI | 498 | Directed Research            | 1-4 |
| POLI | 499 | Thesis Project               | 1-4 |
| SOC  | 478 | Methods of Social Research   | 3   |
| SOC  | 479 | Social Research Project†     | 3   |

\*Meets a general studies core requirement.

\*\*Meets a general studies elective requirement.

^Only six units are applied to the major. Other units taken will be elective units.

†Meets an Upper-Division Writing Intensive requirement.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### Concentrations

For those students with specific academic interests or career objectives, the department offers four concentrations in lieu of the regular major.

#### Ethics and Politics 48 units

12 Political Science courses and 4 other courses

|  |     |  |   |
|--|-----|--|---|
| HIST   | 120 | World Civilizations to 1648*           | 3 |
| HIST   | 121 | World Civilizations since 1648*        | 3 |
| POLI   | 150 | American Government*                   | 3 |
| POLI   | 160 | Introduction to Politics*              | 3 |
| POLI   | 300 | Research and Writing*                  | 3 |
| POLI   | 326 | Civil Rights and Civil Liberties       | 3 |
| POLI   | 360 | Classical Political Thought            | 3 |
| POLI   | 363 | Modern Political Thought**             | 3 |
| POLI   | 376 | The American Founding**                | 3 |
| POLI   | 400 | Seminar on American Politics           | 3 |
| POLI   | 496 | Senior Seminar: Religion and Politics* | 3 |
| Upper-Division Political Science Electives (3 classes) |     |  | 9 |
| Upper-Division Philosophy Electives (2 classes)        |     |  | 6 |

#### American Politics 48 units

11 Political Science courses and 5 History courses

|   |     |  |   |
|---|-----|--|---|
| HIST                                      | 151 | U.S. History to 1865*                      | 3 |
| HIST                                      | 152 | U.S. History since 1865*                   | 3 |
| HIST                                      | 334 | History of American Foreign Affairs        | 3 |
| POLI                                      | 150 | American Government*                       | 3 |
| POLI                                      | 160 | Introduction to Politics*                  | 3 |
| POLI                                      | 220 | State and Local Government                 | 3 |
| POLI                                      | 300 | Research and Writing*                      | 3 |
| POLI                                      | 325 | Constitutional Law                         | 3 |
| POLI                                      | 326 | Civil Rights and Civil Liberties           | 3 |
| POLI                                      | 376 | The American Founding**                    | 3 |
| POLI                                      | 400 | Seminar on American Politics (taken twice) | 6 |
| POLI                                      | 496 | Senior Seminar: Religion and Politics*     | 3 |
| Upper-Division Political Science Elective |     |  | 3 |
| Two of the following:                     |     |  |   |
| HIST                                      | 374 | Colonial Era                               | 3 |
| HIST                                      | 380 | Civil War and Reconstruction               | 3 |
| HIST                                      | 382 | Emergence of Modern America                | 3 |
| HIST                                      | 386 | Modern America                             | 3 |

#### International Relations 48 units

12 Political Science courses and 4 History courses

|  |     |   |    |
|--|-----|---|----|
| HIST   | 120 | World Civilizations to 1648*                  | 3  |
| HIST   | 121 | World Civilizations since 1648*               | 3  |
| HIST   | 334 | History of American Foreign Affairs           | 3  |
| POLI   | 150 | American Government*                          | 3  |
| POLI   | 160 | Introduction to Politics*                     | 3  |
| POLI   | 300 | Research and Writing <sup>†</sup>             | 3  |
| POLI   | 320 | Comparative Politics                          | 3  |
| POLI   | 340 | International Relations**                     | 3  |
| POLI   | 363 | Modern Political Thought**                    | 3  |
| POLI   | 390 | History and Politics of the Non-Western World | 3  |
| POLI   | 496 | Senior Seminar: Religion and Politics*        | 3  |
| Upper-Division Political Science Electives (4 classes) |     |   | 12 |

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| HIST | 357 | Enlightenment Europe | 3 |
| HIST | 358 | Europe 1789-1914     | 3 |
| HIST | 359 | Europe 1914-1992     | 3 |

#### Pre-Law 51 units

14 Political Science courses and 3 other courses

|  |     |  |   |
|--|-----|--|---|
| POLI   | 150 | American Government*                       | 3 |
| POLI   | 160 | Introduction to Politics*                  | 3 |
| POLI   | 300 | Research and Writing <sup>†</sup>          | 3 |
| POLI   | 325 | Constitutional Law                         | 3 |
| POLI   | 326 | Civil Rights and Civil Liberties           | 3 |
| POLI   | 327 | Introduction to Legal Studies              | 3 |
| POLI   | 360 | Classical Political Thought                | 3 |
| POLI   | 363 | Modern Political Thought**                 | 3 |
| POLI   | 376 | The American Founding**                    | 3 |
| POLI   | 400 | Seminar on American Politics (taken twice) | 6 |
| POLI   | 496 | Senior Seminar: Religion and Politics*     | 3 |
| Upper-Division Political Science Electives (2 classes) |     |  | 6 |
| Three of the following:                                |     |  |   |
| BUSI   | 303 | Business Law                               | 3 |
| COMM   | 115 | Essentials of Argumentation and Debate     | 3 |
| PHIL   | 330 | Critical Thinking and Informal Logic       | 3 |
| SOC  | 455 | Crime and Delinquency                      | 3 |

\*Meets a general studies core requirement.

\*\*Meets a general studies elective requirement.

<sup>†</sup>Meets an Upper-Division Writing Intensive requirement.

#### Requirements for the Political Science Minor 21 units

|   |     |   |     |
|---|-----|---|-----|
| POLI  | 150 | American Government*                          | 3   |
| POLI  | 160 | Introduction to Politics*                     | 3   |
| 5 Political Science courses (at least 4 upper-division courses) |     |   | 15  |
| Choose from the following list:                                 |     |   |     |
| HIST  | 210 | World Geography                               | 3   |
| HIST  | 334 | History of American Foreign Affairs           | 3   |
| POLI  | 210 | Current Events                                | 3   |
| POLI  | 220 | State and Local Government                    | 3   |
| POLI  | 320 | Comparative Politics                          | 3   |
| POLI  | 325 | Constitutional Law                            | 3   |
| POLI  | 326 | Civil Rights and Civil Liberties              | 3   |
| POLI  | 327 | Introduction to Legal Studies                 | 3   |
| POLI  | 340 | International Relations**                     | 3   |
| POLI  | 360 | Classical Political Thought                   | 3   |
| POLI  | 363 | Modern Political Thought**                    | 3   |
| POLI  | 376 | The American Founding**                       | 3   |
| POLI  | 390 | History and Politics of the Non-Western World | 3   |
| POLI  | 399 | Political Science Practicum <sup>^</sup>      | 1-8 |
| POLI  | 400 | Seminar on American Politics                  | 3   |
| POLI  | 471 | Political Topics                              | 1-8 |
| POLI  | 497 | Readings                                      | 1-4 |
| POLI  | 498 | Directed Research                             | 1-4 |
| POLI  | 499 | Thesis Project                                | 1-4 |
| SOC   | 478 | Methods of Social Research                    | 3   |
| SOC   | 479 | Social Research Project <sup>†</sup>          | 3   |

\*Meets a general studies core requirement.

\*\*Meets a general studies elective requirement.

<sup>^</sup>Only three units are applied to the political science minor. Other units taken will count as elective units.

<sup>†</sup>Meets an Upper-Division Writing Intensive requirement.

## Social Science

### Introduction

The social science major is designed primarily to prepare students to teach various social science disciplines (particularly history, political science, geography, economics, sociology, and psychology) at the secondary level. This major provides future teachers with an integrated study of these social sciences which will help develop analytical skill, comparative perspective, critical judgement, and a knowledge base about the world around them. This major is a subject-matter program in social science approved by the California Department of Education.

### Career Opportunities

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in education, government service, journalism, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available.

### Requirements for the Social Science Major 58 units

|   |     |   |   |
|---|-----|---|---|
| BUSI  | 250 | Principles of Macroeconomics                  | 3 |
| BUSI  | 251 | Principles of Microeconomics                  | 3 |
| EDUC  | 300 | Introduction to Teaching as a Profession      | 4 |
| EDUC  | 405 | Diversity in the Classroom*                   | 3 |
| HIST  | 120 | World Civilizations to 1648*                  | 3 |
| HIST  | 121 | World Civilization since 1648*                | 3 |
| HIST  | 151 | U.S. History to 1865*                         | 3 |
| HIST  | 152 | U.S. History since 1865*                      | 3 |
| HIST  | 210 | World Geography                               | 3 |
| HIST  | 338 | History of California                         | 3 |
| PHIL  | 370 | Comparative Religions                         | 3 |
| POLI  | 150 | American Government*                          | 3 |
| POLI  | 300 | Research and Writing*                         | 3 |
| POLI  | 390 | History and Politics of the Non-Western World | 3 |
| POLI  | 496 | Senior Seminar: Religion and Politics*        | 3 |
| PSYC  | 290 | Human Growth and Development*                 | 3 |
| One Upper-Division History Course<br>(See the History Major for the list of courses.)                     |     |   | 3 |
| One Upper-Division Political Science Course<br>(See the Political Science Major for the list of courses.) |     |   | 3 |
| Select one of the following:  |     |   |   |
| PSYC  | 110 | General Psychology*                           | 3 |
| SOC   | 120 | Introduction to Sociology*                    | 3 |

\*Meets a general studies requirement.

## Course Descriptions

### History

#### HIST 120 World Civilizations to 1648 (3)

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the general studies core requirement for Heritage and Institutions.*

#### HIST 121 World Civilizations since 1648 (3)

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the general studies core requirement for Heritage and Institutions.*

#### HIST 151 United States History to 1865 (3)

This course surveys the political and cultural history of the United States to 1865. Areas of study include concepts of government and analysis of political institutions. *This course meets the state requirement in U.S. history and government. Meets the general studies core requirement for Heritage and Institutions.*

#### HIST 152 United States History since 1865 (3)

This course surveys the political and cultural history of the United States from 1865 to the present. Areas of study include concepts of government and analysis of political institutions. *This course meets the state requirement in U.S. history and government. Meets the general studies core requirement for Heritage and Institutions.*

#### HIST 210 World Geography (3)

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

#### HIST 330 History of Religion in America (3)

This course covers the religious history of the American people. The significance of the social Gospel, sects, cults, and modern trends are examined.

#### HIST 334 History of American Foreign Affairs (3)

This course is a study of American foreign affairs and international relations from 1776 to the present.

#### HIST 335 Cultural History/Travel Study (3)

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core, from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history. *Meets general studies elective requirement for Heritage and Institutions.*

#### HIST 338 History of California (3)

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

#### HIST 342 The American West (3)

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, rail roads, and agriculture; and the effects of the frontier on American institutions.

#### HIST 346 History of American Immigration (3)

This course examines immigration and ethnicity in America from the colonial period to the present. Themes include ethnic formation, assimilation, nativism, and the relationship of ethnicity to American national identity.

#### HIST 350 Medieval Europe (3)

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

#### HIST 352 Renaissance and Reformation (3)

This course is a study of Europe from the 15<sup>th</sup> century to 1648; it covers intellectual, social, and political changes, and religious revolt and wars.

**HIST 357 Enlightenment Europe (3)**

This course studies European history from 1648-1789. The course focuses on the intellectual and cultural movement known as the Enlightenment and its effects on politics, diplomacy, economics, society, and religion.

**HIST 358 Europe 1789-1914 (3)**

This course studies European political, intellectual, social, diplomatic, and religious history from the French Revolution to the start of World War I.

**HIST 359 Europe 1914-1992 (3)**

This course studies European political, intellectual, social, diplomatic, and religious history from World War I to the fall of the Soviet Union.

**HIST 374 Colonial Era (3)**

This course is a study of the English colonies in America 1609-1776; themes include institutions, life, and customs, intercolonial relations, imperial control, and the movement for independence.

**HIST 376 The Revolution and the Republic (3)**

This course examines major topics in the history of the United States between the American Revolution and the early antebellum period, paying special attention to the impact of political development on religion, culture, economic systems, and gender, ethnic, and racial interactions.

**HIST 380 Civil War and Reconstruction (3)**

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850-77).

**HIST 382 Emergence of Modern America (3)**

This course is a study of the period 1878-1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

**HIST 386 Modern America (3)**

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

**HIST 401 Humanities Seminar (6)**

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

**HIST 402 Historical Research Skills (6)**

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

**HIST 403 Church History Seminar (6)**

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

**HIST 404 Archaeology Field Experience (6)**

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

**HIST 484 Historical Themes (3)**

Subject matter for this course varies and may include topics in non-Western, European, and United States history. May be repeated for credit.

**HIST 497 Readings (1-4)**

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**HIST 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**HIST 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Humanities**

**HUM 221/321 Humanities Seminar I: Great Works (3, 4)**

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Heritage and Institutions.*

**Political Science**

**POLI 150 American Government (3)**

This course is a study of the institutions and processes of American government on the local, state, and national levels. *This course meets the state requirement for U.S. history and government. Meets the general studies core requirement for Heritage and Institutions.*

**POLI 160 Introduction to Politics (3)**

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life. *Meets the general studies core requirement in Heritage and Institutions.*

**POLI 210 Current Events (3)**

Students explore selected current domestic and foreign policy issues.

**POLI 220 State and Local Government (3)**

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

**POLI 271 Political Topics (3)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.*

**POLI 300 Research and Writing (3)**

This is an upper-division writing intensive course emphasizing the research and writing skills common to the disciplines of history and political science. *Fulfills general studies requirement for upper-division writing intensive course. Strongly recommended before taking any 300- or 400-level courses.*



## HISTORY AND POLITICAL SCIENCE

### **POLI 320 Comparative Politics (3)**

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

### **POLI 325 Constitutional Law (3)**

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 326 Civil Rights and Civil Liberties (3)**

Students analyze Supreme Court decisions related to the Bill of Rights and the 14<sup>th</sup> Amendment. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 327 Introduction to Legal Studies (3)**

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year. *Prerequisite: POLI 325, POLI 326, or instructor's permission*

### **POLI 340 International Relations (3)**

The foundations and development of the nation-state system are explored, with an emphasis on policy formation and conflict resolution. *Meets the general studies elective requirement in Heritage and Institutions.*

### **POLI 360 Classical Political Thought (3)**

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

### **POLI 363 Modern Political Thought (3)**

This course is a study of major political thinkers from the 16<sup>th</sup> century to the present. *Meets the general studies elective requirement in Heritage and Institutions.*

### **POLI 376 The American Founding (3)**

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding. *Meets the general studies elective requirement for Heritage and Institutions. Prerequisite: POLI 150, POLI 160, or instructor's permission*

### **POLI 390 History and Politics of the Non-Western World (3)**

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. *This course may be repeated for credit as the topic varies.*

### **POLI 399 Political Science Practicum (1-8)**

This practicum gives credit for field work in an area chosen by the student. The American Studies Program and the University of California, Davis' Capitol Campus Program offer internship opportunities in Washington, DC, and Sacramento. Other local opportunities include government agencies, political parties, and political campaign organizations. *Up to eight units may be earned. Only six units are counted toward the political science major and three units toward the political science minor. All other units count as elective credits.*

### **POLI 400 Seminar on American Politics (3)**

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. Other regularly offered topics include the presidency, Congress, and the federal court system. *This course may be repeated for credit as the topic varies. Prerequisite: POLI 150 or instructor's permission*

### **POLI 471 Political Topics (1-8)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.*

### **POLI 496 Senior Seminar: Religion and Politics (3)**

This seminar focuses on the ethical, political, and historical implications of ideas both in their historical context and in contemporary society. *Meets the general studies requirement as a senior seminar in God's Word and the Christian Response. 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 and upper-division writing intensive course*

### **POLI 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **POLI 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **POLI 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Mathematics and Physics

## Faculty

Chair and Professor: Donald Isaak, Ph.D.

Professor: Mark Arvidson, Ph.D.

Associate Professors: Jack Carter, M.S.; Edward Lulofs, Ph.D.; Tedd Szeto, Ph.D.; Gary L. Wood, M.S.

Assistant Professor: Timothy Heumier, Ph.D.

Instructor: Elizabeth Rivas, M.A.

Lecturer: Nancy Lyons, MBA

Lecturers (part time): Brian Croissant M.S.; Dani Falcioni, M.A.; John Hitchcock MST; Chan Ko, Ph.D.; Richard Markley, Ph.D.; Tricia McCorkle, M.A.; Tom Shirey B.A.; Richard Spadaccini M.A.; Paul Spielman B.A.; Patricia Taepke, M.A.; Jorge Vasquez, Ph.D.; Leslie Wickman, Ph.D.

## Department Mission Statement

The Department of Mathematics and Physics at Azusa Pacific University 1) offers undergraduate degree programs in mathematics and physics, a single-subject waiver for a teaching credential in mathematics, and a pre-degree engineering program; 2) provides general education mathematics and science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study or success in their chosen careers.

## Mathematics

### Introduction

The mathematics major at Azusa Pacific University provides students with a general basis in mathematics. The student who majors in mathematics has the option of obtaining a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Both degrees have the same mathematics requirements, which include a balance of pure and applied mathematics, but the B.S. degree requires a minor in physics, chemistry, or computer science. (See these subject areas for requirements and course descriptions.)

The Mathematics program is designed to prepare students who:

- Demonstrate proficiency in problem solving and logical reasoning.
- Apply analytical approaches toward a range of cross-disciplinary problems.
- Integrate moral and ethical reasoning strategies with skills required in mathematical applications.
- Describe and appreciate the traditional foundations of mathematics and the role they play in modern mathematical thought.
- Identify how a Christian worldview informs and enhances an understanding of mathematics.

## Career Opportunities

The completion of a mathematics degree at Azusa Pacific University enables students to enter a variety of professions related to mathematics (teaching, industry, computer science) or to begin graduate studies. APU graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, and moved into attractive industry positions. There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the Single-Subject Waiver Program for mathematics. There exists in the marketplace an increasing demand by the business and finance communities for graduates who have advanced quantitative skills. Graduates with a B.A. in mathematics, supported by a minor in finance (see the finance minor program in the School of Business and Management) are especially attractive in this regard.

### Requirements for the Mathematics Major 52 units\*

|      |           |                                      |      |
|------|-----------|--------------------------------------|------|
| CS   | 220       | Introduction to Computer Science     | 4    |
| MATH | 251/252   | Calculus I, II                       | 5, 4 |
| MATH | 253       | Multivariate Calculus                | 4    |
| MATH | 280       | Discrete Mathematics                 | 3    |
| MATH | 300       | Linear Algebra                       | 3    |
| MATH | 350       | Differential Equations               | 4    |
| MATH | 400       | Abstract Algebra                     | 3    |
| MATH | 450       | Introduction to Real Analysis        | 3    |
| PHYC | 251**/252 | General Physics I/II                 | 5, 5 |
|      |           | Upper-Division Mathematics Electives | 9    |

Four tracks are described below that can guide students in their selection of upper-division mathematics electives when completing the mathematics major.

### General Math Track 9 units selected from

|      |     |   |     |
|------|-----|---|-----|
| CS   | 450 | Numerical Analysis                                | 3   |
| MATH | 340 | Geometry  | 3   |
| MATH | 360 | Probability and Statistics                        | 3   |
| MATH | 430 | Mathematical Physics                              | 3   |
| MATH | 460 | History of Mathematics and Number Theory          | 3   |
| MATH | 470 | Complex Variables                                 | 3   |
| MATH | 480 | Mathematical Reading, Writing, and Presentation** | 3   |
| MATH | 499 | Research and Independent Study                    | 1-4 |

### Secondary Math Education Track 19 units\*\*\*

|      |     |   |   |
|------|-----|---|---|
| EDUC | 300 | Introduction to Teaching                          | 4 |
| MATH | 311 | Mathematics for Secondary Teachers                | 3 |
| MATH | 340 | Geometry  | 3 |
| MATH | 360 | Probability and Statistics                        | 3 |
| MATH | 460 | History of Mathematics and Number Theory          | 3 |
| MATH | 480 | Mathematical Reading, Writing, and Presentation** | 3 |

### Applied Math Track 15 units^

|      |     |   |   |
|------|-----|---|---|
| CS   | 450 | Numerical Analysis                                | 3 |
| MATH | 360 | Probability and Statistics                        | 3 |
| MATH | 430 | Mathematical Physics                              | 3 |
| MATH | 470 | Complex Variables                                 | 3 |
| MATH | 480 | Mathematical Reading, Writing, and Presentation** | 3 |

## MATH AND PHYSICS

|                                   |     |   |                             |
|-----------------------------------|-----|---|-----------------------------|
| <b>Graduate School Prep Track</b> |     |   | <b>15 units<sup>^</sup></b> |
| MATH                              | 340 | Geometry  | 3                           |
| MATH                              | 360 | Probability and Statistics                        | 3                           |
| MATH                              | 460 | History of Mathematics and Number Theory          | 3                           |
| MATH                              | 470 | Complex Variables                                 | 3                           |
| MATH                              | 480 | Mathematical Reading, Writing, and Presentation** | 3                           |

\*Deficiencies in mathematics units must be made up as electives.

\*\*Meets a general studies requirement.

\*\*\*NOTE: To meet the requirements of the Single-Subject Waiver Program for a teaching credential in mathematics, all 19 units within the Secondary Math Education Track must be completed.

<sup>^</sup>It is recommended that the entire 15 units be completed for the track, although the major requires only 9 units.

|   |         |                                  |                 |
|---|---------|----------------------------------|-----------------|
| <b>Requirements for the Mathematics Minor</b>             |         |                                  | <b>26 units</b> |
| CS  | 220     | Introduction to Computer Science | 4               |
| MATH  | 251/252 | Calculus I, II*                  | 5, 4            |
| MATH  | 300     | Linear Algebra                   | 3               |
| MATH  | 350     | Differential Equations           | 4               |
| Upper-Division Mathematics Electives (including MATH 253) |         |                                  | 6               |

\*Deficiencies in mathematics must be made up as electives.

## Physics

### Introduction

This physics program is designed to prepare students who:

- Apply a variety of mathematical models to physical phenomena.
- Demonstrate proficient use of laboratory apparatus and perform experiments skillfully.
- Appreciate the full spectrum of physics from classical through quantum mechanics.
- Demonstrate skill in appropriate use of technology to address topics in the physical sciences.
- Recognize the increasing emphasis society places on technology and critically evaluate this emphasis.
- Apply moral and ethical reasoning skills to controversial applications of science and technology.
- Can describe and assess different views of the relationship between biblical and scientific perspectives of nature.

The Bachelor of Science requires that the student have a minor in another area of science, engineering, or mathematics. The minors available at APU include: biology, chemistry, computer science, and mathematics. See those sections for specific requirements.

### Career Opportunities

The study of physics focuses on broad topics such as matter, energy, gravitation, electricity and magnetism, atomic and nuclear structures, the theory of relativity, and quantum mechanics. Members of the APU physics faculty have expertise in mathematical physics, theoretical high-energy physics, fractal and chaotic systems, wavelet analysis, mineral physics, geophysics, and theoretical solid state physics.

The physics major is especially appropriate for students who wish to teach physics, but can also be a step towards advanced studies. It recognizes a growing need for trained scientists to serve as physics teachers at all levels of education. Furthermore, trained Christian scientists who teach in the physical sciences demonstrate that scientific and biblical worldviews are compatible in physical science. This emphasis complements the overall strength at APU in education training. Other specific career options include work in materials science, space exploration, aerospace, technical instrumentation, basic research, and the computer industry. A physics major is also an excellent stepping stone for further studies in a wide range of interdisciplinary fields.

### Requirements for the Physics Major 61 units

A minimum of 34 physics units, 20 mathematics units, 4 chemistry units, and 3 computer science units are required for the physics major. In addition, there are 65 units of general studies requirements, thus 126 units are required for a Bachelor of Science in Physics. Included are the specific course requirements for a physics major. Other specific requirements occur with the selection of a minor.

### Physics Requirements 34 units

Up to 36 physics units are currently available at APU in listed courses.

|      |          |                               |      |
|------|----------|-------------------------------|------|
| PHYC | 251*/252 | General Physics I, II         | 5, 5 |
| PHYC | 301      | Statics                       | 3    |
| PHYC | 302      | Dynamics                      | 3    |
| PHYC | 361      | Electricity and Magnetism     | 3    |
| PHYC | 362      | Electric Circuits             | 3    |
| PHYC | 401      | Thermodynamics                | 3    |
| PHYC | 451/452  | Modern Physics I, II          | 3, 3 |
| PHYC | 490      | Science Seminar               | 1    |
|      |          | Advanced Physics Laboratory** | 2    |

### Mathematics Requirements 20 units

|      |     |                        |   |
|------|-----|------------------------|---|
| MATH | 251 | Calculus I             | 5 |
| MATH | 252 | Calculus II            | 4 |
| MATH | 253 | Multivariate Calculus  | 4 |
| MATH | 350 | Differential Equations | 4 |
| MATH | 430 | Mathematical Physics   | 3 |

### Chemistry Requirements 4 units

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| CHEM | 151 | General Chemistry I* | 4 |
| CHEM | 152 | General Chemistry II | 4 |

(CHEM 152 is a recommended prerequisite to PHYC 401 Thermodynamics, but the physics major only requires CHEM 151 or CHEM 152.)

### Computer Science Requirements 3-4 units

Select one of the following:

|    |     |                                  |   |
|----|-----|----------------------------------|---|
| CS | 210 | Microcomputer Programming        | 3 |
| CS | 220 | Introduction to Computer Science | 4 |
| CS | 330 | Systems Programming I            | 3 |

\*Meets a general studies requirement.

\*\*These two units are satisfied by lab experience in one of two options. Two semester units of an advanced physics laboratory can be transferred from another school. The student can waive the option to take the upper-division lab at another university and sign up for 2 units of PHYC 498 Directed Research or PHYC 499 Thesis/Project.

### Physics Minor

A physics minor is offered. This minor is ideal for students majoring in mathematics, chemistry, or biology and meets the requirements for a B.A. degree.

### Requirements for the Physics Minor 22 units

Requirements for a physics minor are met by successful completion of 10 units of General Physics (PHYC 251 and PHYC 252) and 12 units selected from among MATH 430 and any upper-division physics courses.

## Math/Physics

### Introduction

The math/physics major is especially appropriate for students pursuing teaching careers in physics or mathematics and is designed to prepare students who can:

- Apply a variety of mathematical models to physical phenomena.
- Demonstrate proficient use of laboratory apparatus and perform experiments skillfully.
- Appreciate the full spectrum of physics from classical through quantum mechanics.
- Demonstrate skill in appropriate use of technology to address topics in the physical sciences.
- Recognize the increasing emphasis society places on technology and critically evaluate this emphasis.
- Apply moral and ethical reasoning skills to controversial applications of science and technology.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

### Requirements for the Math/Physics Major (B.A.) 50 units

|   |         |                        |      |
|---|---------|------------------------|------|
| Computer programming language course  |         |                        | 3    |
| CHEM  | 151     | General Chemistry I*   | 4    |
| MATH  | 251/252 | Calculus I, II         | 5, 4 |
| PHYC  | 251/252 | General Physics I*, II | 5, 5 |
| PHYC  | 401     | Thermodynamics         | 3    |
| Upper-Division Courses in math or physics (including MATH 253, minimum of six units in physics) |         |                        | 21   |

\*Meets a general studies requirement.

## Pre-Engineering Program

The pre-engineering program is designed to enable students to:

- Complete the engineering degree at another institution of their choice.
- Demonstrate skill in the appropriate use of technology specific to engineering disciplines.
- Develop confidence in strategies of problem-solving.
- Develop and apply problem-solving strategies in small group collaborations.
- Effectively communicate technical information in written and verbal form.
- Integrate previous knowledge in mathematics and science to discover new significance of these tools in the applied field of engineering.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

### 2/2 Program

In the 2/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution.

Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation 2/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

### Requirements for the 2/2 Program

65 units

|      |         |                                     |      |
|------|---------|-------------------------------------|------|
| CHEM | 151     | General Chemistry I                 | 4    |
| COMM | 111     | Public Communication                | 3    |
| CS   | 220     | Introduction to Computer Science    | 4    |
| CSA  | 101     | Beginnings                          | 1    |
| ENGL | 110     | Freshman Writing Seminar            | 3    |
| MATH | 251/252 | Calculus I, II                      | 5, 4 |
| MATH | 253     | Multivariate Calculus               | 4    |
| MATH | 300     | Linear Algebra                      | 3    |
| MATH | 350     | Differential Equations              | 4    |
| PE   | 1XX     | Fitness for Life (or varsity sport) | 1    |
| PE   | 240     | Health Education                    | 2    |
| PHYC | 101     | Introduction to Engineering         | 2    |
| PHYC | 251/252 | General Physics I, II               | 5, 5 |
| PHYC | 301     | Statics                             | 3    |
| PHYC | 302     | Dynamics                            | 3    |
| PHYC | 362     | Electric Circuits                   | 3    |
| POLI | 150     | American Government                 | 3    |

Select one of the following:

|      |     |                    |   |
|------|-----|--------------------|---|
| UBBL | 100 | Exodus/Deuteronomy | 3 |
| UBBL | 230 | Luke/Acts          | 3 |

### 3/2 Program

In the 3/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution. Upon receiving the engineering degree from the other institution, the student also earns a Bachelor of Arts in Math/Physics from Azusa Pacific University.

Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation 3/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

### Requirements for the 3/2 Program

29 units

All the courses required for the 2/2 Program and:

|  |     |   |   |
|--|-----|---|---|
| BIOL   | 496 | Senior Seminar: Ethics and the Sciences | 3 |
| CMIN   | 108 | Christian Life, Faith, and Ministry     | 3 |
| ENGL   | 111 | Introduction to Literature              | 3 |
| HIST   | 151 | U.S. History to 1865                    | 3 |
| PHYC   | 235 | Materials                               | 3 |
| PHYC   | 401 | Thermodynamics                          | 3 |
| PSYC   | 110 | General Psychology                      | 3 |
| Foreign Language Requirement or General Electives* |     |   | 8 |

\*At least 8 units are required so that 29 units in addition to 2/2 requirements are taken. Assumes APU general studies foreign language requirement will be met at APU if not met by proficiency testing or previous college course work transferred into the program.

## Course Descriptions

### Mathematics

#### **MATH 090 Elementary Algebra (3)**

A student should take MATH 090 or MATH 091 to prepare for Intermediate Algebra. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. *This course does not meet the general studies requirement in University Skills and does not count toward total units needed for graduation. Prerequisite: appropriate score on APU mathematics placement test or SAT 430/ACT 18 math score*

#### **MATH 091 Elementary Algebra – Computer Based (2)**

This course is preparation for intermediate algebra. A student should take one of MATH 090 or MATH 091. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. MATH 091 differs from 090 in that the format of 091 is computer based. *This course does not meet general studies requirement in University Skills and does not count toward total units needed for graduation. Prerequisite: appropriate score on APU mathematics placement test*

#### **MATH 095 Intermediate Algebra (3)**

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096. MATH 095 topics include linear graphs, mathematical models, systems of equation in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, mathematical modeling with quadratic functions. *This course does not meet the general studies requirement in University skills and does not count toward total units needed for graduation. Prerequisite: MATH 090, MATH 091, appropriate score on APU mathematics placement test, or SAT 500/ACT 20 math score*

#### **MATH 096 Intermediate Algebra – Computer Based (2)**

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096 topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, mathematical modeling with quadratic functions. *This course does not meet the general studies requirement in University skills and does not count toward total units needed for graduation. Prerequisite: MATH 090, MATH 091, or appropriate score on APU mathematics placement test*

#### **MATH 110 College Algebra (3)**

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series and probability. *Meets the general studies requirement in University Skills. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 115 Analytical Inquiry (3)**

This course is an alternative to MATH 110 for the nonscience major. The material is case-study driven, including projects like obtaining auto insurance or loans, how inflation affects the economy, etc. This course includes the application of probability theory and elementary descriptive probability. *Meets the general studies requirement in University Skills. It may not be taken by a student who has passed a more advanced mathematics course for credit. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 120 Contemporary Mathematics (3)**

This course represents a study of the connections between contemporary mathematics and modern society. It aims to develop logical and critical reading concerning mathematical information that abounds in today's world. Areas of study include management science (networks, circuits, and planning), statistics and probability, information coding, social choices and decision making, geometric expressions and symmetry patterns, and mathematical modeling. *Meets the general studies requirement in University Skills. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 150 Precalculus (3)**

This course prepares students for the calculus sequence. Topics covered include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques. *Prerequisite: proficiency in high school algebra or MATH 110, appropriate score on APU mathematics placement test, or SAT 600/ACT 26 math score*

#### **MATH 151 Applied Calculus I (3)**

This calculus course is designed for students in business, biology, and other fields that require more focus on applications, rather than mathematical rigor in a calculus course. Included are differentiation and integration of algebraic functions and their applications, and an introduction to exponential and logarithmic functions. *Prerequisite: two years of high school algebra, MATH 110, or equivalent*

#### **MATH 152 Applied Calculus II (3)**

Topics introduced in MATH 151 are further developed. Functional forms (exponential, logarithmic, periodic, logistic, surge) and their applications to real-world problems are explored, techniques for differentiation and integration examined, and functions of several variables studied. Concepts and applications of probability and statistics are also introduced. Math concepts are studied with a project approach and appropriate use of technology. *Prerequisite: MATH 151*

#### **MATH 201 Mathematics Concepts for Elementary Teachers (3)**

The course provides the foundations of modern mathematics needed by the elementary school teacher. It is not a methods course, but a prerequisite to the Multiple-Subject Teaching Credential Program. *This course does not count toward a mathematics major or minor.*

#### **MATH 251 Calculus I (5)**

This course is an introduction to the basic techniques of calculus of one variable, including limits and continuity, differentiation and integration, with graphing and applications. *Prerequisite: MATH 150 or equivalent*

#### **MATH 252 Calculus II (4)**

This course is an introduction to the basic techniques and applications of calculus of one variable, including methods of integration, analytic geometry, differential equations, and infinite series. *Prerequisite: MATH 251 or equivalent*

#### **MATH 253 Multivariate Calculus (4)**

The differential and integral calculus of Euclidean 2- and 3-space are developed in this course. The treatment of real-valued functions of two or more real variables and their partial derivatives are also included. Functions that associate vectors with real numbers are studied. Applications to geometry, physics, and engineering are covered. The course provides a brief study of both double and triple integrals for functions of two or three variables. A laboratory approach is used in graphing 2- and 3-space group activities and projects. *Prerequisite: MATH 252*

#### **MATH 280 Discrete Mathematics (3)**

Finite mathematical systems are the focus of the course. Topics include sets, mathematical mappings, graphs, trees, circuit analysis, Boolean algebra, symbolic logic, linear programming, and other algebraic systems. *Prerequisite: MATH 251 or instructor's permission*

#### **MATH 300 Linear Algebra (3)**

Matrices and linear transformations and their generalizations in vector space theory are covered. *Prerequisite: MATH 251 or instructor's permission*

**MATH 311 Mathematics for Secondary Teachers (3)**

A survey of foundations of mathematics essential to the secondary school teacher, this course integrates secondary mathematics concepts with problem-solving strategies and technology. Students expand on their understanding of core math concepts, evaluate lesson plans used in secondary school mathematics, discuss and reflect on effective mathematics pedagogy, analyze readings in the field, engage in collegial interactions with the instructor and fellow students, and develop a repertoire of classroom-tested lessons that can be used in a high school classroom.

**MATH 340 Geometry (3)**

This course provides a study of Euclidean and non-Euclidean geometry. Also covered are the history of geometry, hyperbolic geometry, space, proof, and logic reasoning. *Prerequisite: MATH 252 or instructor's permission*

**MATH 350 Differential Equations (4)**

Students are introduced to differential equations, existence and structures of solutions, and applications to physical situations. A computer laboratory approach is used. *Prerequisite: MATH 252*

**MATH 360 Probability and Statistics (3)**

Students gain an introduction to the basic ideas and techniques of probability: counting methods, combinatorics, statistical methods, binomial and normal distributions, moments, correlations, Central Limit Theorem, and hypothesis testing. *Prerequisite: MATH 252 or instructor's permission*

**MATH 400 Abstract Algebra (3)**

The abstract structure of algebraic systems such as semi-groups, groups, rings, integral domains, and fields are introduced. *Prerequisite: MATH 300 or instructor's permission*

**MATH 430 Mathematical Physics (3)**

Students apply mathematics to physical problems: special functions, Green's functions and boundary-value problems, tensor analysis, Fourier series, generalized coordinates, and calculus of variations. The course may be applied toward upper-division physics or mathematics major requirements. *Prerequisites: MATH 253 and MATH 350*

**MATH 450 Introduction to Real Analysis (3)**

This course offers an advanced study of the real-number system, functions, sequences, series, continuity, differentiation, and integration. *Prerequisite: MATH 252*

**MATH 460 History of Mathematics and Number Theory (3)**

The history of mathematics and number theory from ancient times to the present is covered through methods and concepts, including theorems of Fermat, Euler, divisibility, factorization, primes, congruencies, diophantine problems, and other topics.

**MATH 470 Complex Variables (3)**

Students explore the structure of complex numbers and their functions, differentiation and integration of complex functions, and Cauchy's Theorem. *Prerequisite: MATH 252*

**MATH 480 Mathematical Reading, Writing, and Presentation (3)**

This course includes a variety of material from topology to statistics, from history to diversity, from writing to research. Reading, writing, and presentations are major components of this course. *Meets the general studies requirement for an upper-division writing intensive course. Prerequisites: MATH 252, MATH 360, and upper-level class standing or instructor's permission*

**MATH 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**MATH 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**MATH 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Physics**

**PHYC 100 Conceptual Physics (2)**

This course covers the topics of mechanics, heat, sound, light, electricity and magnetism, an introduction to relativity, and quantum mechanics. Physics concepts and thinking skills are emphasized instead of mathematics. *Does not meet the general studies requirement.*

**PHYC 101 Introduction to Engineering (2)**

Students gain an overview of engineering as a creative and responsive profession and learn about the qualifications of an engineer and the ways in which engineers study, think, work, create, design, and communicate.

**PHYC 110 Principles of Physical Science (3)**

Basic concepts in physics, chemistry, and the solar system are investigated. Emphasis is placed on basic principles and their applications to modern technology and everyday experiences. Some problems requiring simple math are discussed and solved, but detailed mathematical derivations are more appropriate in other courses. Part of this course is also committed to reviewing historical developments of scientific thought, examining the perceived conflict between science and Christianity, and analyzing evidence for a creator from scientific discoveries. *This course does not carry credit toward a science major or minor. When taken with PHYC 111, PHYC 110 satisfies the general studies requirement for science and the core Nature requirement.*

**PHYC 111 Physical Science Laboratory (1)**

Concepts in physics and chemistry are investigated in a small-group, hands-on environment. Laboratory topics include a survey of the solar system, mechanics (forces and motion), optics, electricity, spectroscopy, nuclear radiation, and chemical reactions. *This course does not carry credit toward a science major or minor. It should be taken concurrently with PHYC 110 to satisfy the general studies requirement for science and the core Nature requirement.*

**PHYC 175 Earth Science Concepts and Applications (3)**

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. *Does not meet the APU general studies Nature requirement.*

**PHYC 180 Earth Science (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS  
Students survey the physical characteristics of the earth and the forces acting upon it. The course includes consideration of the earth's place in space; the nature of its crust and interior; the processes that affect its structure; and humanity's role in the processes. *Meets the general studies core requirement for Nature.*

## MATH AND PHYSICS

### **PHYC 190 Introduction to Astronomy (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included. *Meets the general studies core requirement for Nature.*

### **PHYC 201 Fundamentals of Physics I (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus physics course develops the topics of translational and rotational mechanics, and provides an introduction to thermodynamics. *Meets the general studies core requirement for Nature. Prerequisite: High school physics or university-level conceptual physics strongly recommended*

### **PHYC 202 Fundamentals of Physics II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus physics course develops the topics of waves, sound, light, electricity and magnetism, quantum theory, and structure of matter. *Prerequisite: PHYC 201*

### **PHYC 235 Materials (3)**

This course includes a survey of engineering materials with emphasis on mechanical and physical properties and design considerations, ferrous and nonferrous metals, alloys, plastics, elastomers, cermets, ceramics, and adhesives. The methods of manufacturing are covered with special consideration given to design factors, productability, and economics relative to machining, forming, casting, working, welding, and powder metallurgy.

### **PHYC 251 General Physics I (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include translational and rotational mechanics and heat. *Meets the general studies core requirement in Nature. Prerequisites: High school physics or university-level conceptual physics strongly recommended and MATH 251 or equivalent calculus background*

### **PHYC 252 General Physics II (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include properties of waves (both light and sound) and electricity and magnetism. *Prerequisite: PHYC 251*

### **PHYC 301 Statics (3)**

Statics is the branch of physical science that deals with the rest state of bodies under the action of forces. It also includes resultants of force systems and equilibrium on rigid bodies using vector algebra, friction, centroids and centers of gravity, and moments of inertia of areas and masses. *Prerequisite: PHYC 251*

### **PHYC 302 Dynamics (3)**

Dynamics is the branch of mechanics that deals with the motion of bodies under the action of forces. Dynamics has two distinct parts: kinematics, the study of motion without reference to the forces that cause motion; and kinetics, which relates the action of forces on bodies to their resulting motions. *Prerequisites: PHYC 252, and PHYC 301 or instructor's permission*

### **PHYC 361 Electricity and Magnetism (3)**

Students study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of Laplace's and Poisson's equations, and electromagnetic waves. *Prerequisite: MATH 350 or instructor's permission*

### **PHYC 362 Electric Circuits (3)**

Circuit analysis by reduction methods, source transformations, loop and nodal analysis, frequency and time response of networks, alternating current circuits, two-port parameters, impedance, power, and computer-aided network analysis and applications are covered. *Prerequisite(s): MATH 252, PHYC 252, and PHYC 361; or instructor's permission*

### **PHYC 401 Thermodynamics (3)**

Students will learn the theoretical basis of thermodynamics including the zeroth, first, second, and third laws. These laws will be applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy, and equilibrium. *Prerequisites: CHEM 151 and MATH 252*

### **PHYC 451 Modern Physics I (3)**

This course is the first semester of a two-semester study of non-classical physics, namely special relativity and quantum mechanics. Topics include special relativity, particle-wave duality, and the one-dimensional Schrödinger equation. *Prerequisite: PHYC 252; MATH 253 and MATH 350 are recommended*

### **PHYC 452 Modern Physics II (3)**

This course is the second semester of a two-semester study of non-classical physics. Topics include the three-dimensional Schrödinger equation, the hydrogen atom, and various applications of quantum mechanics, including atomic structure, nuclear processes, and particle physics. *Prerequisites: PHYC 451*

### **PHYC 490 Science Seminar (1)**

This course, offered jointly by the Departments of Biology and Chemistry, Computer Science, and Mathematics and Physics, consists of reviews, reports, and discussions on current scientific literature. It is offered based on demand.

### **PHYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **PHYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **PHYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Modern Languages

## Faculty

*Chair and Associate Professor: Chang-Soo Lee, Ph.D.*

*Associate Professor: Dixie Pieslak, M.A.*

*Assistant Professors: Scott M. Bennett, ABD; Juan Guerrero, Ph.D.; June Hamlow, M.A.; Aroldo Solórzano, ABD*

*Lecturers (part time): Pamela Honse, M.A.; Liyan Jiang, M.A.; Sarah Nova, M.Ed.; Sean O'Connor, M.A.; Rainer Spanier, Ph.D.*

## Modern Languages

### Department Mission Statement

The Department of Modern Languages seeks to guide student conversational development in a language other than English, develop reading and compositional skills, heighten cultural sensitivity, encourage creative and reflective thought, and introduce literary, historical, linguistic and pedagogical data, all with respect to the needs of the individual student, that service to God may be enhanced through service to others.

### Department Overview

Knowledge of a foreign language has always been the mark of an educated person and is recognized by APU as an integral part of a liberal arts education. The Department of Modern Languages prepares students as citizens of a global community, with a firm anchoring in a Christian perspective and academic excellence. Both a major and a minor in Spanish are offered, as well as introductory study in the following languages: Chinese, French, German, Italian, Japanese, and American Sign Language. Study of a foreign language provides students with the opportunity to simultaneously develop basic language skills and gain valuable insight into foreign cultures. The ability to speak a second or third language can open unimagined doors to new experiences and challenging careers as well as afford the pure enjoyment of speaking with people from other countries.

Academic advising may help a student to select the language study most suited to his/her major. For example; music majors (especially those emphasizing vocal performance) may benefit most by studying French or Italian, history and religion majors may choose German, and nursing and social work majors might select Spanish. Art majors who hope to study in Italy or France would find Italian or French study advantageous; and business majors who plan to interact internationally may opt for German, Japanese, or Chinese. A student's major advisor, and the Department of Modern Languages' faculty, should be consulted for further specifics.

### Fulfilling the Foreign Language Requirement for General Studies

Two semesters for a total of eight units of the same language is required. Students who have studied a language prior to entering Azusa Pacific University may opt to take an APU Department of Modern Language placement test or a CLEP exam. Depending on

the score of the placement test, students may have their proficiency validated and waive the requirement. If the CLEP test is chosen, an appropriate score will also grant units toward college graduation.

### Language Tutoring

The Learning Enrichment Center offers a tutorial system wherein students may receive supplemental practice in Spanish and other foreign languages.

### Independent Study

Self-directed language learning is available through the Department of Modern Languages. Student request for a nonscheduled independent language study must be accompanied by a detailed plan and specific objectives as worked out by the student and the advisor. This arrangement is limited to upper-division students who have received department approval. They may earn between one and three units per semester. The petition and fee schedule can be obtained from the Department of Modern Languages.

## Spanish

### Spanish Program Mission Statement

The Spanish Program seeks to guide student development in Spanish conversation, develop reading and compositional skills, introduce major Spanish language literary works, heighten cultural sensitivity, and encourage creative and reflective thinking with respect to the history and civilization of Hispanic countries, all to better serve God through service to others.

### Introduction

Spanish is the second most frequently used language in the United States. Indeed, millions of Americans learn Spanish at home as their first tongue. Because Azusa Pacific University is located in the midst of a highly Spanish-speaking populace, APU students have an opportunity to speak Spanish within the community, seek out Spanish-speaking places of worship, and interact on a social, service, and business level in the Spanish language. All courses offered in the department are within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education. Upon graduation, APU Spanish majors will have had the opportunity to achieve the following goals:

- An advanced level of proficiency in the Spanish language in its four basic components: listening, reading, speaking, and writing, as outlined in the ACTFL Guidelines for the Advanced Level of Language Proficiency
- Sensitivity and appreciation for the cultures of the Spanish-speaking world, as well as competent functioning within these cultures
- Skills that will enable them to search for and find data from unaccustomed bodies of information through the use of their knowledge of Spanish
- Adequate competence for expressing intelligent and coherent opinions and observations about the literature produced in the Hispanic world
- The ability to evaluate diverse curricula of foreign language instruction and assess its validity for utilization in California schools
- Confidence and poise borne out of the self-assurance gained through their mastery of the Spanish language, which allows them to function personally and professionally in bilingual settings
- A working knowledge of applied linguistics and the science of language and language acquisition

Such preparation means that APU students will be prepared to enter advanced studies in Spanish and interact with Spanish speakers of varying educational levels, from children to adult professionals.



## MODERN LANGUAGES

### Off-campus Study

As part of the Spanish language learning experience, Spanish majors are required to study abroad for one term. Spanish minors are highly encouraged to take advantage of the opportunity. The Department of Modern Languages offers study abroad programs to the Dominican Republic, Spain, and Mexico. Students may choose to participate in these or other available programs. In all cases, students must consult with a department advisor for their classes prior to enrollment and departure. Credit earned through these programs applies to the degree.

### Career Opportunities

The Spanish major for the Single-Subject Teaching Credential enables students to acquire a five-year preliminary teaching credential in Spanish. Liberal studies majors who plan to teach K-8 may select their concentration of 15 units in Spanish. In close consultation with the Department of Teacher Education, students are encouraged to meet with an advisor for careful planning in order to meet the requirements in a timely fashion. For students who plan to teach at the elementary level, a minor in Spanish meets the bilingual Spanish concentration course work requirements.

Apart from teaching, myriad other public contact fields may require some proficiency in Spanish. Law enforcement, Christian missions, medicine, social work, municipal services, advertising, journalism, foreign service, translation services, international finance and banking, and the rapidly expanding world of international business—these fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity as adjunct career skills. For students who have studied foreign languages in high school and still perform at beginner levels, a Spanish major or minor enables them to acquire the language and culture skills appropriate to a variety of public service applications.

Majors and minors in the Department of Modern languages must maintain a minimum cumulative GPA of 2.0 in all university course work.

### Spanish Major (Single-Subject Teaching Credential) 90-91 units

In addition to the 51 required units in Spanish (beyond SPAN 101/102), students who plan to qualify for the Single-Subject Teaching Credential must complete the following courses.

|      |     |                              |   |
|------|-----|------------------------------|---|
| EDUC | 405 | Diversity in the Classroom   | 3 |
| ENGL | 402 | Principles of Language       | 3 |
| PSYC | 290 | Human Growth and Development | 3 |
| POLI | 150 | American Government          | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| EDUC | 300 | Introduction to Teaching as a Profession, K-12 | 4 |
| EDUC | 400 | Foundations of Education, K-12                 | 3 |

Spanish majors are expected to plan one study term abroad. Those wishing to study in the Dominican Republic must have completed Spanish 201/202 or its equivalent prior to departure.

### Language 18 units

(18 units beyond SPAN 101, SPAN 102, or equivalent\*)

|      |     |  |   |
|------|-----|--|---|
| SPAN | 201 | Intermediate Spanish I   | 3 |
| SPAN | 202 | Intermediate Spanish II  | 3 |
| SPAN | 250 | Intermediate Conversation and Writing Abroad<br>(Abroad in a Spanish-speaking country) | 3 |
| SPAN | 301 | Advanced Spanish   | 3 |
| SPAN | 310 | Advanced Language-Study Practicum<br>(Abroad in a Spanish-speaking country)            | 3 |
| SPAN | 320 | Advanced Spanish Composition   | 3 |

\*See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive elementary Spanish and then consult with an advisor before entering directly into intermediate or upper-division work.

### Civilization and Culture 6 units

|      |     |                             |   |
|------|-----|-----------------------------|---|
| SPAN | 311 | Civilization of Spain       | 3 |
| SPAN | 312 | Latin American Civilization | 3 |

### Literature 9 units

|      |     |                                     |   |
|------|-----|-------------------------------------|---|
| SPAN | 421 | Survey of Spanish Literature        | 3 |
| SPAN | 422 | Survey of Latin American Literature | 3 |

Select one of the following:

|      |     |   |   |
|------|-----|---|---|
| SPAN | 431 | Spanish Language Poetry and Short Story | 3 |
| SPAN | 432 | Literary Masters                        | 3 |

### Applied Linguistics 3 units

|      |     |                             |   |
|------|-----|-----------------------------|---|
| SPAN | 440 | Spanish Applied Linguistics | 3 |
|------|-----|-----------------------------|---|

### Subject Matter Competency Course 3 units

|      |     |                           |   |
|------|-----|---------------------------|---|
| SPAN | 450 | Spanish Language Pedagogy | 3 |
|------|-----|---------------------------|---|

### Integration Course 3 units

|      |     |                  |   |
|------|-----|------------------|---|
| SPAN | 480 | Capstone Seminar | 3 |
|------|-----|------------------|---|

### Electives 9 units

Elective options may include:

- Spanish Courses
 

|      |     |   |     |
|------|-----|---|-----|
| SPAN | 431 | Spanish Language Poetry and Short Story                       | 3   |
| SPAN | 432 | Literary Masters<br>(This course may be repeated for credit.) | 3   |
| SPAN | 494 | Internship  | 3   |
| SPAN | 495 | Special Topics in Spanish                                     | 3   |
| SPAN | 497 | Readings  | 1-4 |
- Global Learning Term course work (completed anywhere in the Spanish-speaking world)
 

|      |     |                          |     |
|------|-----|--------------------------|-----|
| GLBL | 325 | Family Organization      | 1-2 |
| GLBL | 335 | International Internship | 3-6 |
| GLBL | 340 | Life and Culture Seminar | 3   |
| GLBL | 350 | Global Study Project     | 3   |

### Post-graduate Education Program Courses Leading to a Teaching Credential

\*A bachelor's degree is required upon enrollment in these classes.

|     |      |   |   |
|-----|------|---|---|
| TEP | 518  | Methods of Teaching Reading and Writing, 7-12       | 3 |
| TEP | 528  | Teaching Strategies, 7-12                           | 3 |
| TEP | 548  | Curriculum Planning and Assessment                  | 3 |
| TEP | 558  | Methods of Teaching English Language Learners, 7-12 | 3 |
| TEP | 568A | Field Experience I, 7-12                            | 1 |
| TEP | 568B | Field Experience II, 7-12                           | 1 |

### All the following requirements must be met prior to clearance for Student Teaching.

|     |      |                                |   |
|-----|------|--------------------------------|---|
| TEP | 578A | Student Teaching I, 7-12       | 2 |
| TEP | 578B | Student Teaching II, 7-12      | 2 |
| TEP | 588  | Student Teaching Seminar, 7-12 | 3 |

### Spanish Major (non Single-Subject Teaching Credential) 45 units

Spanish majors are expected to plan one study term abroad. Those wishing to study in the Dominican Republic must have completed Spanish 201/202 or its equivalent prior to departure.

### Language 15 units

(15 units beyond SPAN 101, SPAN 102, or equivalent\*)

|      |     |  |   |
|------|-----|--|---|
| SPAN | 201 | Intermediate Spanish I   | 3 |
| SPAN | 202 | Intermediate Spanish II  | 3 |
| SPAN | 250 | Intermediate Conversation and Writing Abroad<br>(Abroad in a Spanish-speaking country) | 3 |
| SPAN | 310 | Advanced Language-Study Practicum<br>(Abroad in a Spanish-speaking country)            | 3 |
| SPAN | 320 | Advanced Spanish Composition   | 3 |

\*See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive elementary Spanish and then consult with an advisor before entering directly into intermediate or upper-division work.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

|                                      |                |
|--------------------------------------|----------------|
| <b>Civilization and Culture</b>      | <b>6 units</b> |
| SPAN 311 Civilization of Spain       | 3              |
| SPAN 312 Latin American Civilization | 3              |

|  |                |
|--|----------------|
| <b>Literature</b>                            | <b>9 units</b> |
| SPAN 421 Survey of Spanish Literature        | 3              |
| SPAN 422 Survey of Latin American Literature | 3              |

Select one of the following:

|  |   |
|--|---|
| SPAN 431 Spanish Language Poetry and Short Story | 3 |
| SPAN 432 Literary Masters                        | 3 |

|                                      |                |
|--------------------------------------|----------------|
| <b>Applied Linguistics</b>           | <b>3 units</b> |
| SPAN 440 Spanish Applied Linguistics | 3              |

|                           |                |
|---------------------------|----------------|
| <b>Integration Course</b> | <b>3 units</b> |
| SPAN 480 Capstone Seminar | 3              |

|                  |                |
|------------------|----------------|
| <b>Electives</b> | <b>9 units</b> |
|------------------|----------------|

Elective options may include:

- Spanish Courses
 

|  |     |
|--|-----|
| SPAN 301 Advanced Spanish  | 3   |
| SPAN 431 Spanish Language Poetry and Short Story                       | 3   |
| SPAN 432 Literary Masters<br>(This course may be repeated for credit.) | 3   |
| SPAN 450 Spanish Language Pedagogy                                     | 3   |
| SPAN 494 Internship  | 3   |
| SPAN 495 Special Topics in Spanish                                     | 3   |
| SPAN 497 Readings  | 1-4 |
- Global Learning Term course work (completed anywhere in the Spanish-speaking world)
 

|                                   |     |
|-----------------------------------|-----|
| GLBL 325 Family Organization      | 3   |
| GLBL 335 International Internship | 3-6 |
| GLBL 340 Community Life           | 3   |
| GLBL 350 Global Study Project     | 3   |

|                      |                 |
|----------------------|-----------------|
| <b>Spanish Minor</b> | <b>18 units</b> |
|----------------------|-----------------|

18 units beyond the prerequisites of SPAN 101 and SPAN 102 (or the equivalencies) are required.

**Prerequisites\***

|                                |   |
|--------------------------------|---|
| SPAN 101 Elementary Spanish I  | 4 |
| SPAN 102 Elementary Spanish II | 4 |

\*See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP Exam to waive SPAN 101/102, and then consult with an advisor before entering directly into intermediate or upper-division work.

|                                  |                |
|----------------------------------|----------------|
| <b>Intermediate Spanish</b>      | <b>6 units</b> |
| SPAN 201 Intermediate Spanish I  | 3              |
| SPAN 202 Intermediate Spanish II | 3              |

|                              |                |
|------------------------------|----------------|
| <b>Language Study Abroad</b> | <b>3 units</b> |
|------------------------------|----------------|

Select one of the following:

|   |   |
|---|---|
| SPAN 250 Intermediate Conversation and Writing Abroad | 3 |
| SPAN 301 Advanced Spanish                             | 3 |
| SPAN 310 Advanced Language-Study Practicum            | 3 |

|                 |                |
|-----------------|----------------|
| <b>Language</b> | <b>3 units</b> |
|-----------------|----------------|

Select one of the following:

|  |   |
|--|---|
| SPAN 320 Advanced Spanish Composition            | 3 |
| SPAN 431 Spanish Language Poetry and Short Story | 3 |
| SPAN 432 Literary Masters                        | 3 |
| SPAN 440 Spanish Applied Linguistics             | 3 |

|                                      |                |
|--------------------------------------|----------------|
| <b>Civilization and Culture</b>      | <b>3 units</b> |
| Select one of the following:         |                |
| SPAN 311 Civilization of Spain       | 3              |
| SPAN 312 Latin American Civilization | 3              |

|  |                |
|--|----------------|
| <b>Literature</b>                            | <b>3 units</b> |
| Select one of the following:                 |                |
| SPAN 421 Survey of Spanish Literature        | 3              |
| SPAN 422 Survey of Latin American Literature | 3              |

## Course Descriptions

### Spanish

**SPAN 101 Elementary Spanish I (4)**

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study. Classes meet three hours weekly with two hours' outside activity. *Meets general studies requirement for University Skills: two semesters of the same language required.*

**SPAN 102 Elementary Spanish II (4)**

This is a continuation of SPAN 101. *Meets general studies requirement for University Skills: two semesters of the same language required. Prerequisite: SPAN 101, or passing Spanish CLEP Exam, or an appropriate Spanish Placement score, or department approval*

**SPAN 201 Intermediate Spanish I (3)**

This two-course sequence is a continuation of SPAN 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: SPAN 101/102, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval*

**SPAN 202 Intermediate Spanish II (3)**

This course is a continuation of SPAN 201. *Prerequisite: SPAN 201, or an appropriate Spanish CLEP Exam score, or department approval*

**SPAN 250 Intermediate Conversation and Writing Abroad (3)**

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session. *Prerequisites: SPAN 201/202*

**SPAN 301 Advanced Spanish (3)**

This course is designed to optimize students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics. *Prerequisites: SPAN 201/202*

**SPAN 310 Advanced Language-Study Practicum (3)**

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars. *Prerequisites: SPAN 201/202*

**SPAN 311 Civilization of Spain (3)**

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture are discussed simultaneously with related historical events. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

**SPAN 312 Latin American Civilization (3)**

This course surveys the history and aspects of the literature, art, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

## MODERN LANGUAGES

### **SPAN 320 Advanced Spanish Composition (3)**

In this writing course, students deal with composition techniques and creative writing in the Spanish language. Various writing styles are covered. *Prerequisites:* SPAN 201/202

### **SPAN 421 Survey of Spanish Literature (3)**

The development of literature from El Cid and the recently discovered jarchas through the 20<sup>th</sup> century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. Class is conducted in Spanish. *Prerequisites:* SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval

### **SPAN 422 Survey of Latin American Literature (3)**

This course begins with pre-Columbian literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. Class is conducted in Spanish. *Prerequisites:* SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval

### **SPAN 431 Spanish Language Poetry and Short Story (3)**

An introduction to exemplary poetry and short stories of Spanish and/or Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term. *Prerequisites:* SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval

### **SPAN 432 Literary Masters (3)**

This course provides students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. Because the authors under study are divided over three semesters, the course may be repeated for credit. *Prerequisites:* SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval

### **SPAN 440 Spanish Applied Linguistics (3)**

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectical differences, their origins, and social implications. *Prerequisites:* SPAN 201/202, 320, (301 recommended), or department approval

### **SPAN 450 Spanish Language Pedagogy (3)**

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered. *Prerequisites:* SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval

### **SPAN 480 Capstone Seminar (3)**

This course provides the opportunity for students to reflect upon, reinterpret, and organize the linguistic, cultural, and literary information they have pursued throughout previous semesters. In concert with the professor, a complete overview of students' language experience within the program helps define the direction of their individualized study for the semester. Such study culminates in a personally designed Capstone Seminar oral presentation, to be given at the end of the semester. *This course does not meet the Senior Seminar core requirement for the General Studies program. Prerequisites:* Spanish majors only, and senior standing

### **SPAN 494 Internship (3)**

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. *Enrollment is contingent upon department approval and requires the independent study petition process through the Office of the Registrar. Prerequisites:* SPAN 201/202

### **SPAN 495 Special Topics in Spanish (3)**

This course allows offerings of diverse topics in Hispanic studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Culture, politics, and translation are examples of special topics. *Prerequisite:* SPAN 421 or SPAN 422

### **SPAN 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. *Prerequisite:* department approval

## Other Modern Languages

### **ASL 101 American Sign Language (4)**

American Sign Language is offered for students interested in learning basic ASL linguistic structure, vocabulary, and conversational strategies and understanding deaf culture. Classes meet three hours weekly, with two hours' outside activity. *Meets general studies requirement for University Skills; two semesters of the same language required.*

### **ASL 102 American Sign Language II (4)**

This is the second semester course of American Sign Language in a sequence that continues the study of structure, vocabulary, and conversational strategies of ASL as it is used within deaf culture. *Meets general studies requirement for University Skills, two semesters of the same language required. Prerequisite:* ASL 101 or equivalent or instructor approval (proficiency determined by instructor-administered assessment)

### **CHIN 101 Elementary Chinese I (4)**

This two-course sequence emphasizes practical Chinese communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of the Chinese language within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet three hours weekly, with two hours' outside activity. *Meets general studies requirement for University Skills; two semesters of the same language required.*

### **CHIN 102 Elementary Chinese II (4)**

This course is a continuation of CHIN 101. *Meets general studies requirement for University Skills; two semesters of the same language required. Prerequisites:* CHIN 101, or department approval

### **FREN 101 Elementary French I (4)**

This two-course sequence emphasizes practical French communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of French within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet three hours weekly, with two hours' outside activity. *Meets general studies requirement for University Skills; two semesters of the same language required.*

### **FREN 102 Elementary French II (4)**

This course is a continuation of FREN 101. *Meets general studies requirement for University Skills; two semesters of the same language required. Prerequisites:* FREN 101, or department approval

### **FREN 201 Intermediate French I (3)**

This two-course sequence is a continuation of FREN 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites:* FREN 101/102, or an appropriate French CLEP Exam score, or department approval

### **FREN 202 Intermediate French II (3)**

This course is a continuation of FREN 201. *Prerequisites:* FREN 201, or an appropriate French CLEP Exam score, or department approval

### **GERM 101 Elementary German I (4)**

This two-course sequence emphasizes practical German communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of German within a framework designed to develop basic listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet three hours weekly, with two hours' outside activity. *Meets the general studies requirement for University Skills; two semesters of the same language required.*

**GERM 102 Elementary German II (4)**

This course is a continuation of GERM 101. *Meets general studies requirement for University Skills; two semesters of the same language required. Prerequisites: GERM 101, or department approval*

**GERM 201 Intermediate German I (3)**

This two-course sequence is a continuation of GERM 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: GERM 101/102, an appropriate German CLEP Exam score, or department approval*

**GERM 202 Intermediate German II (3)**

This course is a continuation of GERM 201. *Prerequisites: GERM 201, or an appropriate German CLEP Exam score, or department approval*

**JAPA 101 Elementary Japanese I (4)**

This two-course sequence emphasizes practical Japanese communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of Japanese within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet three hours weekly, with two hours' outside activity. *Meets general studies requirement for University Skills; two semesters of the same language required.*

**JAPA 102 Elementary Japanese II (4)**

This course is a continuation of JAPA 101. *Meets general studies requirement for University Skills; two semesters of the same language required. Prerequisites: JAPA 101, or department approval*

**MODL 101 Modern Language I (4)**

This is the first of a two-course sequence that addresses the pronunciation, intonation, and structure of the language within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of the culture supplement the language study. Initial language options are (but not limited to) Russian, Italian, Korean, or Portuguese. It is the department's intention to offer at least one of these languages each year. Classes meet three hours weekly with two hours' outside activity. *Meets general studies requirement for University Skills; two semesters of the same language required.*

**MODL 102 Modern Language II (4)**

This is the second of a two-course sequence that addresses the pronunciation, intonation, and structure of the language within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of the culture supplement the language study. Initial language options are (but not limited to) Russian, Italian, Korean or Portuguese. It is the department's intention to offer at least one of these languages each year. Classes meet three hours weekly with two hours' outside activity. *Meets general studies requirement for University Skills. Prerequisite: MODL 101 of the same language*

**MODL 250 Self-Directed Language Study (1-3)**

This is the first semester of a self-directed language study course, which requires dedicated individual effort on the part of the student, as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required. *Prerequisites: Completed general studies language requirement and junior/senior standing or instructor approval*

**MODL 251 Self-Directed Language Study II (1-3)**

This is the second semester of a self-directed language study course, which requires dedicated individual effort on the part of the student, as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required. *Prerequisites: Completed general studies language requirement, MODL 250 (in the same language), and junior/senior standing or instructor approval*

**Teacher Education**

**TEP 518 Methods of Teaching Reading and Writing, 7-12 (3)**

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for student in English Language Arts and the Reading/Language Arts Framework. Students study explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies and methods of guiding and developing the content-based reading and writing abilities of all students. Including students with varied reading levels and language backgrounds. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 508 and TEP 568A*

**TEP 528 Teaching Strategies, 7-12 (3)**

Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 558 and TEP 568B*

**TEP 548 Curriculum Planning and Assessment, 7-12 (3)**

The assessment, content, and methods of secondary education are examined. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 578A and TEP 588*

**TEP 558 Methods of Teaching English Language Learners, 7-12 (3)**

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single-subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 528 and TEP 568B*

**TEP 568A Field Experience I, 7-12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 508 and TEP 518*

**TEP 568B Field Experience II, 7-12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single-Subject Credential Program and TEP 568A; corequisites: TEP 528 and TEP 558*

**TEP 578A Student Teaching I, 7-12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: admission to Single-Subject Credential Program; student must submit application and be cleared prior to student teaching; corequisites: TEP 548 and TEP 588*

## MODERN LANGUAGES

### **TEP 578B Student Teaching II, 7-12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: admission to Single-Subject Credential Program and TEP 578A; corequisites: EDUC 405 and EDUC 504*

### **TEP 588 Student Teaching Seminar, 7-12 (3)**

The purpose of the seminar is to discuss problems common to student teachers in 7-12 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisites: Students must be admitted to the Teacher Education and Single-Subject Credential programs. A school placement for student teaching is required for enrollment. This course is offered for students who have applied and have been cleared for student teaching prior to the beginning of this class. Corequisites for Single-Subject Credential students: TEP 548 and TEP 578A*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Psychology

## Faculty

Chair and Professor: Brian Eck, Ph.D.

Professors: Stephanie Juillerat, Ph.D.; Thomas Malcolm, Ph.D.

Associate Professors: Curtis C. Hsia, Ph.D.; Alan Oda, Ph.D.; Charity Plaxton-Hennings, Psy.D., M.P.H., P.P.S.

Assistant Professors: Stephen S. Lambert, M.Div., M.S., M.F.T.; Loren Martin, Ph.D.; Annie Tsai, Ph.D.

## Mission

The Department of Psychology at Azusa Pacific University is a community of Christian scholars, who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that students develop their potential and are prepared for where God is leading them to serve.

## Department Overview

The Department of Psychology at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful.

In their study of psychology, students are encouraged to engage in personal exploration and development within the spirit of community. Students gain a greater awareness of their strengths, skills, and areas for personal, intellectual, and spiritual growth.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of post-baccalaureate work in psychology and related disciplines, and helping students discuss and reflect upon the relationship of psychology and their Christian faith.

Programs and activities associated with psychology are planned by the faculty, Psi Chi, and the Psychology Club at various times during the year. These activities include field trips, the monthly meeting of the Christian Association for Psychological Studies, in which students interact with area Christian psychology professionals, as well as informal gatherings where psychology majors receive support and information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

## Career Opportunities

Graduates with a bachelor's degree in psychology have a foundational background for a broad variety of careers in business and human services. These include entry-level jobs in mental health and community service agencies or human resources. For advanced work such as testing, counseling, or consulting, a master's degree is generally the minimum requirement. Psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in educational, developmental, child, family, health, sports, industrial/organizational, ministry, and experimental psychology. They may also pursue licensure as clinical, counseling, school psychologists, and marriage and family therapists. For students interested in earning an advanced degree, Azusa Pacific University offers a Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy, and a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology.

## Requirements for the Psychology Major

**49-63 units**

The core requirements of the psychology major provide students with a grounding in the primary areas of the discipline and an understanding of the basics of human behavior.

Students must maintain a C- grade in all courses required for the major or the minor. Students must achieve an average GPA of 2.5 in the courses counted for the psychology major or minor.

### Core Requirements

**31 units**

#### Understanding the field of psychology

|          |                       |   |
|----------|-----------------------|---|
| PSYC 110 | General Psychology*   | 3 |
| PSYC 340 | History of Psychology | 3 |

#### Understanding human behavior

|          |                                 |   |
|----------|---------------------------------|---|
| PSYC 225 | Personal and Social Adjustment* | 3 |
| PSYC 290 | Human Growth and Development*   | 3 |
| PSYC 360 | Abnormal Psychology             | 3 |
| PSYC 380 | Psychology of Personality       | 3 |
| PSYC 400 | Cross-Cultural Psychology*      | 3 |
| PSYC 425 | Social Psychology               | 3 |

#### Understanding the basics of psychological research

|          |                                 |   |
|----------|---------------------------------|---|
| PSYC 299 | Applied Statistics              | 3 |
| PSYC 362 | Research Methods in Psychology* | 4 |

\*Meets a general studies requirement.

## Requirements for Psychology Concentrations 18-32 units

Beyond core requirements, students complete the major requirements by choosing a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in psychology. Concentrations should be declared in the spring semester of the sophomore year.

The department offers eight concentrations to assist students in preparing for careers in psychology.

Students seeking further information on careers which correspond to the concentrations offered by the department should contact the appropriate division of the American Psychological Association (APA). The division identified with each concentration represents professionals working in that sub-specialty of the field of psychology.

# PSYCHOLOGY

## Child Life

Division 54, Society of Pediatric Psychology

## Counseling Psychology

Division 12, Society of Clinical Psychology

Division 17, Counseling Psychology

Division 29, Psychotherapy

## Family and Child

Division 43, Family Psychology

## Health Psychology

Division 38, Health Psychology

## Industrial/Organizational Psychology

Division 14, Society for Industrial and Organizational Psychology

## Psychology and Ministry

Division 36, Psychology of Religion

## Psychological Sciences

Division 3, Experimental Psychology

## Sports Psychology

Division 49, Exercise and Sport Psychology

## Child Life Specialist Concentration 32 units

The Child Life Specialist program offers a unique approach by which students receive a solid theoretical and experiential background in the psychological sciences which prepares them not only for the Child Life Specialist Exam, but also for further graduate study in child life or other areas of the behavioral sciences. Students in the Child Life Program have good preparation both academically and clinically for work in child life. Students receive cross-disciplinary instruction from specialists in recreational, art, play, family, and child therapies. Child life students will also be prepared to work in a variety of settings including early childhood education, child development centers, and special education settings.

### Required General Studies Requirements

|      |     |                       |   |
|------|-----|-----------------------|---|
| ENGL | 434 | Children's Literature | 3 |
|------|-----|-----------------------|---|

Select one of the following:

|      |          |                         |   |
|------|----------|-------------------------|---|
| BIOL | 101/101L | Fundamentals of Biology | 4 |
|------|----------|-------------------------|---|

|      |          |                 |   |
|------|----------|-----------------|---|
| BIOL | 151/151L | General Biology | 4 |
|------|----------|-----------------|---|

### Recommended General Studies Foreign Language Requirement

It is recommended that the Child Life Specialist Student take Spanish or American Sign Language. These two options best meet the needs of children in this geographic region.

### Required Psychology Courses 25 units

|      |     |  |   |
|------|-----|--|---|
| PSYC | 345 | Child and Adolescent Psychology  | 3 |
| PSYC | 385 | Health Psychology  | 3 |
| PSYC | 430 | Intervention Strategies for Children   | 3 |
| PSYC | 432 | Recreational Play and Psychosocial Interventions for the Ill and Injured Child | 3 |
| PSYC | 445 | Psychology of Family   | 3 |
| PSYC | 450 | Counseling   | 3 |
| PSYC | 455 | Behavioral Science Practicum-Child Life Specialist                             | 3 |
| PSYC | 485 | Stress and Coping  | 3 |
| PSYC | 494 | Professional Studies in Child Life   | 1 |

### Recommended Courses

|      |     |                                    |   |
|------|-----|------------------------------------|---|
| AT   | 160 | Acute Care of Injury and Illness   | 2 |
| BIOL | 115 | Anatomy and Physiology             | 4 |
| PSYC | 440 | Psychology of Religion*            | 3 |
| SOCW | 351 | Child Welfare                      | 3 |
| UNRS | 380 | Transcultural Health Care Outreach | 2 |

\*Meets General Studies upper-division general studies elective.

## Counseling Psychology Concentration 18 units

The counseling psychology concentration is directed toward students who have an interest in developing a background in foundational counseling theories, skills, and methods. This concentration prepares students for advanced study leading to positions in clinical or counseling psychology, social agencies, or church-based counseling ministries.

### Required Courses 18 units

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| PSYC | 415 | Group Process                         | 3 |
| PSYC | 445 | Psychology of Family                  | 3 |
| PSYC | 450 | Counseling                            | 3 |
| PSYC | 480 | Psychological Testing and Measurement | 3 |

Select one of the following:

|      |     |                              |   |
|------|-----|------------------------------|---|
| PSYC | 455 | Behavioral Science Practicum | 3 |
| PSYC | 475 | Research Methods Practicum   | 3 |

Select one of the following:

|      |     |                        |   |
|------|-----|------------------------|---|
| PSYC | 390 | Cognition              | 3 |
| PSYC | 405 | Psychology of Learning | 3 |

### Recommended Courses

|      |     |  |   |
|------|-----|--|---|
| COMM | 420 | Conflict Management*                             | 3 |
| PSYC | 430 | Intervention Strategies for Children             | 3 |
| PSYC | 435 | Psychology and Christianity: Integration Seminar | 3 |
| PSYC | 440 | Psychology of Religion*                          | 3 |
| PSYC | 460 | Behavior Science Practicum II                    | 3 |
| PSYC | 485 | Stress and Coping                                | 3 |
| SOC  | 358 | Human Diversity*                                 | 3 |

\*Meets a general studies requirement.

## Family and Child Concentration 18 units

The family and child concentration provides background in the process of child and family development and the related issues of prevention and treatment. This concentration is directed toward students who are preparing for bachelor's-level work with children and families and/or graduate study.

### Required Courses 18 units

|      |     |  |   |
|------|-----|--|---|
| PSYC | 345 | Psychology of Child and Adolescent Development | 3 |
| PSYC | 355 | Psychology of Adult Development                | 3 |
| PSYC | 410 | Psychology of the Exceptional Child            | 3 |
| PSYC | 445 | Psychology of Family                           | 3 |

Select one of the following:

|      |     |                              |   |
|------|-----|------------------------------|---|
| PSYC | 455 | Behavioral Science Practicum | 3 |
| PSYC | 475 | Research Methods Practicum   | 3 |

Select one of the following:

|      |     |                                      |   |
|------|-----|--------------------------------------|---|
| PSYC | 430 | Intervention Strategies for Children | 3 |
| PSYC | 450 | Counseling                           | 3 |

### Recommended Courses

|      |     |  |   |
|------|-----|--|---|
| ENGL | 434 | Children's Literature*                           | 3 |
| PSYC | 355 | Adult Development                                | 3 |
| PSYC | 390 | Cognition  | 3 |
| PSYC | 440 | Psychology of Religion*                          | 3 |
| PSYC | 462 | Advanced Research and Statistical Methods        | 3 |
| PSYC | 470 | Physiological Psychology                         | 3 |
| SOC  | 230 | Comparative Family Systems*                      | 3 |
| SOC  | 358 | Human Diversity*                                 | 3 |
| SOCW | 310 | Human Behavior and the Social Environment I*/**  | 3 |
| SOCW | 311 | Human Behavior and the Social Environment II*/** | 3 |

\*Meets a general studies requirement.

\*\*Both classes must be taken to fulfill general studies requirements.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### General Psychology Concentration 18 units

The general psychology concentration is directed toward students who desire training in the field of psychology, but because of their unique career interests, goals, or life needs, are best served by selecting courses throughout the concentrations.

#### Required Courses 18 units

Any six upper-division electives offered by the department that are not part of the core requirement

### Health Psychology Concentration 18 units

The health psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves understanding the psychological aspects related to promoting health behavior and how psychological principles can be applied to the treatment and prevention of illness.

#### Required Courses 18 units

|      |     |                          |   |
|------|-----|--------------------------|---|
| PSYC | 385 | Health Psychology        | 3 |
| PSYC | 450 | Counseling               | 3 |
| PSYC | 470 | Physiological Psychology | 3 |
| PSYC | 485 | Stress and Coping        | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| PSYC | 345 | Psychology of Child and Adolescent Development | 3 |
| PSYC | 355 | Psychology of Adult Development                | 3 |

Select one of the following:

|      |     |                        |   |
|------|-----|------------------------|---|
| PSYC | 390 | Cognition              | 3 |
| PSYC | 405 | Psychology of Learning | 3 |

#### Recommended Courses

|      |     |   |   |
|------|-----|---|---|
| BIOL | 115 | Anatomy and Physiology                  | 4 |
| BIOL | 326 | Neurobiology                            | 4 |
| BIOL | 330 | Gender Differences*                     | 3 |
| PSYC | 440 | Psychology of Religion*                 | 3 |
| PSYC | 455 | Behavioral Science Practicum            | 3 |
| PSYC | 475 | Research Methods Practicum              | 3 |
| PSYC | 480 | Psychological Testing and Measurements  | 3 |
| SOCW | 415 | Addictions: Assessment and Intervention | 3 |

### Industrial/Organizational Psychology Concentration 18 units

The industrial/organizational psychology concentration is directed toward students who have an interest in applying the knowledge and methods of psychology to business and organizational settings.

#### Required Courses 18 units

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| PSYC | 355 | Psychology of Adult Development       | 3 |
| PSYC | 370 | Industrial/Organizational Psychology  | 3 |
| PSYC | 415 | Group Process                         | 3 |
| PSYC | 480 | Psychological Testing and Measurement | 3 |

Two of the following:

|      |     |  |   |
|------|-----|--|---|
| BUSI | 445 | Human Resource Development               | 3 |
| BUSI | 448 | Organization and Administrative Behavior | 3 |
| MKTG | 362 | Consumer Behavior*                       | 3 |

#### Recommended Courses

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| BUSI | 360 | Principles of Marketing               | 3 |
| COMM | 200 | Understanding Mass Communication      | 3 |
| COMM | 425 | Interpersonal Communication Processes | 3 |
| COMM | 330 | Small-Group Communication*            | 3 |
| GLBL | 310 | Intercultural Communication*          | 3 |
| PSYC | 455 | Behavioral Science Practicum I        | 3 |
| PSYC | 475 | Research Methods Practicum            | 3 |

\*Meets a general studies requirement.

### Psychology and Ministry Concentration 18 units

The psychology and ministry concentration is directed toward students who are interested in applying the methods and principles of psychology to church- and ministry-related settings.

#### Required Courses 18 units

|      |     |  |   |
|------|-----|--|---|
| PSYC | 435 | Psychology and Christianity: Integration Seminar | 3 |
| PSYC | 440 | Psychology of Religion*                          | 3 |
| PSYC | 445 | Psychology of the Family                         | 3 |

Select one of the following:

|      |     |               |   |
|------|-----|---------------|---|
| PSYC | 415 | Group Process | 3 |
| PSYC | 450 | Counseling    | 3 |

Two of the following:

|      |     |   |   |
|------|-----|---|---|
| CMIN | 336 | Family Development and Ministry           | 3 |
| CMIN | 428 | Church and Society                        | 3 |
| CMIN | 466 | Adult Development and Spiritual Formation | 3 |

— or —

Two courses in psychology from the Focus on the Family Institute

#### Recommended Courses

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| COMM | 320 | Interpersonal Communication     | 3 |
| COMM | 330 | Small-Group Communication*      | 3 |
| PHIL | 340 | Concepts of Human Nature*       | 3 |
| THEO | 363 | Contemporary Christian Thought* | 3 |
| THEO | 422 | Individual and Society          | 3 |

\*Meets a general studies requirement.

### Psychological Sciences Concentration 18 units

The psychological sciences concentration is directed toward students who have an interest in pursuing doctoral studies in psychology. Students develop the skills and background necessary for producing and evaluating psychological research and applying research methodologies.

#### Required Courses 18 units

|      |     |   |   |
|------|-----|---|---|
| PSYC | 462 | Advanced Research and Statistical Methods | 3 |
| PSYC | 475 | Research Methods Practicum                | 3 |
| PSYC | 480 | Psychological Testing and Measurement     | 3 |

Any 3 of the following 5 courses

|      |     |  |   |
|------|-----|--|---|
| PSYC | 345 | Psychology of Child and Adolescent Development | 3 |
| PSYC | 385 | Health Psychology                              | 3 |
| PSYC | 390 | Cognition                                      | 3 |
| PSYC | 405 | Psychology of Learning                         | 3 |
| PSYC | 470 | Physiological Psychology                       | 3 |

#### Recommended Courses

|      |     |  |   |
|------|-----|--|---|
| PSYC | 440 | Psychology of Religion*                          | 3 |
| PSYC | 355 | Psychology of Adult Development                  | 3 |
| PSYC | 435 | Psychology and Christianity: Integration Seminar | 3 |

\*Meets a general studies requirement.

### Sports Psychology Concentration 18 units

The sports psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves the study and understanding of the psychological factors associated with performance in sports and other types of physical activity.

#### Required Courses 6 courses

|      |     |                   |   |
|------|-----|-------------------|---|
| PSYC | 330 | Sports Psychology | 3 |
| PSYC | 385 | Health Psychology | 3 |
| PSYC | 415 | Group Process     | 3 |
| PSYC | 450 | Counseling        | 3 |
| PSYC | 485 | Stress and Coping | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| PSYC | 345 | Psychology of Child and Adolescent Development | 3 |
| PSYC | 355 | Psychology of Adult Development                | 3 |



## PSYCHOLOGY

### Recommended Courses

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| BIOL | 115 | Anatomy and Physiology                | 4 |
| BIOL | 330 | Gender Differences*                   | 3 |
| PE   | 325 | Motor Development and Learning        | 3 |
| PE   | 363 | Physiology of Exercise                | 3 |
| PE   | 364 | Kinesiology                           | 3 |
| PE   | 406 | Sociology of Sport                    | 3 |
| PE   | 474 | Practicum in Coaching                 | 2 |
| PSYC | 480 | Psychological Testing and Measurement | 3 |

\*Meets a general studies requirement.

### Requirements for the Psychology Minor

**21 units**

|      |     |   |   |
|------|-----|---|---|
| PSYC | 110 | General Psychology*                     | 3 |
| PSYC | 225 | Personal and Social Adjustment*         | 3 |
| PSYC | 290 | Human Growth and Development*           | 3 |
| PSYC | 360 | Abnormal Psychology                     | 3 |
| PSYC | 380 | Psychology of Personality               | 3 |
|      |     | Two upper-division psychology electives | 6 |

\*Meets a general studies requirement.

### Course Descriptions

#### Psychology

#### PSYC 110 General Psychology (3)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies core requirement for Identity and Relationships.*

#### PSYC 225 Personal and Social Adjustment (3)

Students become familiar with the concept of the "fully functioning individual" and some of the ways of attaining and maintaining such a level of functioning. Facilitation of personal growth through self-awareness and interpersonal relationships are the major emphasis of this course. The course is recommended to students who wish to understand more fully their own psychological functioning. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies core requirement for Identity and Relationships.*

#### PSYC 290 Human Growth and Development (3)

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets general studies core requirement for Identity and Relationships.*

#### PSYC 299 Applied Statistics (3)

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: MATH 110 or equivalent*

#### PSYC 330 Sports Psychology (3)

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Emphasis is on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

#### PSYC 340 History of Psychology (3)

The historical growth of psychological science is surveyed. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 345 Psychology of Child and Adolescent Development (3)

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors are reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, cognitive, and moral aspects of development are examined. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 355 Psychology of Adult Development (3)

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects are examined. The emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 360 Abnormal Psychology (3)

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 362 Research Methods in Psychology (4)

Students engage in a comprehensive overview of both quantitative and qualitative research methods used in psychological research, along with an understanding of the ethical considerations and other challenges involved in good research design. Students also engage in an original research project and learn to write utilizing the style adopted by the American Psychological Association. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies upper-division writing intensive course requirement. Prerequisites: PSYC 110 and PSYC 350*

#### PSYC 370 Industrial/Organizational Psychology (3)

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 380 Psychology of Personality (3)**

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 385 Health Psychology (3)**

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 290, and one biology course*

**PSYC 390 Cognition (3)**

This course provides students with an overview of issues in cognitive psychology. Theories and research concerning perception, memory, and other higher-order mental processes such as imagery, general knowledge, language, problem solving and creativity, concept formation, logical reasoning, and decision making are discussed. Many of these topics are viewed from a developmental perspective in order to understand the genesis and progress of different cognitive skills. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 400 Cross-Cultural Psychology (3)**

This course presents major psychological theories and practices from a multicultural perspective, emphasizing shared components across cultures. A historical overview of different minority groups in the United States and how these people groups have adjusted and adapted to new cultures is presented. Culturally bound syndromes as well as cultural-specific approaches to clinical disorders are examined. This course is designed to help individuals begin to understand the need for issues of being culturally competent in working with individuals from diverse backgrounds. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 405 Psychology of Learning (3)**

This course examines several major theories and research in the psychology of learning. How learning theories have developed historically and how learning principles apply to psychological problems are also explored. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 410 Psychology of Exceptional Children (3)**

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 415 Group Process (3)**

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 425 Social Psychology (3)**

The relationships between social interaction processes and individual behavior are studied. The course familiarizes the student with a variety of perspectives on social behavior, encourages the student to become a careful observer of social interaction through systematic research, and examines the implications of sociopsychological theory and research for present and future changes in the structure of human relationships. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 430 Intervention Strategies with Children (3)**

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and educational needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 290, PSYC 345, and PSYC 410*

**PSYC 432 Recreational and Psychosocial Interventions for the Ill and Injured Child (3)**

This is a core course in the Child Life Specialist curriculum. Course content includes a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or children with disabilities. Students will understand various intervention techniques using developmental play, music, art, dance, and other forms of recreation. Students gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team. *Prerequisites: PSYC 110, PSYC 290, PSYC 385, and instructor permission*

**PSYC 435 Psychology and Christianity: Integration Seminar (3)**

This class makes explicit what each psychology class at Azusa Pacific does implicitly: integrate the discipline of psychology with the Christian faith. It examines the theoretical and theological issues involved in this process and then probes specific areas within the field of psychology. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 440 Psychology of Religion (3)**

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the requirement for general studies upper-division elective in Identity and Relationships. Prerequisite: PSYC 110*

**PSYC 445 Psychology of the Family (3)**

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and the exploration of several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 450 Counseling (3)**

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and junior or senior standing, PSYC 290, and PSYC 380*

**PSYC 452 Cognitive Behavioral Therapy (3)**

This course focuses on teaching junior and senior students an understanding of both behavioral therapy (BT) and cognitive behavioral therapy (CBT). While students study the theoretical framework of BT and CBT, they learn how to apply specific cognitive and behavioral skills in myriad settings including nursing, physical education, psychology, and education. *Prerequisites: PSYC 110 and PSYC 405*

## PSYCHOLOGY

### **PSYC 455 Behavioral Science Practicum I (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### **PSYC 460 Behavioral Science Practicum II (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 455*

### **PSYC 462 Advanced Research and Statistical Methods (3)**

The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 350, and PSYC 362*

### **PSYC 465 Advanced General Psychology (3)**

This course is designed for the student interested in graduate study. It integrates the theories and concepts presented in the various undergraduate psychology courses and enables the student to achieve an eclectic understanding of psychology. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### **PSYC 470 Physiological Psychology (3)**

The course examines the physiological basis of human behavior. The goal is to assess the role of sensation, central, peripheral nervous system functions, and glandular and muscular responses in the total organization of behavior. It includes an overview of current theory and research regarding psychophysical events. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, and BIOL 101 or BIOL 151*

### **PSYC 475 Research Methods Practicum (3)**

This course gives students an opportunity to improve and expand upon their research skills and to conduct research of personal and professional interest. It provides an opportunity to integrate knowledge, skills, and interests in order to conduct a comprehensive research project. Successful completion of the course results in an APA-style paper and submission of a paper or poster presentation to a professional organization or in a professional setting. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. *Prerequisites: PSYC 350, PSYC 362, and junior or senior standing*

### **PSYC 480 Psychological Testing and Measurement (3)**

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. The course is offered to juniors, seniors, and graduate students only. Prerequisites: PSYC 110, PSYC 350, and junior or senior standing; a materials fee applies*

### **PSYC 485 Stress and Coping (3)**

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomatology. Students gain an understanding of basic stress management and coping techniques and their clinical applications. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### **PSYC 494 Professional Studies in Child Life (1)**

This course aids students in gaining a broad understanding of the field of child life and assists them in attaining knowledge regarding subspecialties within the field. The readings in this course meet the recommended reading list formulated by the National Child Life Council for students seeking certification as child life specialists. This course exposes the student to knowledge necessary for successful completion of the National Certification Test in the area of child life specialist. Students in this course may be asked to share personal information. *Prerequisites: PSYC 110, PSYC 290, and instructor's permission*

### **PSYC 495 Special Topics in Psychology (3)**

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change. *Prerequisites: PSYC 110; other courses may serve as prerequisites depending on the topic.*

### **PSYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisite: PSYC 110, PSYC 290, and junior or senior standing*

### **PSYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisites: PSYC 110 and junior or senior standing*

### **PSYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; junior or senior standing, PSYC 110*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Theater, Film, and Television

## Faculty

Chair and Associate Professor: Bart McHenry, MFA

Professors: Monica Ganas, Ph.D.; John R. Hamilton, Ph.D.

Associate Professor: Thom Parham, Ph.D.

Assistant Professors: Warren G. Koch, Ph.D.; Phil Nash, M.A.; Rachel Tracie, Ph.D.

Lecturers: Jill Brennan-Lincoln, M.A.; Jack Gilbert, M.A.; Nikki Hevesy, MFA; Christopher Manus, MFA; Brian Mercer, B.A.; Barbara Nicolosi, M.A.; MaryAnn Rachford, M.A.; Jennifer Wilcove, M.A.

## Mission

The Department of Theater, Film, and Television prepares students for involvement in communicative media industries, graduate or professional schools, and ministries by integrating a Christian world view into the study, training, and analysis of theater, film, and television.

## Goals

The Department of Theater, Film, and Television prepares students who can:

1. Apply the basic concepts of their undergraduate education and research to their life's work.
2. Understand the moral and ethical implications of the artist's responsibilities in the construction of communicative media.
3. Articulate and demonstrate an understanding of the dynamic and fruitful tension between a vibrant and foundational Christian faith and the challenges to be faced in the creation and development of creative and analytical work.
4. Define, defend, discuss, and analyze the complex ethical, social, philosophical, and moral issues endemic to the entertainment and communication industries, with insight, intelligence, humility, and spiritual discernment.
5. Demonstrate in writing and discussion a familiarity with and understanding of the history, theory, aesthetic philosophy, and cultural impact of theater, cinema, television, and broadcast arts, as well as insight into the events, issues, and perspectives that are the working knowledge of academics and professionals in the field.
6. Give evidence of a depth of knowledge and a breadth of familiarity with the literature of the field, as well as the ability to examine, evaluate, and discuss, clearly and cogently, ideas and concepts contained in that literature.

7. Explore, articulate, document, and demonstrate an understanding of the creative process.
8. Initiate and participate in all the steps of the creative process studied in their chosen major.

## Career Opportunities

To enhance their career opportunities, students must complete a three-unit internship or capstone project prior to graduation. Graduates enter professions in the fields of media, broadcasting, television, film production, theater production, education, communications, ministry, performance, consulting, and sales. Many go on to graduate or professional school.

## Department Overview

The Department of Theater, Film, and Television offers two distinct majors: a Bachelor of Arts in Cinema and Broadcast Arts (CBA) and a Bachelor of Arts in Theater Arts (THTR). The cinema and broadcast arts major offers the choice of a track in narrative film, broadcast journalism, or media ministry. The theater arts major is constructed by students with their academic advisor by choosing courses from a list of performance courses, theory and criticism courses, and applied theater courses. This enables the student to tailor the major to a particular career in theater including: directing, technical theater, dramaturgy, acting, or musical theater.

Additionally, students from other majors can earn a minor in theater arts which offers an overview of performance, production, and literary courses. A minor in Cinema and Broadcast Arts is also offered.

The department produces nine faculty-directed main stage theater productions annually and several smaller student-directed productions in the studio theater. Additionally, several off-campus performance opportunities exist including: **Azusa Renaissance**, a community outreach program bringing theater to the city of Azusa; the **Azusa Pacific Players**, a traveling drama ministry team performing at more than 20 venues each year; and the **Senior Hollywood Showcase**, introducing select members of the graduating class to the Hollywood industry.

The department also boasts a thriving alumni company, **Marmac Repertory Theater Company**, providing internships and performance opportunities for students alongside theater professionals.

The department co-sponsors several student films annually, and has a history of films achieving nationwide collegiate acclaim.

The department hosts two major film events each year: the **APU Film Premier Night** and the **Faith and Media Arts Festival**, a symposium of industry professionals, alumni, and students. This event includes **Iron Sharpens Iron**, a screening of films from local CCCU schools.

The department also produces a television program utilizing writers, actors, and technicians to create the Interdisciplinary Sitcom Workshop, as well as a satirical news television broadcast. Additionally, there exists a thriving Azusa Film Society which creates student films and hosts the very popular annual 48-Hour Film Festival.

To graduate as department majors, students must maintain a minimum 2.0 grade-point average in their major courses.

## THEATER, FILM, AND TELEVISION

### Requirements for the Cinema and Broadcast Arts Major

#### Narrative Cinema Track 45 Units Requirements

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| COMM | 200 | Mass Communication                    | 3 |
| TFT  | 101 | Christianity and the Creative Process | 3 |
| TFT  | 260 | Film and Video Production             | 4 |
| TFT  | 341 | Media Criticism and Theory            | 3 |
| TFT  | 360 | Producing and Production Management   | 3 |
| TFT  | 461 | Motion Picture Production I           | 4 |
| TFT  | 462 | Motion Picture Production II          | 4 |
| TFT  | 499 | Capstone Project                      | 3 |

Select one of the following:

|      |     |                       |   |
|------|-----|-----------------------|---|
| COMM | 112 | Oral Interpretation   | 3 |
| TFT  | 113 | Acting Fundamentals   | 3 |
| TFT  | 220 | Broadcast Performance | 3 |

Select one of the following:

|     |     |  |   |
|-----|-----|--|---|
| TFT | 275 | History of Broadcasting and Electronic Media | 3 |
| TFT | 285 | History of Film                              | 3 |

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| ENGL | 211 | Introduction to Film | 3 |
| ENGL | 311 | Film and Literature  | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| COMM | 375 | Writing for Television, Radio, and Film (Dramatic) | 3 |
| ENGL | 303 | Creative Writing: Drama and Film                   | 3 |

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| COMM | 302 | Rhetorical Theory    | 3 |
| COMM | 303 | Communication Theory | 3 |

#### Electives 3 units

Any COMM or TFT course

Students may take courses approved by theater, film, and television advisor. Department suggests students consider visual courses from art, film courses from English, and advertising/marketing courses from business.

#### Documentary/Broadcast Journalism Track 46 units Requirements

|      |     |  |   |
|------|-----|--|---|
| COMM | 200 | Mass Communication                           | 3 |
| COMM | 300 | Research Methods in Communication            | 3 |
| COMM | 376 | Broadcast Journalism                         | 3 |
| JOUR | 210 | Introduction to Journalism                   | 3 |
| JOUR | 305 | Media Law and Ethics                         | 3 |
| TFT  | 101 | Christianity and the Creative Process        | 3 |
| TFT  | 260 | Film and Video Production                    | 4 |
| TFT  | 261 | Radio and Sound Production                   | 3 |
| TFT  | 275 | History of Broadcasting and Electronic Media | 3 |
| TFT  | 388 | Documentary Film                             | 3 |
| TFT  | 499 | Capstone Project                             | 3 |

Select one of the following:

|      |     |                       |   |
|------|-----|-----------------------|---|
| COMM | 112 | Oral Interpretation   | 3 |
| TFT  | 113 | Acting Fundamentals   | 3 |
| TFT  | 220 | Broadcast Performance | 3 |

Select one of the following:

|      |     |                      |   |
|------|-----|----------------------|---|
| COMM | 302 | Rhetorical Theory    | 3 |
| COMM | 303 | Communication Theory | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| COMM | 414 | Student Broadcast Workshop (radio or TV section) | 3 |
| COMM | 415 | Student Publication Workshop                     | 3 |
| COMM | 475 | Media Ministries                                 | 3 |

#### Electives 3 units

Any COMM or TFT course

Students may take courses approved by theater, film, and television advisor. Department suggests students consider visual courses from art, film courses from English, and advertising/marketing courses from business.

#### Media Ministry Track 45-46 units Requirements

|      |     |  |   |
|------|-----|--|---|
| COMM | 200 | Mass Communication                               | 3 |
| COMM | 376 | Broadcast Journalism                             | 3 |
| COMM | 414 | Student Broadcast Workshop (radio or TV section) | 3 |
| JOUR | 210 | Introduction to Journalism                       | 3 |
| TFT  | 101 | Christianity and the Creative Process            | 3 |
| TFT  | 260 | Film and Video Production                        | 4 |
| TFT  | 261 | Radio and Sound Production                       | 3 |
| TFT  | 341 | Media Criticism and Theory                       | 3 |
| TFT  | 360 | Producing and Production Management              | 3 |
| TFT  | 475 | Media Ministries                                 | 3 |

Select one of the following:

|      |     |                       |   |
|------|-----|-----------------------|---|
| COMM | 112 | Oral Interpretation   | 3 |
| TFT  | 113 | Acting Fundamentals   | 3 |
| TFT  | 220 | Broadcast Performance | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| COMM | 375 | Writing for Radio, Television, and Film (Dramatic) | 3 |
| ENGL | 303 | Creative Writing: Drama and Film                   | 3 |

Select one of the following:

|     |     |  |   |
|-----|-----|--|---|
| TFT | 275 | History of Broadcasting and Electronic Media | 3 |
| TFT | 285 | History of Film                              | 3 |
| TFT | 325 | History of Theater                           | 3 |

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### Electives

Any COMM or TFT course

Students may take courses proposed by a student and approved by the CBA director.

|      |     |                                    |   |
|------|-----|------------------------------------|---|
| ART  | 120 | Computer Graphics                  | 3 |
| ART  | 382 | Web Design                         | 3 |
| ART  | 390 | Animation                          | 3 |
| ENGL | 211 | Introduction to Film               | 3 |
| ENGL | 301 | Creative Writing: Stage and Screen | 3 |
| ENGL | 311 | Film and Literature                | 3 |
| ENGL | 486 | Topics in Film Analysis            | 3 |
| MKTG | 361 | Marketing Communication            | 3 |

### Requirements for the CBA Production Minor

**24-26 units**

|     |     |                                       |   |
|-----|-----|---------------------------------------|---|
| TFT | 101 | Christianity and the Creative Process | 3 |
| TFT | 260 | Film and Video Production             | 4 |
| TFT | 261 | Radio and Sound Production            | 3 |
| TFT | 360 | Producing and Production Management   | 3 |
| TFT | 461 | Motion Picture Production I           | 4 |
| TFT | 462 | Motion Picture Production II          | 4 |

Select two (2) courses from the following to total at least 4 units:

|      |     |   |     |
|------|-----|---|-----|
| COMM | 375 | Writing for Television, Radio, and Film     | 3   |
| COMM | 376 | Broadcast Journalism                        | 3   |
| COMM | 414 | Student Broadcast Workshop (Radio or TV)    | 1-3 |
| TFT  | 388 | Documentary Film                            | 3   |
| TFT  | 475 | Media Ministries                            | 3   |
| TFT  | 495 | Special Topics in Cinema and Broadcast Arts | 3   |

### Requirements for the Theater Arts Major

**45 units**

#### Performance Courses

**15 units**

|     |     |                                   |   |
|-----|-----|-----------------------------------|---|
| TFT | 101 | Christianity and Creative Process | 3 |
| TFT | 113 | Acting Fundamentals               | 3 |

Select one of the following:

|     |     |                     |   |
|-----|-----|---------------------|---|
| TFT | 313 | Intermediate Acting | 3 |
| TFT | 423 | Directing           | 3 |

Select two of the following:

|      |          |  |   |
|------|----------|--|---|
| COMM | 375      | Writing for TV, Radio, and Film                        | 3 |
| MUS  | 118, 119 | Semi-Private Voice (extra fee involved)                | 3 |
| TFT  | 220      | Broadcast Performance                                  | 3 |
| TFT  | 313      | Intermediate Acting (if not previously taken as above) | 3 |
| TFT  | 340      | Mime Principles and Performance                        | 3 |
| TFT  | 413      | Advanced Acting*                                       | 3 |

\*TFT 413 may be repeated up to a maximum of 9 units, but each course must be taken with a different instructor or topic.

|      |     |  |   |
|------|-----|--|---|
| COMM | 495 | Special Topics                               | 3 |
| TFT  | 423 | Directing (if not previously taken as above) | 3 |
| TFT  | 440 | Musical Theater Workshop                     | 3 |

### Theory and Criticism Courses

**15 units**

|     |     |  |   |
|-----|-----|--|---|
| TFT | 325 | History of Theater to Restoration                                | 3 |
| TFT | 326 | History of Theater: Restoration to Present                       | 3 |
| TFT | 460 | Dramatic Theory and Criticism (Prerequisite: TFT 213 or TFT 293) | 3 |

Select one of the following:

|     |     |                         |   |
|-----|-----|-------------------------|---|
| TFT | 213 | Introduction to Theater | 3 |
| TFT | 293 | Theater Field Study     | 3 |

Select one of the following:

|      |     |                              |   |
|------|-----|------------------------------|---|
| COMM | 495 | Special Topics               | 3 |
| ENGL | 377 | Shakespeare                  | 3 |
| ENGL | 488 | Significant Authors          | 3 |
| TFT  | 435 | Acting Styles and Techniques | 3 |

### Applied Theater Courses

**15 units**

|     |     |                                      |   |
|-----|-----|--------------------------------------|---|
| TFT | 316 | Stage Craft (3 units, repeated once) | 6 |
| TFT | 499 | Capstone Project in Theater Arts     | 3 |

Select 3 units from the following:

|     |     |  |     |
|-----|-----|--|-----|
| TFT | 416 | Theater: Performance and Production        | 1-3 |
| TFT | 466 | Drama Ministry: Performance and Production | 1-3 |

Choice of 3 additional units from this list:

|      |     |                              |   |
|------|-----|------------------------------|---|
| COMM | 495 | Special Topics               | 3 |
| TFT  | 302 | Scenic Design                | 3 |
| TFT  | 355 | Theater Education, K-12      | 3 |
| TFT  | 365 | Civic Theater                | 3 |
| TFT  | 455 | Principles of Drama Ministry | 3 |

### Requirements for the Theater Arts Minor

**24 units**

|     |     |  |   |
|-----|-----|--|---|
| TFT | 113 | Acting Fundamentals                        | 3 |
| TFT | 316 | Stage Craft                                | 3 |
| TFT | 325 | History of Theater to the Restoration      | 3 |
| TFT | 326 | History of Theater: Restoration to Present | 3 |

Select one of the following:

|     |     |                         |   |
|-----|-----|-------------------------|---|
| TFT | 213 | Introduction to Theater | 3 |
| TFT | 293 | Theater Field Study     | 3 |

Select one of the following:

|     |     |                          |   |
|-----|-----|--------------------------|---|
| TFT | 313 | Intermediate Acting      | 3 |
| TFT | 440 | Musical Theater Workshop | 3 |

Select 3 units from the following:

|     |     |  |     |
|-----|-----|--|-----|
| TFT | 416 | Theater: Performance and Production        | 1-3 |
| TFT | 466 | Drama Ministry: Performance and Production | 1-3 |

Select one of the following

|     |     |                           |   |
|-----|-----|---------------------------|---|
| TFT | 355 | Theater Education, K-12   | 3 |
| TFT | 423 | Directing                 | 3 |
| TFT | 365 | Civic Theater             | 3 |
| TFT | 455 | Drama Ministry Principles | 3 |



## Course Descriptions

### Cinema and Broadcast Arts

#### TFT 101 Christianity and the Creative Process (3)

This is a study of theater, film, and broadcasting *vis-à-vis* Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development.

#### TFT 121/PE 121 Dance for the Theater (2)

This course teaches the skill of movement and dance as it relates to actors including proficiency in various styles of dance that are most common in musical theater, learning dance terminology necessary for a working actor, gaining flexibility and dexterity to enhance stage performance, understanding what is required at a professional theater audition, and moral issues pertaining to presenting theater dance to an audience. It also teaches fitness for life concepts through various dance and aerobic conditioning exercises. *Meets the general studies requirement for University Skills.*

#### TFT 220 Broadcast Performance (3)

This course trains students in the basic components of acting and performance for film, television, and radio. Special attention is given to the unique demands of these media and the preparation needed for clear, compelling communication within them. While not primarily focused on general acting and performance techniques, these are addressed and enhanced. *Prerequisite: CBA 260*

#### TFT 260 Film and Video Production (4)

Including studio and field production, the course work first focuses on developing basic technical competencies in camera operation, lighting techniques, and basic editing. Studio modules concentrate on live directing, talent coaching, and crew management. Field modules include electronic news gathering and single-camera film style narratives.

#### TFT 261 Radio and Sound Production (3)

This course provides basic instruction and practical experience in the preparation, direction, production, and editing of materials for radio and sound tracks. In addition to acquiring general knowledge and aptitude in these areas, students should develop a greater capacity for teamwork and relationships, planning skills, and the ability to operate under pressures and deadlines of media production, audience analysis, budgeting, audio techniques, talent use, and crew management.

#### TFT 275 History of Broadcasting and Electronic Media (3)

This course examines the issues and circumstances surrounding the development of the major electronic media: radio, television, cable, and Internet. Particular attention is paid to cultural shifts that took place as each new medium was introduced into society. The involvement of the Church and various religious leaders in the early stages of each medium's development is also considered.

#### TFT 285 History of Film (3)

The changes and developments in film are examined for their relationship to corresponding social contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, and business practices.

#### TFT 341 Media Criticism and Theory (3)

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist will be framed by a cultural studies approach giving an understanding of film as an expression of both art and popular culture.

#### TFT 351 Film and Minority Issues (3)

This course explores the relationship between ethnic, racial, and gender groups that historically have been under-represented, distorted, or marginalized in mainstream commercial cinema. Considerable emphasis is placed upon the cinematic treatment of important historical and current events, multicultural phenomena, and sociopsychological issues and movements.

#### TFT 360 Producing and Production Management (3)

Focusing on the business and management areas of media production, this course includes modules on business plans, budgets, investors, revenue streams, project procurement, equipment/facilities management, freelance hiring, personnel contracts, and talent/crew management. The creative and ethical components of producing will be examined under the light of industry demands and the church's historic concern with economic justice. *Prerequisite: CBA 260*

#### TFT 388 Documentary Film (3)

Students study the history and theory of documentary filmmaking from earliest times to the present, including American, English, Russian, and others. Functions of nonfiction film and television in society for education, persuasion, social change, and propaganda are explored. This course is excellent for students of media, communication, and history. Students create a documentary project from inception to final edited videotape.

#### TFT 444 Advanced Film Theory (3)

This course provides a deeper look at the medium of motion pictures from the point of view of film theorists ranging from semiotics (film as language), realism, expressionism, auteur theory, cinema as art, montage, film as narrative, literature and adaptations to the screen, documentary and propaganda approaches, genre conventions, psychology, sociology, mythology, and ideology. Discussion of the film audience and the role of the Christian critic is included. Foreign films are a special focus of study, together with unusual examples of cinematic expression, story films, drama as social comment, and the musical.

#### TFT 461 Motion Picture Production I (4)

Aimed at developing the film director's creative skills and producer's management skills this course offers instruction on script development, breakdowns, storyboards, casting/crew procurement, management principles, directing actors, and staging dramatic scenes for capture on tape or film. *Prerequisite: CBA 360*

#### TFT 462 Motion Picture Production II (4)

This course is designed to instruct directors and producers in the post-production process of finishing a major undergraduate narrative program and to design ways to reach appropriate audiences. Focus is on visual editing, post-production effects, and audio/music design. The course examines distribution options such as festivals, four-walling, and first-run syndication options. *Prerequisite: CBA 461*

#### TFT 475 Media Ministries (3)

This service-learning course applies the student's knowledge of media in service to the surrounding community. Students survey the various ways media is used in church and parachurch settings and then come alongside these organizations in "mini-internships." Students lend their expertise and energy in creating media spanning from worship to fundraising. Students develop their understanding of media literacy and its relationship to the church through interviews, reading, critiques, and practical application. *Course may be repeated for up to six units towards graduation. Prerequisite: CBA 260 (COMM 200 recommended)*

#### TFT 485 Advanced Screenwriting (3)

This screenwriting seminar stresses artistry, excellence, professionalism, and spirituality. Through intense study of assigned readings and films, students learn how to hone the craft of cinematic storytelling and organically integrate faith within their writing to create screenplays with an unusual quality of depth. *Prerequisite: COMM 375 or ENGL 303*

#### TFT 495 Special Topics in Cinema and Broadcasting (3)

This course presents cinema and broadcasting topics not covered by regular department courses. Examples have included cinematography, lighting, advanced editing, the American film musical, character and story, minority issues in film, and contemporary auteurs.

#### TFT 498 Directed Research (1-3)

This course provides instruction in research design and technique and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory reading requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

## Theater Arts

### TFT 113 Acting Fundamentals (3)

This introductory workshop covers acting techniques and styles, emphasizing voice, movement, improvisation, and interpretation. Monologues, mimes, and scenes from plays are presented in class.

### TFT 213 Introduction to Theater (3)

This course exposes students to all aspects of producing theater, classic plays for reading and analysis, and the cognitive process of critiquing live theater.

### TFT 293 Theater Field Study (3)

This course is an opportunity for concentrated study in the field of theatrical critique. Attendance of professional performances determined by the instructor is required. This course is for those participating in field trips planned by theater arts faculty.

### TFT 302 Scenic Design (3)

Students gain the skill of designing contemporary theater sets while analyzing the work of other designers, practicing various design techniques, and gaining a vocabulary needed to communicate with directors and other theater artists effectively. They also gain understanding of the moral issues pertaining to theater design.

### TFT 313 Intermediate Acting (3)

This intermediate acting course allows more performing opportunities within the classroom. It includes continuation of study in character development through improvisation, script writing, and dialogue, as well as evaluation through play observation and script reading.

*Prerequisite: THTR 113 or instructor's permission*

### TFT 316 Stage Craft (3)

This course is designed for the creation and execution of full-length theatrical presentations for backstage involvement, and includes rehearsal, assistant direction, production coordination, set design and construction, costumes, publicity, house management, makeup, etc. The class may be repeated for a total of six units.

### TFT 325 History of Theater to the Restoration (3)

Students explore a comprehensive, multicultural overview of the history of theatrical productions from ancient festival and classical theater through the mid 17<sup>th</sup> century. Current theatrical productions are attended. Theatrical productions are examined in a multidisciplinary approach. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

### TFT 326 History of Theater: Restoration to Present (3)

Students explore a comprehensive, multicultural overview of the history of theatrical productions from the 17<sup>th</sup> century to the 21<sup>st</sup> century. Current theatrical productions are attended. Theatrical productions are examined in a multidisciplinary approach. *Meets general studies elective requirement.*

### TFT 340 Mime: Principles and Performance (3)

This course provides an overview of and orientation to mime in the classic white-face tradition. The emphasis is on the history of the art form, basic mime techniques, training, performance, and performance critique.

### TFT 355 Theater Education, K-12 (3)

The emphasis is on basic elements of K-12 play production beginning with choosing age-appropriate material, auditions, crews, budgeting, directing, and understanding the role of the drama educator. Textbook reading, journal reviews, observations, classroom presentations, classroom participation, and creation of dramatic education plans are the primary elements of this course.

### TFT 365 Civic Theater (3)

This is a service-learning course intended to enlighten, encourage, and entertain the citizens of Azusa, California through imaginative, well-executed, redemptive theater involving a variety of themes, styles, and venues. Performances range from the heavily traditional to the *avant-garde* and may include interactive theater, children's theater, street theater, readers' theater, educational theater, *nouveau Commedia Del Arte*, and realism.

### TFT 413 Advanced Acting (3)

This course allows the student who is interested in this aspect of drama an opportunity to advance beyond the beginning and intermediate levels. It is preparation for the actor who desires to work in the church, on the stage, or in the classroom.

### TFT 416 Theater: Performance and Production (1-3)

Students study, prepare, and perform plays throughout the semester. They receive coaching in the various dramatic aspects of play performance to enhance their understanding of the relationship between performance and literature. Unit credit is determined by the instructor and based upon the size and number of roles played by the student within the semester.

*Prerequisite: instructor's permission*

### TFT 423 Directing (3)

This course teaches students the practical application of directing the actor. The student is introduced to the various levels of involvement with the play as he or she selects the script, auditions the actors, stages the script, and promotes the production. *Prerequisite(s): THTR 113; completion of THTR 313 and THTR 413 preferred*

### TFT 435 Acting Styles and Techniques (3)

This course intends a comprehensive study of manifold schools of acting, from classical and Renaissance training and technique through that of the Russian theorists and modern dramatists. Special attention is paid to the philosophical and social context framing of each school as well as the particular vocalization, movement, and staging demands of each style.

### TFT 440 Musical Theater Workshop (3)

A comprehensive approach to the professional auditioning process designed to teach through written and oral critique of solo and duet performances is examined. Students build a personal repertoire of songs for auditioning.

### TFT 455 Drama Ministry Principles (3)

This course prepares students for vocational and volunteer ministry in the dramatic arts. Topics include: the biblical basis for drama in the Church, practical uses for church drama, how to put together and maintain a team, sketch writing, and directing amateurs. The course provides a survey of all forms of church drama including sermons, sermon illustrations, announcements, pageants, outreach events, dinner theater, mystery theater, mime, and missions.

### TFT 460 Dramatic Theory and Criticism (3)

This course examines theories and analyses of dramatic genres, from ancient to modern times. A specific emphasis is placed on the historical-critical method, as students learn how drama reflects the social context in which it was created.

### TFT 466 Drama Ministries: Performance and Production (1-3)

This course prepares students for vocational and volunteer ministry in the arts by giving them hands-on experience. The class prepares a full-length dramatic presentation to be used as a ministry tool. The class travels throughout the semester to churches and other organizations to present the production. Students are involved in every aspect of the ministry including technical, logistical, and managerial efforts in addition to one-on-one intentional ministry.

### TFT 499 Capstone Project in Theater Arts (3)

This course provides the opportunity for in-depth study of a particular concentration in theater of personal interest to the student. A project, approved by the instructor, might include but is not limited to: live solo performance, directing a play, or theatrically designing a production. Project must be designed to demonstrate advanced skill levels in theater. Project must also encompass 100 hours of work during an entire semester.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# School of Behavioral and Applied Sciences



|   |            |
|---|------------|
| <b>Department of Higher Education<br/>and Organizational Leadership</b> | <b>147</b> |
| <b>Department of Exercise<br/>and Sport Science</b>                     | <b>149</b> |
| <b>Department of Social Work</b>  | <b>156</b> |

# School of Behavioral and Applied Sciences

## Introduction

The School of Behavioral and Applied Sciences (BAS) comprises five departments and eight programs. The undergraduate departments include the Department of Higher Education and Organizational Leadership, the Department of Exercise and Sport Science, and the Department of Social Work. The graduate division includes the Department of Higher Education and Organizational Leadership, the Department of Graduate Psychology, and the Department of Physical Therapy.

The minor in leadership studies works in conjunction with most undergraduate majors in the development of leadership skills which stress communication, ethics, and an understanding of diversity.

Graduates from the Department of Exercise and Sport Science can receive baccalaureate degrees in physical education or athletic training. Physical education majors prepare to become physical education teachers in grades 7-12. A coaching minor is also available.

Athletic training majors prepare for entry-level positions at the high school, college/university, and professional sports levels, in clinical or industrial settings, or for graduate studies.

Social Work (BSW) graduates gain the knowledge and skills to help people improve social functioning through a variety of means. The emphasis is on preparation for entry-level generalist social work practice and for graduate study. Graduates are also eligible to apply for advanced standing in Master of Social Work programs.

All programs within the school have a distinctly Christian perspective and are demanding as well as intellectually challenging.

## Accreditation

APU undergraduate programs earn the following national and/or state accreditation: the Council on Social Work Education, the National Athletic Trainers Association, the California Commission on Teacher Education, and the National Council for Accreditation of Teacher Education.

# Department of Higher Education and Organizational Leadership

## Faculty

*Chair, Associate Professor, and Program Director, M.Ed./CSA:  
Sharyn Slavin Miller, Ph.D.*

*Professor and Program Director, MAOL and Leadership Studies Minor:  
David McIntire, Ed.D.*

*Professor and Program Director, MAOL/Operation Impact:  
Jim Adams, Ed.D.*

*Professor and Program Director, Doctoral Program in Higher  
Education Leadership: Laurie Schreiner, Ph.D.*

*Professor: Carol Lundberg, Ph.D.*

## Department Overview

The Department of Higher Education and Organizational Leadership offers a unique blend of both academic and experiential learning that provides students with an effective type of learning experience for personal and professional growth.

The department provides four programs: an undergraduate minor in leadership studies, a Master of Education in College Student Affairs, a Master of Arts in Organizational Leadership, and a Doctorate in Higher Education Leadership. Each program assists students in identifying and developing personal and professional competencies which enable them to contribute more effectively to all areas of their lives.

## Leadership Studies

### Introduction

The undergraduate minor in leadership studies supports the mission of Azusa Pacific University to develop Christian leaders. The minor works in conjunction with most undergraduate majors in the development of leadership skills which stress communication, ethics, group dynamics, and an understanding of diversity. Holding Jesus as the model of servant leadership, students who have completed this minor should be better prepared to engage the world and continue their process of leadership development throughout their lives.

## Requirements for the Leadership Studies Minor

The minor in leadership studies is comprised of 27 units, 15 units from the Leadership Studies core and 12 units from a prescribed set of electives.

### Core Requirements **15 units**

Students in the leadership studies minor must complete all five of the following core courses for a total of 15 units:

|      |     |                                   |   |
|------|-----|-----------------------------------|---|
| LDRS | 101 | Introduction to Leadership        | 3 |
| LDRS | 200 | Personal Leadership Effectiveness | 3 |
| LDRS | 301 | Leadership in Community Settings  | 3 |
| LDRS | 401 | Leadership Practicum              | 3 |
| LDRS | 474 | Servant Leadership                | 3 |

### Electives **12 units**

Students in the leadership studies minor must complete one course from each of the following four areas for a total of 12 units:

#### Communication (select one) **3 units**

|      |     |  |   |
|------|-----|--|---|
| COMM | 111 | Public Communication*                  | 3 |
| COMM | 112 | Oral Interpretation                    | 3 |
| COMM | 115 | Essentials of Argumentation and Debate | 3 |
| COMM | 330 | Small-Group Communication*             | 3 |
| JOUR | 210 | Introduction to Journalism             | 3 |

#### Diversity (select one) **3 units**

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| GLBL | 301 | Anthropology for Everyday Life* | 3 |
| GLBL | 305 | Peoples and Places              | 3 |
| GLBL | 310 | Intercultural Communication*    | 3 |
| GLBL | 315 | Urban Explorations              | 3 |
| SOC  | 358 | Human Diversity*                | 3 |

#### Ethics (select one) **3 units**

|      |     |  |   |
|------|-----|--|---|
| CMIN | 488 | Topics in Urban Ministry                           | 3 |
| COMM | 305 | Media Law and Ethics                               | 3 |
| COMM | 496 | Senior Seminar: Ethics in Human Communication*     | 3 |
| EDUC | 496 | Senior Seminar: Education and Professional Ethics* | 3 |
| ENGL | 496 | Senior Seminar: English and the Professions*       | 3 |
| PHIL | 300 | Ethics   | 3 |
| PHIL | 496 | Senior Seminar: Professional Ethics*               | 3 |
| PHIL | 496 | Senior Seminar: Social Ethics*                     | 3 |
| SOCW | 496 | Senior Seminar: Ethics in the Helping Professions* | 3 |
| UBBL | 330 | Life and Teachings of Jesus*                       | 3 |

#### Applied Leadership (select one) **3 units**

|      |     |  |   |
|------|-----|--|---|
| AT   | 469 | Health Care Administration               | 3 |
| BUSI | 445 | Human Resource Development               | 3 |
| BUSI | 448 | Organization and Administrative Behavior | 3 |
| CMIN | 486 | Urban Ministry Practicum                 | 3 |
| COMM | 420 | Conflict Management*                     | 3 |
| COMM | 430 | Organizational Communication             | 3 |
| COMM | 440 | Persuasion and Attitude Change           | 3 |
| CSA  | 303 | Career and Life Planning                 | 3 |
| GLBL | 335 | Intercultural Service-Learning Practicum | 3 |
| GLBL | 350 | Global Study Project                     | 3 |
| MKTG | 350 | Marketing Internship                     | 3 |
| MKTG | 465 | Strategic Marketing Management           | 3 |

\*Meets a general studies requirement.

## Course Descriptions

### College Student Affairs

#### **CSA 101 Beginnings: Personal Development and the College Experience (1)**

This course is required of all traditional freshmen during their first semester of college. It is a one-semester course that introduces the idea of self-discovery and growth and how it can be the focus of the student's education. The goal is for the student to begin exploring how to make his/her education relevant and meaningful. Emphasis is on assisting the student in becoming aware of what learning opportunities and support are available to the student, where those resources may be found, and the rights and responsibilities of being an Azusa Pacific University student. *Meets general studies requirement for University Skills.*

#### **CSA 303 Career and Life Planning (3)**

This course helps students identify and develop their career paths. Emphasis is on identifying and developing gifts and talents, deciding on a major and career path, and undertaking a job search.

### Leadership Studies

#### **LDRS 101 Introduction to Leadership (3)**

This course provides a basic understanding of leadership while exploring dimensions of personal and professional growth and development. Students gain insight into the different strategies and approaches to leadership and develop their own personal philosophy in order to become effective leaders. Through reading assignments, visiting lecturers, class discussion, case studies, role plays, and other activities students identify and strengthen skills for successful leadership.

#### **LDRS 200 Personal Leadership Effectiveness: Identity, Purpose, and Vocation (3)**

This course is an exploration and critical analysis of the issues of identity, purpose, and vocation as they impact the development of personal leadership effectiveness. These issues are explored from a strengths-based vantage point that integrates positive psychology, leadership theory, and theological perspectives on vocation. Research protocols are implemented and findings analyzed in case study investigations of contemporary individuals who exemplify personal leadership effectiveness.

#### **LDRS 301 Leadership in Community Settings (3)**

This course enhances the individual's understanding and ability to utilize the concepts of developmental theory, small-group communication, interpersonal effectiveness, and human relations in the context of a residential community.

#### **LDRS 401 Leadership Practicum (3)**

This course enables students in various leadership positions to develop and practice skills within organizational settings. Student leaders are supervised by an advisor who provides feedback, supervision, and evaluation. Students utilize this practicum experience to integrate and document their growth in the area of leadership.

#### **LDRS 474 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.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Exercise and Sport Science

## Faculty

Chair and Assistant Professor: Sharon Lehman, Ed.D.

Professor: Susan Hebel, Ed.D., ATC

Associate Professors: Gary Knecht, M.A.; Cynthia McKnight, Ph.D., ATC

Assistant Professors: Michael Barnett, M.A.; Shawn Fluharty, Ph.D.; Philip Ford, Ph.D., ATC; Sharon Lehman, Ed.D.; Danielle Liles, M.Ed.; Bill Odell, M.A. (Athletic Director); Kevin Reid, M.A.; Christopher Schmidt, Ph.D., ATC; Paul Svagdis, M.A.; Brian Willmer, M.A.

Instructors: Chris Keife, M.S.; Lori Kwiatkowski, M.A.; Victor Santa Cruz, B.A.; Philip Wolf, M.A.

## Department Overview

The Department of Exercise and Sport Science offers majors in athletic training and physical education. The physical education major's emphasis is to educate students to become physical education teachers in grades 7-12. A coaching minor is also offered for the non-physical education major. The liberal studies major also has the option to choose a concentration in physical education. (See Liberal Studies for specific requirements.) Athletic training majors within this department must maintain a 2.5 cumulative GPA with no grade (in major classes) below a C. All Department of Exercise and Sport Science majors and minors must maintain a minimum cumulative GPA of 2.0 in all university course work.

The full-time faculty members in the Department of Exercise and Sport Science integrate the Christian faith to all subject material.

## Physical Education

### Introduction

The Physical Education Program prepares individuals to effectively teach physical education in schools utilizing curricula based on movement science principles. Program curricula are designed to challenge students to discover, experience, and reflect upon the study of movement through theory and practical experiences. The Physical Education Program content is aligned with two sets of standards: The California Commission on Teacher Credentialing and the Content Standard in Physical Education of the National Association for Sport and Physical Education. The program is arranged sequentially to help students acquire and gradually refine the planning, instructional, and interpersonal skills needed to be effective teachers. A series of clinical and field experiences are critical to achieving this goal. These experiences have specific objectives to help students obtain the necessary knowledge and skills needed to be highly effective physical educators in the 21<sup>st</sup> century.

### Career Opportunities

Azusa Pacific's Physical Education Program is primarily a professional degree that meets the requirements of the California Commission on Teacher Credentialing as an approved Single-Subject Program. The

major consists of 62-63 units of concentrated curriculum and allows students a systematic method of study in which they become eligible to obtain a teaching credential through the Department of Teacher Education. For California teacher credentialing, a fifth-year program, consisting of academic work and student teaching, must be completed. Students should contact the APU Department of Teacher Education during the first semester of their junior year for advising related to the Teacher Education Program.

## Requirements for the Physical Education Major

**62-63 units**

### Prerequisite Science Courses for the Major

Both BIOL 101 and BIOL 115, or BIOL 250 and BIOL 251 must be taken prior to PE 325, PE 326, PE 363, PE 364, PE 366, and PE 475.

|      |     |                          |   |
|------|-----|--------------------------|---|
| BIOL | 101 | Fundamentals of Biology* | 4 |
| BIOL | 115 | Anatomy and Physiology   | 4 |

### Physical Education Course Requirements

|      |     |  |   |
|------|-----|--|---|
| EDUC | 300 | Introduction to Teaching as a Profession, K-12                                   | 4 |
| PE   | 236 | Rhythms and Dance  | 2 |
| PE   | 238 | Field Observation in Physical Education  | 1 |
| PE   | 241 | Cycling, Combatives, and Self-Defense  | 1 |
| PE   | 242 | Introduction to Fitness Principles   | 1 |
| PE   | 243 | Racquetball, Handball, and Badminton   | 1 |
| PE   | 244 | Tennis and Golf  | 1 |
| PE   | 245 | Volleyball and Softball  | 1 |
| PE   | 246 | Football and Track and Field   | 1 |
| PE   | 247 | Soccer and Basketball  | 1 |
| PE   | 248 | Introduction to Outdoor Education/Camping  | 1 |
| PE   | 249 | Global, New, and Multicultural Games   | 1 |
| PE   | 320 | History and Principles of Physical Education*                                    | 3 |
| PE   | 321 | Organization and Administration of Physical Education, Athletics, and Recreation | 3 |
| PE   | 325 | Motor Development and Learning   | 3 |
| PE   | 363 | Physiology of Exercise   | 3 |
| PE   | 364 | Kinesiology  | 3 |
| PE   | 366 | Care and Prevention of Athletic Injuries   | 3 |
| PE   | 406 | Sociological and Psychological Aspects of Physical Activity and Sport            | 3 |
| PE   | 450 | Physical Education in the Elementary Schools, K-6                                | 3 |
| PE   | 451 | Methods in Physical Education, 7-12  | 3 |
| PE   | 452 | Adaptive Physical Education  | 3 |
| PE   | 475 | Tests and Measurements in Physical Education and Sports                          | 3 |
| PE   | 478 | Senior Preparation in Physical Education   | 2 |

Aquatics – Each student must take at least one unit of aquatics from PE 112-114:

|    |     |  |   |
|----|-----|--|---|
| PE | 112 | Fitness for Life: Beginning Swimming and Conditioning* | 1 |
| PE | 113 | Lifeguard Training                                     | 2 |
| PE | 114 | Water Safety Instructors Course (Prerequisite: PE 112) | 2 |

Each student must complete one coaching course from PE 433-438:

|    |     |                          |   |
|----|-----|--------------------------|---|
| PE | 433 | Coaching Football        | 2 |
| PE | 434 | Coaching Track and Field | 2 |
| PE | 435 | Coaching Basketball      | 2 |
| PE | 436 | Coaching Baseball        | 2 |
| PE | 437 | Coaching Volleyball      | 2 |
| PE | 438 | Coaching Soccer          | 2 |

\*Meets a general studies requirement.

## Single-Subject Credential Prerequisites

The physical education major is an approved single-subject program through the CCTC. Students must, however, also obtain a teaching credential. Prerequisites for the credential may be completed during the undergraduate program. To see a list of these prerequisites, and for further information on teaching credentials, please see the information provided by the Department of Teacher Education.

## Athletic Coaching Minor 21 units

Academic majors other than physical education may complete the following courses for an athletic coaching minor. A coaching practicum or other related field experience, in cooperation with the local schools or other organizations, is required.

|                       |     |  |   |
|-----------------------|-----|--|---|
| AT                    | 160 | Acute Care of Injury and Illness   | 2 |
| PE                    | 242 | Introduction to Fitness Principles   | 1 |
| PE                    | 321 | Organization and Administration of Physical Education, Athletics, and Recreation | 3 |
| PE                    | 325 | Motor Development and Learning   | 3 |
| PE                    | 366 | Care and Prevention of Athletic Injuries   | 3 |
| PE                    | 406 | Sociological and Psychological Aspects of Physical Activity and Sport            | 3 |
| PE                    | 474 | Practicum in Coaching  | 2 |
| Two of the following: |     |  |   |
| PE                    | 433 | Coaching Football  | 2 |
| PE                    | 434 | Coaching Track and Field   | 2 |
| PE                    | 435 | Coaching Basketball  | 2 |
| PE                    | 436 | Coaching Baseball  | 2 |
| PE                    | 437 | Coaching Volleyball  | 2 |
| PE                    | 438 | Coaching Soccer  | 2 |

## Athletic Training Major

### Introduction

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Athletic training is an allied health profession dedicated to the prevention, treatment, and rehabilitation of injuries to athletes and the physically active. Students studying this field at APU complete course work in the areas of first aid and CPR, risk management, assessment and evaluation of athletic injuries/illnesses, therapeutic modalities and exercise, pharmacology, general medical conditions, health care administration and research. In addition, students complete clinical experiences with a diverse population of athletes and the physically active at numerous clinical sites in the practical application of learned skills and knowledge. The ATEP is designed to be completed in four years, which includes three semesters of pre-requisite course work and clinical observation and five semesters of professional course work and clinical experiences. Students who transfer, or participate in intercollegiate athletics, or whose time may be limited for other reasons, should anticipate additional academic time necessary to complete the major.

The requirements of the major are consistent with the recommended standards established by CAATE. Upon completion of the ATEP, and university requirements, students will be eligible to sit for the Board of Certification Inc. examination to become a Certified Athletic Trainer (ATC).

## Career Opportunities

Athletic training provides preparation for entry-level positions at the high school, college, and professional sports levels. In addition, students are prepared for positions in sports medicine clinics, industries, and corporations. High schools, colleges, and sports medicine clinics are actively pursuing Azusa Pacific University alumni. The graduates of the ATEP have established careers in many areas, including the following: athletic training education, interscholastic programs/secondary school teaching, intercollegiate sports, private and Industrial fitness and wellness centers, professional sports, and sports medicine clinics.

## Admission Requirements

Application to the ATEP is due on the first Monday in December of the sophomore year. The admission process is competitive and a limited number of students are accepted each year (maximum of 15). There are no guarantees of acceptance. Acceptance will be based on the following criteria:

1. Completion of the application
2. Verification of complete medical records including Hepatitis B vaccine and TB testing
3. Signed affirmation of confidentiality regarding medical information and Technical Standards form
4. Minimum of two written recommendations
5. Minimum cumulative GPA of 2.5
6. Minimum cumulative 3.0 GPA in the following with no course grade below a C: AT 101, AT 160, AT 220, and AT 240
7. Minimum 2.0 GPA in BIOL 101, and BIOL 230 or BIOL 250 with no grade below a C-
8. Completion of 75 hours of observation in athletic training
9. Completion of all pre-Athletic Training Proficiencies
10. Submission of a written essay
11. Completion of a written exam
12. Personal interview

The application form and specific description of each of the above can be obtained from the curriculum director of athletic training education.

## Additional Information for Athletic Training Majors

**CPR and Blood Borne Pathogen Training:** Athletic training students admitted to ATEP must complete CPR and blood borne pathogen training prior to the first day of clinical practicum. Returning students must renew annually prior to the first day of clinical practicum.

**Transportation:** Certain clinical experiences in ATEP may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. ATEP students must provide their own transportation to and from clinical facilities or activities.

**Other Policies and Procedures:** For current academic and clinical requirements, please refer to the current edition of the ATEP handbook.

## Transfer Students

Transfer students must meet the same admission criteria as other students, including all applicable deadlines. (See "Admission Requirements" above.) Transfer students should plan on a minimum of three years to complete the ATEP regardless of whether they transfer with sophomore or junior status. Transfer students should consult with the ATEP curriculum director before beginning course work at APU.

## EXERCISE AND SPORT SCIENCE

### Requirements for the Athletic Training Major **70 units** Foundation Classes **15 units**

|    |     |   |   |
|----|-----|---|---|
| AT | 101 | Introduction to Athletic Training         | 1 |
| AT | 160 | Acute Care of Injury and Illness          | 2 |
| AT | 220 | Risk Management for the Physically Active | 3 |
| AT | 240 | Observation in Athletic Training          | 1 |

Select one of the following:

|      |     |                                |   |
|------|-----|--------------------------------|---|
| BIOL | 230 | Human Anatomy and Physiology I | 4 |
| BIOL | 250 | Human Anatomy                  | 4 |

Select one of the following:

|      |     |                          |   |
|------|-----|--------------------------|---|
| BIOL | 101 | Fundamentals of Biology* | 4 |
| BIOL | 151 | General Biology *        | 4 |

\*Meets a general studies requirement.

### Core Courses **55 units**

|      |     |  |   |
|------|-----|--|---|
| AT   | 242 | Practicum in Wrapping, Taping, and Bracing                     | 2 |
| AT   | 270 | Assessment and Evaluation in Athletic Training                 | 4 |
| AT   | 340 | Practicum in Athletic Injury Assessment                        | 2 |
| AT   | 342 | Practicum in Therapeutic Modalities, Strength, and Flexibility | 2 |
| AT   | 351 | Therapeutic Modalities   | 3 |
| AT   | 352 | Therapeutic Exercise   | 4 |
| AT   | 355 | Medical Conditions and Disabilities                            | 2 |
| AT   | 364 | Kinesiology  | 3 |
| AT   | 440 | Practicum in Therapeutic Exercise and Medical Conditions       | 2 |
| AT   | 442 | Senior Capstone Practicum                                      | 3 |
| AT   | 452 | Current Concepts in Treatment and Rehabilitation               | 2 |
| AT   | 465 | Pharmacology for Athletic Trainers                             | 2 |
| AT   | 469 | Health Care Administration                                     | 3 |
| AT   | 490 | Research Methods*  | 4 |
| PE   | 240 | Health Education*  | 2 |
| PE   | 363 | Physiology of Exercise   | 3 |
| PSYC | 110 | General Psychology*  | 3 |
| PSYC | 385 | Health Psychology  | 3 |
| UNRS | 260 | Nutrition  | 2 |

Select one of the following:

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| BIOL | 231 | Human Anatomy and Physiology II | 4 |
| BIOL | 251 | Human Physiology                | 4 |

## Course Descriptions

**F=Fall, S=Spring, SU=Summer**

### Physical Education

#### **PE 100 General Physical Education: Cheerleading (1) (F, S)**

This course emphasizes conditioning and development of skills in a practical setting.

#### **PE 101 Leisure Time Preparation: Badminton (1) (F, S)**

Students study the individual's physical fitness and recreational needs. Development of skills related to fitness through badminton is combined in the class plan. *Does not meet Fitness for Life requirement.*

#### **PE 102 Leisure Time Preparation: Golf (1) (F, S)**

Students study golf as a lifetime recreational activity. *Does not meet Fitness for Life requirement.*

#### **PE 103 Leisure Time Preparation: Volleyball (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to volleyball. This class may also be taught on grass. *Does not meet Fitness for Life requirement.*

#### **PE 104 Leisure Time Preparation: Tennis (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to tennis. *Does not meet Fitness for Life requirement.*

#### **PE 105 Outdoor Experience: Camping (1) (F, S)**

Students study the camping programs available to the public today and survey equipment, sites, and educational opportunities. Practical experience includes two weekend camping expeditions. *Lab fee applies.*

#### **PE 108 Fitness for Life: Walking/Jogging (1) (F, S)**

This course teaches the fitness-for-life concept through walking and jogging. *Meets the general studies requirement for University Skills.*

#### **PE 109 Fitness for Life: Cycling (1) (F, S)**

This course emphasizes fitness through cycling. The student is instructed in bicycle care, repair, and safety rules. Much time is spent in practical travel lab experience. *Meets the general studies requirement for University Skills. Students must provide their own bicycle.*

#### **PE 110 Fitness for Life: Basketball (1) (F, S)**

This course teaches the fitness-for-life concept through basketball. This course is not open to students participating in intercollegiate basketball. *Meets the general studies requirement for University Skills.*

#### **PE 111 Fitness for Life: Racquetball (1) (F, S)**

This course teaches the fitness-for-life concept through racquetball. This class is held at an off-campus facility. *Meets the general studies requirement for University Skills.*

#### **PE 112 Fitness for Life: Beginning Swimming and Conditioning (1) (F, S)**

This course teaches the fitness-for-life concept through swimming. *Meets the general studies requirement for University Skills.*

#### **PE 113 Lifeguard Training (2) (F, S)**

This is a certified, advanced life-saving course of the American Red Cross.

#### **PE 114 Water Safety Instructor (WSI) Course (2) (S)**

This is a certified WSI course of the American Red Cross.

#### **PE 116 Fitness for Life: Weight Training (1) (F, S)**

The course teaches the fitness-for-life concept through weight training. Different sections are offered for athletes and non-athletes. *Meets the general studies requirement for University Skills.*

#### **PE 117 Fitness for Life: Aerobics (1) (F, S)**

This course teaches the fitness-for-life concept through aerobic conditioning. *Meets the general studies requirement for University Skills.*

#### **PE 118 Fitness for Life: Triathlon (1) (F, S)**

This course emphasizes fitness through swimming, cycling, and running. The goal at the end of the course is for students to be able to participate in mini-triathlons, or simply to increase their fitness level. *Meets the general studies requirement for University Skills.*

#### **PE 119 Fitness for Life: Golf/Tennis (1) (S)**

This activity course is designed to enhance physical fitness and increase the level of enjoyment through the games of golf and tennis. Learning the fundamentals and rules of these sports, each student will find gratification and will acquire the value of lifelong fitness through learning to play golf and tennis. This class is held at an off-campus facility. *Meets the general studies requirement for University Skills.*

#### **PE 120 Fitness for Life: Adaptive (1) (S)**

This course is designed to teach students the fitness-for-life concept within the parameters of their physical disabilities. Programs will be individualized for each student. *Meets the general studies requirement for University Skills. Prerequisites: A verification of disability from the Learning Enrichment Center, which includes a description of the disability and ability level and physician's statement, and permission of the department chair*

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### **PE 121/TFT 121 Dance for the Theater (2)**

This course teaches the skill of movement and dance as it relates to actors including proficiency in various styles of dance that are most common in musical theater, learning dance terminology necessary for a working actor, gaining flexibility and dexterity to enhance stage performance, understanding what is required at a professional theater audition, and moral issues pertaining to presenting theater dance to an audience. It also teaches fitness for life concepts through various dance and aerobic conditioning exercises. *Meets the general studies requirement for University Skills.*

### **PE 236 Rhythms and Dance (2) (F, S)**

Students study basic movement and dance in physical education. The course explores the concepts of movement and motor learning and includes basic rhythms, simple folk dances, and elementary gymnastics.

### **PE 238 Field Observation in Physical Education (1) (F, S)**

This course places the undergraduate student in schools to observe physical education classes. The course is to be completed by the student's freshman year.

### **PE 240 Health Education (2) (F, S)**

This course focuses on the development of the whole-person concept which includes the mental, emotional, social, spiritual, and physical health practices. This integration includes study of such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health. *Meets the general studies requirement for University Skills, to be taken concurrently with a Fitness for Life or varsity sport course.*

### **PE 241 Cycling, Combatives, and Self-Defense (1) (F)**

This course provides knowledge and skill development in the areas of cycling, elementary combatives, and basic self-defense. *(PE majors/LBS PE Concentration majors only)*

### **PE 242 Introduction to Fitness Principles (1) (F, S)**

The course provides all major candidates with the ability, knowledge, and resources necessary to implement and manage a physical conditioning curriculum at the public school level. Students not only gather research and documentation, but also explore the subject matter through actual experience. *(PE majors/LBS PE Concentration majors only)*

### **PE 243 Racquetball, Handball, and Badminton (1) (F)**

This course provides knowledge and skill development in three sports for the physical education major. Upon completion, the student is able to teach and demonstrate racquetball, handball, and badminton. *(PE majors/LBS PE Concentration majors only)*

### **PE 244 Tennis and Golf (1) (S)**

The course gives primary attention to the skills development of tennis and golf. Students are exposed to all the basic skills, techniques, and rules, providing a strong foundation for the preparation of a physical education curriculum in these two activities. Each sport is emphasized for one half of the semester. *(PE majors/LBS PE Concentration majors only)*

### **PE 245 Volleyball and Softball (1) (F)**

This course analyzes the instructional process of teaching volleyball and softball skills. Basic skills, rules, strategies, and teamwork are developed from beginning to intermediate to advanced stages. Each sport is emphasized for one half of the semester. *(PE majors/LBS PE Concentration majors only)*

### **PE 246 Football and Track and Field (1) (S)**

This course provides instruction and skill development in the fundamentals of football and track and field. Physical education majors learn by practicing specific skills in order to teach and demonstrate these sports. Each sport is emphasized for one half of the semester. *(PE majors/LBS PE Concentration majors only)*

### **PE 247 Soccer and Basketball (1) (F)**

This course develops proficiency of basic skills, rules, and strategies in basketball and soccer. Each sport is emphasized for one half of the semester. *(PE majors/LBS PE Concentration majors only)*

### **PE 248 Introduction to Outdoor Education/Camping (1) (F, S)**

This course introduces the student to the environment through outdoor education study and camping. Environmental issues, awareness, and the basic skills of camping and outdoor education are emphasized.

### **PE 249 Global, New, and Multicultural Games (1) (F, S)**

This course provides the student with the opportunity to acquire theoretical knowledge, skills, and resources of global and nontraditional games.

### **PE 301 Varsity Baseball: Men (1)**

By playing the game, students participate at the highest level of competition and adhere to recreational, social, and fundamental standards. Theory of varsity baseball for intercollegiate competition only is presented. *(varsity athletes only)*

### **PE 302 Varsity Basketball: Men (1)**

Students receive advanced instruction and intensive training in the fundamentals of basketball. Individual and team play, strategy, and offensive and defensive formations are utilized in men's intercollegiate basketball. *(varsity athletes only)*

### **PE 303 Varsity Track and Field: Men and Women (1)**

Students train and workout two hours daily in various track and field events and compete in intercollegiate track and field meets. *(varsity athletes only)*

### **PE 304 Varsity Cross Country: Men and Women (1)**

Students receive instruction, practice, and training in distance running for intercollegiate competition. *(varsity athletes only)*

### **PE 305 Varsity Tennis: Men and Women (1)**

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included. *(varsity athletes only)*

### **PE 307 Varsity Football: Men (1)**

Conditioning and training are practiced in all phases of modern football. Students view pictures, study plays, and participate in chalk talks, examination of team plays, and intercollegiate competition. *(varsity athletes only)*

### **PE 308 Varsity Basketball: Women (1)**

Advanced instruction and intensive training in the fundamentals of basketball are offered. Individual and team play, strategy, and offensive and defensive formations are utilized in intercollegiate competition. *(varsity athletes only)*

### **PE 309 Varsity Volleyball: Women (1)**

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play. *(varsity athletes only)*

### **PE 310 Varsity Soccer: Men (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *(varsity athletes only)*

### **PE 311 Varsity Soccer: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *(varsity athletes only)*

### **PE 312 Varsity Softball: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *(varsity athletes only)*

### **PE 320 History and Principles of Physical Education (3) (F)**

The historical and philosophical development of physical education and sport is studied. This course includes discussion of current theories, philosophies, and practices in the profession. The California Framework for Physical Education is examined. *Meets the general studies upper-division writing intensive course requirement.*

### **PE 321 Organization and Administration of Physical Education, Athletics, and Recreation (3) (S)**

The basic principles of organization, administration, and supervision are stressed with emphasis on topics such as staffing, budget, program organization, purchasing, and management in the individual areas of physical education, athletics, and recreation.



## EXERCISE AND SPORT SCIENCE

### **PE 325 Motor Development and Learning (3) (F, S)**

This course is designed to teach motor learning theories and to provide the necessary skills to apply these theories when teaching motor skills. This course will also include the study of locomotor and non-locomotor patterns, manipulative, rhythmical movement patterns and skill development, as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Required for physical education majors and liberal studies majors with a physical education concentration. *Prerequisites:* BIOL 115, or BIOL 250 and BIOL 251

### **PE 363 Physiology of Exercise (3) (F)**

Students study the effects of exercise on the circulatory and respiratory systems. Analysis is made of these systems and how to achieve maximum efficiency during physical performance. A laboratory component is included. *Prerequisite(s):* BIOL 115, or BIOL 230 and BIOL 231, or BIOL 250 and BIOL 251

### **PE 364 Kinesiology (3) (S: PE majors)**

The structural and functional mechanics of movement through an in-depth study of kinesiological, corrective, and adaptive principles are analyzed. Techniques of postural evaluation, muscle testing, therapeutic exercises, and fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies. *Prerequisite(s):* BIOL 115, or BIOL 250 and BIOL 251

### **PE 366 Care and Prevention of Athletic Injuries (3) (F)**

This course presents the methods used in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries are studied. *Prerequisite(s):* BIOL 115, or BIOL 250 and BIOL 251

### **PE 406 Sociological and Psychological Aspects of Physical Activity and Sport (3) (S)**

Students will explore the sociological and the psychological issues related to physical activity and sport. Special emphasis will be on the study of sport in North America and its implications within American society. Topics of study will include motivation, goal setting, burnout, anxiety and arousal, aggression and ethics as related to physical activity and sport.

### **PE 423 School Health Education (3)**

Health issues that the classroom teacher will face are studied. Proper cooperation with medical services, provision of healthful classroom environment, and methods of health instruction are explored.

### **PE 433 Techniques of Coaching Team Sports: Football (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching football are studied.

### **PE 434 Techniques of Coaching Team Sports: Track and Field (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching track and field are studied.

### **PE 435 Techniques of Coaching Team Sports: Basketball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching basketball are studied.

### **PE 436 Techniques of Coaching Team Sports: Baseball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching baseball are studied.

### **PE 437 Techniques of Coaching Team Sports: Volleyball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching volleyball are studied.

### **PE 438 Techniques of Coaching Team Sports: Soccer (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching soccer are studied.

### **PE 450 Physical Education in Elementary Schools, K-6 (3) (F, S)**

This course offers an analysis of the content in elementary physical education. Basic skill movements used in developmental games and gymnastics are taught. *Prerequisite:* EDU 300 or instructor's permission

### **PE 451 Methods in Physical Education, 7-12 (3) (F)**

This course provides a classroom and simulated practical teaching experience for the prospective physical educator. Emphasis is on the development of a viable teaching style utilizing a variety of contemporary methods. *Prerequisite:* EDU 300 or instructor's permission

### **PE 452 Adapted Physical Education (3) (F, S)**

This is an introductory course designed for prospective physical education teachers for the purpose of understanding public laws and developing and modifying programs for the developmentally disabled.

### **PE 472 Advanced Strength and Conditioning (3) (S – alternate years)**

This course looks at biomechanical and kinesiological factors that are important in understanding the function and proper techniques for execution of a wide variety of standard and advanced weight training exercises. This course examines the physiological bases for strength training and adaptations caused by different training regimes. This course helps in preparation for the professional examination in the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Exam. *Prerequisites:* BIOL 101 and either BIOL 250 or BIOL 115

### **PE 473 ACSM Health/Fitness Instructor's Course (3) (S – alternate years)**

This course presents the American College of Sports Medicine (ACSM) Guidelines for Exercise and Test Prescription for Health/Fitness Instructor (HFI). This course is designed to help prepare students for ACSM certification as an HFI. The HFI provides leadership in fitness assessment and exercise programming of a preventive nature for apparently healthy populations and individuals with controlled disease in corporate, commercial, and community settings. The HFI is skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. *Prerequisite(s):* BIOL 101 and BIOL 250 or BIOL 115 and PE 363

### **PE 474 Practicum in Coaching (2) (F, S)**

Students study the application of theory and methods in an actual coaching situation. Supervision and evaluation are conducted by the coaching staff of the cooperating schools. The experience lasts the duration of the selected sport's season.

### **PE 475 Tests and Measurements in Physical Education and Sports (3) (S)**

This course analyzes the measurements of motor behavior and evaluation of physical skills performance. Effectiveness of the program in physical education and exercise science is examined. Basic concepts of statistics are taught along with the introduction of computers as tools to be used in the professional arena.

### **PE 478 Senior Preparation in Physical Education (2) (F, S)**

This course is designed as a culminating seminar for graduating seniors to discuss, plan, and implement strategies for future professional advancement. Current professional issues, growth, and future trends are examined.

### **PE 490 Applied Physical Education (1-3) (F, S)**

The course helps prospective physical education teachers obtain a professionally guided experience benefiting them in primary and secondary schools. This course is open to physical education majors only with the program director's approval.

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### **PE 496 Senior Seminar: Ethics in Physical Education and Sport (3) (F, S)**

This course is designed to facilitate the integration of Christian faith and values with careers in physical education and sport. Biblical and theological themes relating to education and sport will provide the basis for discussion of ethical dilemmas facing professionals in these, and related, professions. Students will be challenged to develop personal strategies and philosophies for responding to ethical issues in their chosen careers. *Meets the general studies senior seminar requirement. 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 and upper-division writing intensive course*

### **PE 497 Readings (1-4) (F, S, SU)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time faculty member. *An independent study fee is assessed for each enrollment in this class.*

### **PE 498 Directed Research (1-4) (F, S)**

This course provides instruction in research design and technique, and gives students experience in the research process. Each one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **PE 499 Thesis/Project (1-4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Athletic Training

### **AT 101 Introduction to Athletic Training (1) (F, S)**

This course introduces the student to the profession of athletic training by reviewing its history and defining the roles and responsibilities of the athletic trainer. Students learn about the National Athletic Trainers' Association and career opportunities in the field. A discussion of the Azusa Pacific University athletic training curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of athletic training students.

### **AT 160 Acute Care of Injury and Illness (2) (F, S)**

This course follows the basic guidelines for the American Red Cross course Community Health and Safety. Included are adult, child, and infant CPR and standard first aid as well as CPR for the professional rescuer. Students may receive American Red Cross certifications upon successful completion of the course.

### **AT 220 Risk Management for the Physically Active (3) (F)**

This course teaches students the basic principles of risk management for the physically active. Specific emphasis is placed on the areas of conditioning, equipment fitting, and environmental risk factors. The student also becomes familiar with common medical terminology, injury mechanisms, common injuries and injury treatment, and factors predisposing individuals to injury.

### **AT 240 Observation in Athletic Training (1) (F)**

This course introduces students interested in athletic training to the practical aspects of the profession. Students are assigned to clinical rotations where they have the opportunity to observe practicing athletic trainers. Students are also instructed on the day-to-day operation of an athletic training facility, including basic record keeping and maintenance of a health care facility.

### **AT 242 Practicum in Wrapping, Taping, and Bracing (2) (S)**

This course is designed for sophomore students in the athletic training program. Students learn athletic taping and bracing techniques. Students are also assigned to clinical instructors who directly supervise the students as they are working in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they will be given increased responsibility in working directly with the athletes/clients. *Prerequisite: acceptance to the Athletic Training Education Program*

### **AT 270 Assessment and Evaluation in Athletic Training (4) (S)**

This course includes an in-depth inquiry into the anatomical and physiological process associated with the occurrence of injuries to athletes and the physically active. By recognizing the signs and symptoms and then interpreting results of special tests, the student develops techniques and methods with which to accurately evaluate and determine the extent of injury sustained. Laboratory experiences are used to supplement classroom instruction. *Prerequisites: AT 220, BIOL 230 or BIOL 250, acceptance to the Athletic Training Education Program or instructor's permission*

### **AT 340 Practicum in Athletic Injury Assessment (2) (F)**

This course is designed for junior-level students in the athletic training program. Students are assigned to clinical instructors who directly supervise the students as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they will be given increased responsibility in working directly with the athletes/clients. In addition to the responsibilities of AT 242, students may begin performing athletic injury assessments. *Prerequisite: AT 270*

### **AT 342 Practicum in Therapeutic Modalities, Strength, and Flexibility (2) (S)**

This course is designed for junior-level students in the athletic training program. Students are assigned to clinical instructors who directly supervise the students as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with the athlete/clients. In addition to the responsibilities of AT 340, students may begin working with therapeutic modalities. *Prerequisites: AT 220 and AT 351*

### **AT 351 Therapeutic Modalities (3) (F)**

This course focuses on the theory and operation of various therapeutic modalities which are used in the treatment of injuries to the physically active. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included. *Prerequisite: AT 270*

### **AT 352 Therapeutic Exercise (4) (S)**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to athletic participation. A laboratory component is included. *Prerequisite: AT 270*

### **AT 355 Medical Conditions and Disabilities (2) (S)**

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. *Prerequisites: BIOL 230 or BIOL 250, BIOL 231 or BIOL 251, and AT 270*

### **AT 364 Kinesiology (3) (F; AT and Applied Health Majors)**

This course examines structural and functional mechanics of movement through an in-depth study of kinesiological principles. Techniques of posture and gait evaluation, as well as fundamentals of body mechanics are included, along with the detection and correction of basic musculoskeletal anomalies. A laboratory component is included. *Prerequisites: BIOL 230 or BIOL 250, and BIOL 231 or BIOL 251*

## EXERCISE AND SPORT SCIENCE

### **AT 440 Practicum in Therapeutic Exercise and Medical Conditions (2) (F)**

This course is designed for senior-level students in the athletic training education program. Students are assigned to clinical instructors who directly supervise the students as they are working in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with the athletes/clients. In addition to the responsibilities of AT 342, students may begin working with therapeutic exercise and assessment of medical conditions. *Prerequisites: AT 352 and AT 355*

### **AT 442 Senior Capstone Practicum (3) (S)**

This course is designed for senior-level students in the athletic training program. Students are challenged in this course to apply knowledge gained from previous course work and clinical experiences. Discussion emphasis is placed on the knowledge and skills necessary to perform as an entry-level certified athletic trainer. In addition professional preparation skills will be taught including resume preparation and interview skills. Students are assigned to clinical instructors, who directly supervise the students as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with the athletes/clients. *Prerequisites: AT 242, AT 340, AT 342, and AT 440*

### **AT 444 General Practicum in Athletic Training (1-3) (F, S, Su)**

This course is designed for fifth-year seniors in the Athletic Training Education Program. Students are assigned to a certified athletic trainer/clinical instructor who directly supervises students as they work with the intercollegiate teams at Azusa Pacific University, or through assignments at off-campus sites. Students are allowed to work directly with the athletes/clients in providing comprehensive health care. Students are given more responsibility as they show competence in the Proficiencies in Athletic Training. *Prerequisites: acceptance into the Athletic Training Education Program and curriculum director's permission*

### **AT 452 Current Concepts in Treatment and Rehabilitation (2) (F)**

This course focuses on current clinical applications of treatment and rehabilitation for musculoskeletal injuries. The course explores advanced practical techniques in manual medicine, functional rehabilitation, core stabilization, and aquatic therapy. The student learns to assess and prescribe the appropriate treatment and rehabilitation techniques to different musculoskeletal injuries. *Prerequisite: AT 352*

### **AT 465 Pharmacology for Athletic Trainers (2) (F)**

In this course, pharmacology is studied as it relates to the field of athletic training. Included are the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. *Prerequisites: AT 270, AT 355, BIOL 230 or BIOL 250, BIOL 231 or BIOL 251*

### **AT 469 Health Care Administration (3) (S)**

This course addresses the organizational and administrative aspects of health care to the physically active. Students study such issues as medical record keeping, facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

### **AT 490 Research Methods (4) (F)**

The focus of the course is on the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate in the field. This course is designed to enhance students' abilities to be consumers of research information, participants in the research process, and communicators of research results. Students are required to conduct a research project and write a comprehensive research report, including introduction, literature review, methods, results, discussion, and conclusions. Discussions also focus on current knowledge and future trends in athletic training and sports medicine, as seen in the literature. *Meets the general studies upper-division writing intensive course requirement.*

### **AT 497 Readings (1-4) (F, S, Su)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **AT 498 Directed Research (1-4) (F, S)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **AT 499 Thesis/Project (1-4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Recreation

### **REC 366 Leadership Skills through Wilderness Experiences (2)**

This course is designed to teach the fundamentals of beginning mountaineering. The student experiences leadership principles through rock climbing, camping, and skills related to outdoor recreation.

### **REC 465 Winter Practicum (2)**

This course includes reading and skill development in cross-country skiing, snow shoeing, snow and ice techniques, and basic winter mountaineering. Avalanche precautions are reviewed and studied.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Social Work

## Faculty

*Chair and Associate Professor, Mary Rawlings, MSW, LCSW*

*Professors: Sally Alonzo Bell, Ph.D., LCSW;  
Kimberly Battle-Walters Denu, MSW, Ph.D.*

*Associate Professor: Kathleen Tangenberg, Ph.D.*

*Director of Field Education and Assistant Professor:  
Christine Castillo, MSW, LCSW*

*Lecturers: Deb Baker, MSW; Beverly Chien, MSW, LCSW;  
Barbara Johnson, MSW, LCSW*

## Department Overview

An undergraduate degree in professional social work teaches the specialized skills needed to help diverse people in a variety of ways. Social workers provide one-on-one counseling, intervene with families, lead small groups, and facilitate change in communities and the environment. Professional social work promotes social and economic justice for all people through advocacy, and organizational and political change. In their courses, Bachelor of Social Work (BSW) students learn theories to help them understand and assess client situations, learn direct practice skills such as interviewing, and complete a supervised internship in their senior year.

## Department Mission

The undergraduate Department of Social Work at Azusa Pacific University seeks to develop competent generalist social work practitioners who can integrate the knowledge, values, and skills necessary to enhance the social functioning of individuals, families, groups, organizations, and communities. Grounded in the profession's history and commitment to social justice and diversity, the Department of Social Work is committed to excellence in teaching and scholarship; to the integration of Christian faith in learning and practice; and the facilitation of community within the department, with students, and within the greater environment.

## Introduction

Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. Social workers help prevent crises and counsel individuals and families. In addition, they also work to develop organizations and communities, both locally and internationally, in order to assist people to cope more effectively with the stresses of everyday life.

The Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education. The undergraduate program in professional social work maintains the following goals:

- To prepare students for generalist work practice with diverse individuals, families, groups, organizations, and communities
- To provide knowledge built on a liberal arts foundation of human behavior and the interaction of person and environment
- To prepare students for lifelong learning, critical thinking, and advanced study
- To advocate the development of policies and programs that seek to advance human well-being and promote social and economic justice
- To socialize students to the values and ethics of the profession, and to the integration of Christian values throughout their practice
- To engage in ongoing scholarship reflecting the goals and needs of professional social work

## Career Opportunities

Social workers provide services directly to individuals, families, groups, organizations, and communities. Social workers can apply their training and experience in a variety of settings and careers, including:

- Case managers
- Child protection workers
- Counselors
- Domestic violence counselors
- Employee assistance counselors
- Foster care workers
- Group home workers
- Homeless outreach workers
- Hospital social workers
- International social workers
- Mental health case workers
- Missionaries and pastors
- Nursing home social services providers
- Outreach coordinators for the elderly
- Political advocates
- Probation officers
- School social workers
- Substance abuse counselors

## Field Internship Program

During the senior year, social work majors complete a 400-hour field internship in one of several approved agencies in the community. This provides a setting for the development of practice skills in social work and an opportunity for students to integrate classroom learning with practice. Students are charged a minimal social work liability insurance fee. The field director discusses the application process with students in their junior year. No credit is given for prior work experience. Students must complete the internship as part of their degree requirements.

### Advising and Admissions Policy

#### Advising

Any student interested in social work is encouraged to speak with someone in the Department of Social Work for more information about the major. Students who wish to major in social work should declare social work as their intended major as soon as possible through the Office of the Registrar in order to begin academic and professional planning. Upon declaring social work as a major, students are assigned a faculty advisor who works with them for the duration of their studies. Advisors are assigned by the department based on availability of faculty. The role of the faculty advisor is to help students develop a multi-year academic plan, mentor them in their professional development, and be their liaison during the admissions process. While the faculty advisor is the primary contact person within the program, students are encouraged to also meet with other faculty, as needed, as part of their professional development. The academic year in which students enroll in the university determines the standards for academic planning. Prior to registration each semester, students are required to meet with their advisor.

#### Procedure

1. Schedule an appointment, if necessary, to discuss social work as a choice of major.
2. Declare social work major through the Office of the Registrar.
3. Visit the Department of Social Work to receive advisor assignment and Social Work Student Handbook.
4. Read the Social Work Student Handbook in its entirety.
5. Meet with advisor to develop multi-year academic plan and confirm choice of major.
6. Meet with advisor for academic advising prior to registration each semester.
7. Attend advising meeting with a completed copy of proposed courses and a copy of an updated degree works checklist to be given to the advisor.

*Note: Advisors assist in planning, but it is the student's responsibility to come prepared for advising and be knowledgeable regarding university requirements.*

#### Admission to the Social Work Program

Students are considered pre-majors until formally accepted into the program. Prior to formal acceptance into the program, students should begin advising within the Department of Social Work and can begin taking entry-level social work courses (SOCW 250, 251, 310, 311) and the general studies courses that apply to social work, as outlined in the university catalog. Students must submit a formal application to the Department of Social Work upon completion, or while enrolled in Introduction to Social Work (SOCW 250), as components of this course will help build the portfolio for admission into the program. Students must be accepted to the major prior to taking courses in the social work practice sequence. If a student wishes to transfer into the major as a junior and has not completed the Introduction to Social Work course, he/she can petition to begin in the practice sequence. Upon the approval of their advisor, students may begin Social Work Practice I while concurrently enrolled in Introduction to Social Work, but must sign a waiver acknowledging understanding of the need to complete the application, and that they are on provisional status until accepted through the formal application process. Applications will be reviewed by a committee comprised of social work faculty and be considered based on academic and personal readiness for course work.

Students may submit an application during or after the semester they anticipate completing the requirements. Students may submit the application at any time, but in order to register for Social Work Practice I in the fall, applications must be submitted by March 7. Students may be admitted fully, without provisions; on provisional status; or denied admission. If a student is admitted on provisional status, a plan for attaining full admission will be provided by the committee. If this plan is not met in full, the student will not be allowed to continue in the program. If denied admission, the student may initiate an appeal procedure, as outlined below.

#### Students must meet the following components in order to be considered for the social work major.

1. Completion of the Introduction to Social Work course with a C or better
2. Possess a 2.0 overall GPA
3. Completion of an application (obtained from the Department of Social Work)
4. Submission of a personal statement

#### Personal statements should be three to five pages long, and include:

- a. When and how you became interested in the field of social work
- b. What influenced you in the choice of social work as a profession
- c. Your career goals or beginning thoughts on your areas of interest
- d. Discussion of what you see to be personal strengths that will help you in your development of professional skills and knowledge (If you have taken the Strengths Finder Inventory as part of your Beginnings course, please note your strengths and how these strengths may contribute to the practice of social work.)
- e. Personal attributes you would like to further develop as part of your participation in the social work program
- f. Any life experiences you believe will contribute to or impede your progress in this program

#### Criteria for evaluation of autobiographical statements:

- a. Writing skills
- b. Indication of genuine interest in enhancing human wellbeing and advancing social justice
- c. Thoughtful reflection of personal characteristics that indicate the student is ready to successfully complete program requirements
- d. Provide evidence of participation in volunteer, leadership, or work experience relevant to the practice of social work [Participation in service learning, ministry experiences, personal therapy, Club Social Work, or National Association of Social Workers (NASW) offers good opportunities for experience.]

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### Procedure

1. Complete or be enrolled in the Introduction to Social Work course, completing with a C or better.
2. Complete all sections of the application.
3. Complete an autobiographical statement.
4. Submit an unofficial APU transcript and current Degree Works checklist.
5. Submit completed packet to faculty advisor for review. The advisor may request revisions prior to submission to admissions committee.
6. Upon review, the advisor will submit the completed packet to the social work admissions committee for review.
7. Students will be notified in writing within two weeks of the committee's decision.

### Student Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the admissions committee, in which they can supply further verbal and written evidence in regards to the actions taken by the committee. The committee will provide a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the associate dean of the School of Behavioral and Applied Sciences.

### Requirements for the Social Work Major

**72 units**

A total of 72 units is required for the major. A minimum 2.0 grade-point average is required in all major courses, including the specified General Studies classes.

#### Specified General Studies Requirements

**13 units**

|      |     |                            |   |
|------|-----|----------------------------|---|
| BIOL | 101 | Fundamentals of Biology*   | 4 |
| PSYC | 110 | General Psychology*        | 3 |
| SOC  | 120 | Introduction to Sociology* | 3 |
| SOC  | 358 | Human Diversity*           | 3 |

#### Core Requirements

**53 units**

|      |         |  |      |
|------|---------|--|------|
| PSYC | 299     | Applied Statistics                                 | 3    |
| SOCW | 250     | Introduction to Social Work                        | 3    |
| SOCW | 251     | Social Welfare Policy and Service                  | 3    |
| SOCW | 310/311 | Human Behavior and the Social Environment I, II*/^ | 3, 3 |
| SOCW | 332/333 | Social Work Practice I, II**                       | 3, 3 |
| SOCW | 350     | Aging: Implication for Policy and Practice         | 3    |
| SOCW | 351     | Child Welfare***                                   | 3    |
| SOCW | 360     | Social Work Practice III (Groups)                  | 3    |
| SOCW | 466/468 | Field Internship I, II**                           | 4, 4 |
| SOCW | 467/469 | Senior Practicum Seminar I, II**                   | 3, 3 |
| SOCW | 478     | Social Work Research Methods**                     | 3    |
| SOCW | 479     | Social Work Research Project*/***                  | 3    |
| SOCW | 496     | Senior Seminar: Ethics in the Helping Professions* | 3    |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| SOCW | 333 | Social Work Practice II                    | 3 |
| SOCW | 325 | Community Organization and Social Change^^ | 6 |

### Social Work Electives

**6 units**

Two electives (6 units) are required for completion of the social work major. One must be taken from courses offered within the department. The second may be taken from any of the approved courses.

Chose 3 units from the following social work electives:

|      |     |   |     |
|------|-----|---|-----|
| SOCW | 380 | Understanding International Social Problems and Services through Study Abroad | 3   |
| SOCW | 400 | Grant and Proposal Writing  | 3   |
| SOCW | 410 | Family Violence   | 3   |
| SOCW | 415 | Addictions: Assessment and Intervention                                       | 3   |
| SOCW | 497 | Independent Study and Readings in Social Work                                 | 1-4 |

Chose another three units from the above or one of the following courses:

|      |     |   |   |
|------|-----|---|---|
| CMIN | 428 | Church and Society                                | 3 |
| CMIN | 456 | Ministry Organization and Administration          | 3 |
| PSYC | 360 | Abnormal Psychology                               | 3 |
| PSYC | 410 | Psychology of Exceptional Children                | 3 |
| PSYC | 430 | Intervention Strategies with Children             | 3 |
| PSYC | 450 | Counseling  | 3 |
| SOC  | 359 | Immigrant L.A. (only available through L.A. Term) | 3 |
| SOC  | 455 | Crime and Delinquency                             | 3 |
| SOC  | 464 | Social Stratification                             | 3 |
| YMIN | 400 | Christian Values and Human Sexuality              | 3 |

\*Meets a general studies requirement.

\*\*Must list social work as primary major to enlist in these courses.

\*\*\*Meets the Upper-Division Writing Intensive Course requirement.

^Both SOCW 310 and 311 are needed to fulfill the general studies requirement.

^^SOCW 335 is available only through the L.A. Term and includes a service learning component.

### Transfer of Credits

Students transferring from CSWE-accredited undergraduate social work programs may submit to their advisor a list of social work courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the department on a case-by-case basis for compatibility with program requirements. General studies requirements for the major will be assessed by the Office of the Registrar.

### Course Descriptions

#### Social Work

##### **SOCW 250 Introduction to Social Work (3)**

This course introduces students to the social work profession and to social welfare services in the United States, examines the requirements for social work practice, and makes projections about the profession's future. Emphasis is on developing an awareness of the scope of the profession and exploring an interest in pursuing social work as a career.

##### **SOCW 251 Social Welfare Policy and Service (3)**

Students examine policies and programs that have been developed to meet human needs in American society. Historical background, ideas, philosophies, social advocacy, and political climate are explored as they impact decision making.

##### **SOCW 310 Human Behavior and the Social Environment I (3)**

From a multi-theoretical perspective, this course explores the interaction of cultural, biological, psychological, social, spiritual, and environmental influences and how they work to promote or deter the development of individuals from birth through adolescence. Attention is given to the range of social systems in which people live. The impact of social and economic forces, oppression, gender, age, and social class on human adaptation are examined as they relate to human behavior and social work interventions. This is the first of a two-semester HBSE sequence. *The combination of SOCW 310 and SOCW 311 meet general studies core requirements for Identity and Relationships. Prerequisites: BIOL 101 and SOC 120 or instructor's permission*

## SOCIAL WORK

### **SOCW 311 Human Behavior and the Social Environment II (3)**

From a multi-dimensional perspective, this course explores the interaction of cultural, biological, psychological, social, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. Attention is given to the range of social systems in which persons live. The impact of social and economic forces, oppression, gender, and class on human adaptation are examined as they relate to human behavior and the behavior of social systems. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems. *The combination of SOCW 310 and SOCW 311 meets general studies core requirements for Identity and Relationships. Prerequisites: BIOL 101, SOC 120, and SOCW 310*

### **SOCW 332 Social Work Practice I (3)**

This is the first of a two-semester, three-course practice sequence wherein the basics of professional generalist social work practice as it has developed in response to changing human needs are presented. Included are methods that may be used in direct practice with individuals and families. Emphasis is on work with diverse populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme. *Prerequisites: Application and acceptance into the social work major; Recommended: SOCW 310/311*

### **SOCW 333 Social Work Practice II with Communities (3)**

Social Work Practice II presents the basics of professional generalist social work practice as it has developed in response to the needs of multiple member systems and communities. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where none exist. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme throughout. *Prerequisites: SOCW 250 and SOCW 332*

### **SOCW 335/GLBL 330 Community Organization and Social Change (6)**

The course helps students understand the organization of urban, multicultural communities, while engaged in service learning activities in grassroots and nonprofit organizations. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where needed. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, reflective papers, macro-practice activities, a service practicum, and group discussions. *Course is available only through the L.A. Term Program.*

### **SOCW 350 Aging: Implications for Policy and Practice (3)**

This course offers an introduction to the study of aging, with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention.

### **SOCW 351 Child Welfare (3)**

Students explore programs and policies that have been developed to meet the needs of children and families. The ideas, philosophies, politics, and economics affecting these programs and policies are studied in terms of choices to be made in policy and social work practice. This course meets the requirements for junior-level writing. *Meets the general studies upper-division writing intensive requirement. Prerequisite(s): SOCW 250 and SOCW 251, or instructor's permission*

### **SOCW 360 Social Work Practice III (Groups) (3)**

This course introduces the student to the methods of group work within social work practice. The course reviews types of groups, how to establish a group, the phases of group development, and common group dynamics. In addition, students gain understanding of their role as leader and facilitator and, through concrete experiential exercises, learn beginning skills and techniques to effectively function in this role. Applying ethnic sensitive practice to the group situation is also explored. *Prerequisites: SOCW 250 and SOCW 332*

### **SOCW 380 Understanding International Social Problems and Services Through Study Abroad (3)**

This course teaches about social problems and services in international settings with a focus on social welfare systems in a particular country other than the United States. Countries such as China, England, Kenya, Russia, or Mexico may be chosen for study. It is taught as a May-term course. For one week students read a text on international social work practice and materials about social problems and services in the country to be visited. For the remaining 10 days to 2 weeks students have an experiential learning experience in the country itself and a time of debriefing the experience at APU. The accent is on a global perspective of social welfare, enriching cultural experiences and a comparison of domestic and international methods of addressing human needs and social policies and programs. *Prerequisite: SOCW 250 or instructor's permission*

### **SOCW 400 Grant and Proposal Writing (3)**

Grant and proposal development continue to be an activity in the operations of human service agencies. Agencies must assess the need for services, determine their priorities, and develop strategies for funding their programs. Today, grants and proposals serve as primary means by which many agencies receive resources. This course is aimed at creating an understanding of the process and tools needed for translating a desire to respond to human need and problems into a realistic plan of action. It acquaints students with program design and planning techniques, which consider client/consumer group characteristics. The course culminates in the student's development of a human service program proposal aimed at responding to a need or problem.

### **SOCW 410 Family Violence (3)**

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations. *Prerequisite: junior standing or instructor's permission*

### **SOCW 415 Addictions: Assessment and Intervention (3)**

This course provides an overview of addictions from a bio-psycho-social-spiritual-cultural perspective. Unique issues relative to children, adolescents, women, people with disabilities, people who are gay/lesbian, the elderly, and minorities are explored. The course focuses on a review of various types of addictions; theory on the etiology and process of addiction and its treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to addictions in the community as well as in the church.

### **SOCW 466 Field Internship I (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites: SOCW 310, 311, 332, 333, 360, senior standing, and registration with the social work field director; Corequisite: SOCW 467*

### **SOCW 467 Senior Practicum Seminar I (3)**

This seminar course integrates and further develops the generalist practice knowledge and skills learned in the classroom for the social work student currently in the field placement. Skills for working with diverse client populations are further developed through ongoing self-reflection, case-analysis, and in-class presentations. The development of collaborative working relationships, ethical practice, accurate self assessment, beginning services with clients, and effective use of supervision are emphasized during this first semester of this two-semester sequence. *Prerequisites: senior standing and registration with the social work field director; Corequisites: SOCW 466*

**SOCW 468 Field Internship II (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites: senior standing, registration with the social work field director, and SOCW 466; Corequisite: SOCW 469*

**SOCW 469 Senior Practicum Seminar II (3)**

The final Social Work Seminar focuses on integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. The student's practice, related reading, prior experience, prior learning in the liberal arts, the professional foundation, and case material are drawn upon for problem solving. Emphasis is placed on service planning, implementation, termination, values, and ethics as expressed in the NASW Code of Ethics, and ethnic-sensitive practice with diverse and oppressed populations. *Prerequisites: SOCW 467, SOCW 466, senior standing, and registration with the social work field director*

**SOCW 478 Social Work Research Methods (3)**

This course prepares the student to do a social science research project. Both qualitative and quantitative research methods are examined. Students prepare a research proposal as the final project. For social work majors, the research proposal is connected to their social work internships. *Prerequisites: PSYC 350 and senior standing; corequisites for social work majors: SOCW 466 and SOCW 467*

**SOCW 479 Social Work Research Project (3)**

Students conduct an empirical study based on the research proposal completed in the Social Work Research Methods course. For social work majors, this project is connected to their social work internships. Students are expected to gather data, process and develop an analysis of this data, and write a research report. Each student presents this research at the end of the semester. *Meets the general studies upper-division writing intensive requirement. Prerequisites: PSYC 350 and SOCW 478; corequisites: SOCW 468, SOCW 469*

**SOCW 496 Senior Seminar: Ethics in the Helping Professions (3)**

This course facilitates the integration of Christian faith and values with careers in the helping profession. This is accomplished through examining religious and spiritual experiences, as well as ethical dilemmas often confronted by social workers, nurses, counselors, and others in the helping profession, as they exist within the context of one's cultural, social, and physical environment. Attention is given to the process of faith development, historical perspectives, and the diversity of spiritual experiences. *Meets the general studies senior seminar requirement. Prerequisites: instructor's permission; senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major and upper-division writing intensive course*

**SOCW 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussion, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# School of Business and Management



## **Bachelor of Arts in:**

**Business Administration 163**

## **Bachelor of Science in:**

**Accounting 163**

**Finance 164**

**International Business 164**

**Marketing 165**

## **The Five-Year Plan/Young**

**Executives MBA Program 165**

**Business Internship Program 165**

# School of Business and Management

## Faculty

*Dean and Professor: Ilene Smith-Bezjian, DBA*

*Associate Dean; Chair, Graduate Programs; and Professor: Jim Walz, Ph.D.*

*Chair, Undergraduate Programs; and Associate Professor: Julia Underwood, Ph.D.*

*Professors: George Babbes, Ph.D.; Jau-Lian Jeng, Ph.D.; William McCarty, Ph.D.*

*Associate Professors: Paul Anderson, CPA, MBA; Roger Conover, Ph.D.; Stanley Deal, M.S., CPA; Daniel Park, Ph.D.; Patricia Skalnik, DBA; Stephen Strombeck, Ph.D.; Stuart Strother, Ph.D.*

*Assistant Professors: Ron Jewe, MBA, M.Div.; Pamela Penson, MBA*

*Adjunct Faculty: Mike Morgan, Ph.D.; Tim Purga, Ph.D.; Jon Wallace, DBA*

*Lecturers (part time): Bill Bradley, JD; Gary Clifford, MAOM; Don Davis, MBA; Brett Fletcher, MBA; Roxanne Helm, MAHOD; Robert Skalnik, Ed.D.*

## Mission

The mission of the School of Business and Management is to advance the Kingdom of God by integrating a Christian perspective into life through business and management education. The faculty are dedicated to maintaining a dynamic teaching environment where current, relevant business theories and practical tools are implanted, and students develop linkages between faith, learning, and application.

## Goals: Tenets

The School of Business and Management is committed to:

1. **Christian Witness:** Impacting students' lives for Christ through example and leadership.
2. **Ethics:** Teaching biblical principles in the ethical conduct of business.
3. **Relationships:** Nurturing a caring relationship between student and teacher.
4. **Learning:** Sustaining a learning environment that fosters open inquiry, expression of thought, critical analysis, and creative thinking.
5. **Practicality:** Linking learning to life in practical ways.
6. **Excellence:** Demonstrating excellence in teaching, service, and research.
7. **Academic Freedom:** Creating an environment for faculty characterized by academic freedom and responsible autonomy, professional development, and collegial relationships.
8. **Community Development:** Enhancing the development of organizations and communities served by the university.

## Introduction

The School of Business and Management (SBM) provides professional career preparation in accordance with the university's Christian heritage and mission. To this end, the SBM has built a reputation for pragmatic and ethically based education. The curriculum blends with the liberal studies foundation provided by other schools or departments of the university.

The SBM offers a Bachelor of Arts in Business Administration and four Bachelor of Science degrees. The B.A. degree requires students to complete the common professional component (the business core) and then select elective courses deemed most appropriate for their career objectives. The B.S. degrees require students to complete the business core and courses in an area of specialization: accounting, finance, international business, or marketing.

Students interested in teaching business in secondary schools should contact the APU Department of Teacher Education during the first semester of their junior year for advising related to obtaining a credential. All programs require four years of specialized course work and projects designed to maximize professional readiness; teacher education courses extend into a fifth year.

Curriculum content in the undergraduate business program is correlated with graduate school requirements for those who wish to pursue a Master of Business Administration (MBA) or Master of Arts in Human and Organizational Development (MAHOD).

## Business Core Courses

**43 units**

All students with a major in the School of Business and Management must complete the following common professional component:

|      |         |  |      |
|------|---------|--|------|
| BUSI | 120/121 | Principles of Accounting I, II             | 4, 3 |
| BUSI | 210     | Principles of Organization and Management  | 3    |
| BUSI | 240     | Introduction to Information Systems        | 3    |
| BUSI | 250     | Principles of Macroeconomics               | 3    |
| BUSI | 251     | Principles of Microeconomics               | 3    |
| BUSI | 303     | Business Law                               | 3    |
| BUSI | 330     | Principles of Finance                      | 3    |
| BUSI | 360     | Principles of Marketing                    | 3    |
| BUSI | 370     | International Business*                    | 3    |
| BUSI | 448     | Organizational and Administrative Behavior | 3    |
| BUSI | 450     | Strategic Management                       | 3    |
| PSYC | 299     | Applied Statistics                         | 3    |

Select one of the following:

|      |     |                                      |   |
|------|-----|--------------------------------------|---|
| BUSI | 311 | Quantitative Analysis for Management | 3 |
| MATH | 151 | Applied Calculus I                   | 3 |

\*Meets a general studies requirement.

## **Admission to the School of Business and Management**

The School of Business and Management admits students each fall. The program enrollment is not capped. However, students are expected to demonstrate certain levels of achievement to be admitted. Typical admission to the School of Business and Management occurs in a student's third semester at APU. Current APU student applications are due no later than March 1. Transfer applications are due prior to course enrollment.

In addition to meeting the requirements for university admission, the applicant must meet the requirements for admission into the School of Business and Management, as listed below. Computer proficiency (MS Word, MS PowerPoint, MS Excel) is assumed.

### **Current APU students applying to the School of Business and Management**

Currently students must meet the following requirements:

- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the March 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade point average of 2.70.
- Math 110 College Algebra must be completed with a *B* or better.
- Upper-division courses (BUSI 300-499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

### **International Students**

International students must meet the following requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 600. The School of Business and Management specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to the success in business.
- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the March 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade-point average of 2.70.
- Math 110 College Algebra must be completed with a *B* or better.
- Upper-division courses (BUSI 300-499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

### **Transfer Students**

- Transfer applicants must make an appointment with a School of Business and Management academic advisor prior to enrolling in BUSI courses.

## **B.A. in Business Administration**

### **Introduction**

Preparation for a business career requires a deep appreciation for and a sound understanding of the marketplace. Thus the Bachelor of Arts in Business Administration is designed for those who seek a broad spectrum of business courses or wish to combine several fields. This degree develops competence in conceptual, human, and technical skills. These skills, developed through a well-chosen sequence of electives, make those completing the program particularly well prepared for both public- and private-sector organizations.

### **Career Opportunities**

Course work in general business administration includes a fundamental system of values that serves as the basis for decision making. Students are prepared upon graduation for first-line management, retail and sales, commercial banking, savings and loan associations, data processing, staff specialist positions, and life care administration. Some graduates begin new ventures, operate small businesses, develop new products, or return to the family business.

### **Requirements for the**

#### **Business Administration Major**

**52 units**

The B.A. in Business Administration comprises 52 units. Students must achieve an average GPA of 2.5 of higher in their major courses. (This includes the Business Core.)

#### **Business Core Courses**

**43 units**

#### **Business Electives**

**9 units**

### **Requirements for the**

#### **Business Administration Minor**

**25 units**

|      |     |  |   |
|------|-----|--|---|
| BUSI | 110 | Introduction to Business                   | 3 |
| BUSI | 120 | Principles of Accounting I                 | 4 |
| BUSI | 210 | Principles of Organization and Management  | 3 |
| BUSI | 240 | Introduction to Information Systems        | 3 |
| BUSI | 251 | Principles of Microeconomics               | 3 |
| BUSI | 330 | Principles of Finance                      | 3 |
| BUSI | 360 | Principles of Marketing                    | 3 |
| BUSI | 448 | Organizational and Administrative Behavior | 3 |

## **B.S. in Accounting**

### **Introduction**

The accounting major surveys the principles, theories, and concepts of the accounting profession while providing an intense review of the economic, quantitative, and managerial aspects of business. Its practical component leads to work assignments in local Certified Public Accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and actual experience also prepares candidates for the CPA Examination administered by the various state boards of accountancy in the United States.

### **Career Opportunities**

Opportunities available to graduates include professional careers in accounting services, auditing, management advising services, and accounting departments in private firms and government bodies.

## SCHOOL OF BUSINESS AND MANAGEMENT

### Requirements for the Accounting Major **67 units**

The accounting major comprises 67 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### Accounting Courses **24 units**

|      |         |                               |      |
|------|---------|-------------------------------|------|
| ACCT | 225/226 | Intermediate Accounting I, II | 3, 3 |
| ACCT | 325     | Cost Accounting               | 3    |
| ACCT | 331/332 | Federal Taxes I, II           | 3, 3 |
| ACCT | 336     | Advanced Accounting           | 3    |
| ACCT | 426/427 | Auditing Principles I, II     | 3, 3 |

## B.S. in Finance

### Introduction

The finance major is designed for students who are interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy. The program gives students experience in portfolio construction, applications of derivatives in financial management and asset management, international financial management, and case studies in corporate finance. The program aims to equip students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities with the goal of maximizing the value of the resources being managed. To complete the finance major in four years, students must complete BUSI 330 Principles of Finance and MATH 151 Applied Calculus by the end of their sophomore year.

### Career Opportunities

The program prepares students for employment in a variety of jobs, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are among those expected to have strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

### Requirements for the Finance Major **64 units**

The finance major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### Finance Courses **21 units**

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| FIN  | 330 | Financial Analysis              | 3 |
| FIN  | 332 | Financial Institutions          | 3 |
| FIN  | 432 | Investment Analysis             | 3 |
| FIN  | 434 | Derivatives                     | 3 |
| FIN  | 436 | Financial Risk Management       | 3 |
| FIN  | 439 | Seminar in Finance              | 3 |
| IBUS | 372 | International Trade and Finance | 3 |

|              |     |                               |     |
|--------------|-----|-------------------------------|-----|
| Recommended: |     |                               |     |
| BUSI         | 350 | Business Internship (Finance) | 1-3 |

### Requirements for the Finance Minor **24 units**

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| BUSI | 330 | Principles of Finance           | 3 |
| FIN  | 330 | Financial Analysis              | 3 |
| FIN  | 332 | Financial Institutions          | 3 |
| FIN  | 432 | Investment Analysis             | 3 |
| FIN  | 434 | Derivatives                     | 3 |
| FIN  | 436 | Financial Risk Management       | 3 |
| FIN  | 439 | Seminar in Finance              | 3 |
| IBUS | 372 | International Trade and Finance | 3 |

|              |     |                               |     |
|--------------|-----|-------------------------------|-----|
| Recommended: |     |                               |     |
| BUSI         | 350 | Business Internship (Finance) | 1-3 |

## B.S. in International Business

### Introduction

The international business major provides students study-abroad opportunities with a strong general business foundation. It incorporates a liberal arts approach to the disciplines of politics and cultural interrelationships as the program surveys the dynamics of an interdependent global business environment. The major focus is upon the international economic, historical, political, and cultural foundations of today's world business climate, key multinational business functions, and the overall operational/strategic management of a corporation in a multicultural environment.

### Career Opportunities

International business careers may be found with multinational corporations, foreign banking, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Individuals with international language skills, empathy for foreign environments, and possession of international business skills are in high demand.

### Requirements for the International Business Major **64 units**

Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### International Business Courses **21 units**

IBUS 371, IBUS 372, IBUS 373, and IBUS 374 may be taken on campus or in the study abroad portion of the program with the International Business Institute (IBI), Summer Session. The IBI is held in the summer from late May until the end of July. Prerequisite(s): BUSI 370 and/or permission of the IBI coordinator

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| IBUS | 371 | Comparative Economic Systems    | 3 |
| IBUS | 372 | International Trade and Finance | 3 |
| IBUS | 373 | Global Marketing                | 3 |

Select one of the following:

|      |     |   |   |
|------|-----|---|---|
| IBUS | 374 | Topics in International Management and Strategy | 3 |
| BUSI | 350 | Business Internship (International)             | 3 |

The following nine units may be taken on campus:

|      |     |                                   |   |
|------|-----|-----------------------------------|---|
| IBUS | 479 | Seminar in International Business | 3 |
| POLI | 340 | International Relations*          | 3 |

Select one of the following:

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| XXX  | 201 | Intermediate Language           | 3 |
| GLBL | 300 | Self-Directed Language Learning | 3 |
| GLBL | 310 | Intercultural Communication*    | 3 |

\*Meets a general studies requirement.

## B.S. in Marketing

### Introduction

The marketing major provides students with a strong general business foundation, plus marketing courses that address the primary functional concerns of marketing in industry and commerce. The program stresses academic preparation, skill building, marketing, problem solving, and internship experience. Students will also be familiar with E-commerce and Web and information technology aspects of marketing which are important in the marketplace.

### Career Opportunities

Career paths open to marketing majors include sales and sales management, marketing administration, advertising and promotion, sales support, customer service, market research, and general marketing management, as well as careers in banking. Income potential and personal fulfillment are high. Many marketing people go on to become top executives.

### Requirements for the Marketing Major **64 units**

The marketing major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### Marketing Courses **21 units**

|      |     |   |   |
|------|-----|---|---|
| IBUS | 373 | International Marketing                     | 3 |
| MKTG | 361 | Marketing Communication                     | 3 |
| MKTG | 362 | Consumer Behavior*                          | 3 |
| MKTG | 363 | Marketing Research                          | 3 |
| MKTG | 368 | Retail Marketing                            | 3 |
| MKTG | 465 | Strategic Marketing Management              | 3 |
| WEB  | 448 | Strategic Internet Marketing and E-Commerce | 3 |

Recommended:

|      |     |                      |     |
|------|-----|----------------------|-----|
| MKTG | 350 | Marketing Internship | 1-3 |
| BUSI | 350 | Business Internship  | 1-3 |

### Requirements for the Marketing Minor **21 units**

|      |     |   |   |
|------|-----|---|---|
| BUSI | 360 | Principles of Marketing                     | 3 |
| IBUS | 373 | International Marketing                     | 3 |
| MKTG | 361 | Marketing Communications                    | 3 |
| MKTG | 362 | Consumer Behavior*                          | 3 |
| MKTG | 363 | Marketing Research                          | 3 |
| WEB  | 448 | Strategic Internet Marketing and E-Commerce | 3 |

Select one of the following:

|      |     |                                |   |
|------|-----|--------------------------------|---|
| MKTG | 465 | Strategic Marketing Management | 3 |
| MKTG | 350 | Marketing Internship           | 3 |

\*Meets a general studies requirement.

## The Five-Year Plan/Young Executives MBA Program

Managing business in the 21<sup>st</sup> century increasingly requires graduates with an MBA degree. The School of Business and Management has responded to this challenge by providing a fifth year after the B.A. or B.S. degree for business students to obtain an experience-based, internship-driven graduate degree. In Azusa Pacific's MBA program, students benefit from more than an integrated curriculum; they will be actively involved in the local business community, learning by doing as they tackle real-world business situations.

Students work with and learn from business and industry leaders. They analyze, strategize, and develop business and marketing plans. Students use today's most advanced technology for research and communication, and preparing and delivering presentations. They become skilled in organization, motivation, teamwork, networking, leadership, and ethical decision making. In short, students experience being a manager while in this program, building a portfolio of skills that will equip them for the business world of the future.

For more information about this unique five-year plan, students should see their advisor, call the chair of graduate business programs at (626) 815-3480, or call the graduate business recruiter at (626) 815-3835. Students may also consult the current graduate catalog for course requirements.

### Business Internship Program

The Business Internship Program augments business majors' classroom experience. It provides an opportunity to integrate principles and concepts discovered in the classroom with the reality of the business world. Interns are able to test theories, apply concepts, gain firsthand knowledge of the purpose and practice of business procedures, build interpersonal relationships, set objectives, and measure performance. Intern accountability is maintained by regular feedback from field supervisors, academic consent for assignments, and seminar meetings. Students interested in this program should visit with their advisor and then enroll in BUSI 350 Business Internship.

## Course Descriptions

### Accounting

#### ACCT 225 Intermediate Accounting I (3)

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and operational assets. *Prerequisites: BUSI 120 and BUSI 121*

#### ACCT 226 Intermediate Accounting II (3)

This course continues the study begun in ACCT 225, covering intangible assets, investments, short- and long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. *Prerequisite: ACCT 225*

#### ACCT 325 Cost Accounting (3)

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations. *Prerequisite: ACCT 225 and ACCT 226*

#### ACCT 331 Federal Taxes I (3)

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed. A project utilizing commercial tax software is used to demonstrate computer applications. *Prerequisite(s): BUSI 120 and BUSI 121, or instructor's permission*

#### ACCT 332 Federal Taxes II (3)

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities – corporations, partnerships, estates, and trusts. Emphasis is placed on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporate formation and operation, partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities. *Prerequisite: ACCT 331*

#### ACCT 336 Advanced Accounting (3)

This course provides an in-depth study of accounting theory and principles first encountered in Intermediate Accounting. Topics covered include accounting for partnerships, joint ventures, and corporations. Extensive coverage is given to business combinations and consolidations. Also covered are branch accounting, bankruptcy reporting, and accounting for estates and nonprofit organizations. *Prerequisites: ACCT 225 and ACCT 226*

#### ACCT 426 Auditing Principles I (3)

An overview of auditing concepts is offered with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is addressed as are the audit objectives and procedures applied to the elements in a financial statement. *Prerequisite: ACCT 336*

#### ACCT 427 Auditing Principles II (3)

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered. *Prerequisite: ACCT 426*

### Business Administration

#### BUSI 100 Personal Finance (3)

An overview of personal financial planning is provided with an emphasis on financial record keeping, budgeting, cash flow controls, debt management, tax planning, consumerism, insurance, retirement, investment planning, and estate planning. This course does not count as a business major elective.

#### BUSI 110 Introduction to Business (3)

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production.

#### BUSI 120 Principles of Accounting I (4)

In the first semester of this course, the basic financial accounting model and cycle are introduced, preparing students to explore the application of fundamental accounting principles to specific classes of assets and liabilities. The sole proprietorship form of business serves as the primary model for demonstrating the application of accounting principles and procedures for current assets, such as accounts receivable and inventories, operational assets, and current and long-term liabilities. Students complete a computer simulation which introduces computer applications in accounting.

#### BUSI 121 Principles of Accounting II (3)

The second semester of this course focuses on managerial accounting and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, budgeting, short- and long-run decision analysis, capital expenditure analysis, and financial statement analysis. *Prerequisite: BUSI 120*

#### BUSI 210 Principles of Organization and Management (3)

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

#### BUSI 230 Real Estate Principles (3)

This course offers an introduction to real estate principles and practices, essential real estate law, practices incidental to ownership, real estate brokerage, and property evaluation.

#### BUSI 240 Introduction to Information Systems (3)

This class offers a study of the fundamentals of information systems methods and equipment, computer characteristics and concepts, and elements of programming. Business applications of computers are discussed and demonstrated. A working knowledge of personal computer productivity tools such as Web browsers, Microsoft Windows 95, and Microsoft Office is provided.

#### BUSI 250 Principles of Macroeconomics (3)

An introduction to concepts and tools of economic analysis and aggregate and macroeconomics is provided. The course emphasizes national income, money and banking, and the role of the government with respect to fiscal and monetary policies.

#### BUSI 251 Principles of Microeconomics (3)

Students are introduced to micro theory in economics relative to the theory of the firm and consumers. Particular emphasis is placed on pricing, cost analysis, profit optimization, and utility analysis. *Prerequisite: MATH 110 with a grade of B or better*

## BUSINESS AND MANAGEMENT

### **BUSI 303 Business Law (3)**

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

### **BUSI 311 Quantitative Analysis for Management (3)**

This course equips students with analytical and mathematical models for business decision making. Included are statistical analysis, project management, simulation, and linear programming. *Prerequisite: MATH 110 or School of Business and Management APU-approved test score*

### **BUSI 330 Principles of Finance (3)**

Students explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash-flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, decision making with risk, and the use of leverage. *Prerequisites: BUSI 120, BUSI 121, and BUSI 311 or MATH 151*

### **BUSI 350 Business Internship (1-3)**

The course provides practical application of principle and theory in an actual business firm. The student learns to set objectives and measure performance against those objectives in a business setting. *Prerequisites: completion of 60 units, appropriate employment, and instructor's permission*

### **BUSI 360 Principles of Marketing (3)**

The movement of goods from producers to consumers is analyzed in this course, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed. *Prerequisites: BUSI 251 and fourth-semester standing*

### **BUSI 370 International Business (3)**

This course presents a survey of issues in international business. The focus is on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources. *Meets the requirement for general studies upper-division writing intensive course. Prerequisites: BUSI 210 and BUSI 250*

### **BUSI 405 Business Report Writing (3)**

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included. *Meets the requirement for general studies upper-division writing intensive course.*

### **BUSI 410 Production Management (3)**

The curriculum focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. Handling and control of materials, inventory, purchasing, and quality control are addressed. Students also learn about setting standards and developing skills in estimating, forecasting, and scheduling. *Prerequisite: BUSI 210*

### **BUSI 430 Money and Banking (3)**

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment. *Prerequisites: BUSI 120, BUSI 121, BUSI 250, and BUSI 251*

### **BUSI 445 Human Resource Development (3)**

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures. *Prerequisite: BUSI 210*

### **BUSI 448 Organization and Administrative Behavior (3)**

This course deals with policies and practices in the management of human resources. Major organizational behavior theories are discussed in a role-playing, seminar environment. *Prerequisite: BUSI 210*

### **BUSI 450 Strategic Management (3)**

This course focuses on fundamental decisions in the life of a business. What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow – and what is the right size? *Prerequisites: BUSI 210, BUSI 330, and senior status*

### **BUSI 496 Senior Seminar (3)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course explores biblical and moral principles as related to real-life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the general studies senior seminar requirement. Prerequisite: upper-division writing intensive course*

### **BUSI 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

## Finance

### **FIN 330 Financial Analysis (3)**

This course prepares students with the necessary tools of financial statement analysis for business valuation and strategic considerations. The course develops the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of a business organization. The course also covers credit analysis and corporate finance issues such as merger and acquisition and debt financing. Case studies are used extensively. *Prerequisites: BUSI 330 and MATH 151, or instructor's permission, and MATH 110 with a grade of B or better*

### **FIN 332 Financial Institutions (3)**

This course prepares students with a basic understanding of financial intermediaries, including depository institutions, insurance companies, securities firms, and investment banks. The course helps students understand the structure of and recent developments in financial markets. It also includes discussions of management issues for financial intermediaries, including interest rate risk, credit risk, loan portfolios, and other operational costs of financial services. *Prerequisite: BUSI 250 or instructor's permission*

### **FIN 432 Investment Analysis (3)**

This course introduces the student to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. The emphasis is on providing analyses of asset selection with an experience of real market activities. *Prerequisites: FIN 330, FIN 332, and MATH 151 or instructor's permission*

### **FIN 434 Derivatives (3)**

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered. *Prerequisites: FIN 432, PSYC 350, and MATH 151 or instructor's permission*

### **FIN 436 Financial Risk Management (3)**

The course provides students with the theory and management tools of risk management and financial innovation, using different combinations of financial assets and derivatives to immunize the organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect the business or portfolio from the exposure to financial risk. *Prerequisites: FIN 434 and MATH 151 or instructor's permission*

**FIN 439 Seminar in Finance (3)**

This course covers case studies in corporate finance, such as corporate strategy and structure, capital structure and payout policy, raising capital, corporate restructuring, and corporate governance. The course provides students with an understanding of the strategic issues of corporate financial management. In particular, advanced topics such as assessment and analysis of market volatility, evolution of financial structures, and strategies are also covered. *Prerequisites: FIN 436 and MATH 151 or instructor's permission*

**International Business**

**IBUS 371 Comparative Economic Systems (3)**

Students are offered an integrated treatment of international trade theory, policy, institutions, and business within the different types of economic systems. The economics of an open economy, that of a planned economy, international goods and money markets, domestic and international policies, trade flows, and world development patterns are addressed. May be taken on campus or in the IBI study abroad program. *Prerequisite(s): BUSI 251 and/or IBI coordinator's permission (IBI Summer Session)*

**IBUS 372 International Trade and Finance (3)**

Students study the trade and financial environment of international business. Focus is on export-import trade transactions, international trade finance, foreign exchange markets, foreign direct investment, international capital markets, and capital budgeting for the multinational firm. May be taken on campus or in the IBI study abroad program. *Prerequisites: BUSI 250, BUSI 251, BUSI 330 and/or IBI coordinator's permission (IBI Summer Session)*

**IBUS 373 Global Marketing (3)**

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Projects involving international marketing are conducted. May be taken on campus or in the IBI study abroad program. *Prerequisites: BUSI 250, BUSI 251, BUSI 360, BUSI 370, and/or IBI coordinator's permission (IBI Summer Session)*

**IBUS 374 Topics in International Management and Strategy (3)**

Students analyze operational management issues encountered in international and culturally diverse enterprises. The course focuses upon human resource management, production management, cross-cultural issues, and strategic planning and implication to the firm. A series of cases and a corporate analysis project are utilized. This course may be taken on campus or in the IBI study abroad program. *Prerequisites: BUSI 210, BUSI 250, BUSI 251 and/or IBI coordinator's permission (IBI Summer Session)*

**IBUS 479 Seminar in International Business (3)**

Students focus on advanced issues in international business. Primary emphasis is placed on consideration of the ethical issues of international business. Topics also include the relationship between international business and employment and economic growth in both concerns of international business organizations. *Prerequisites: BUSI 340, BUSI 370, and/or instructor's permission*

**Marketing**

**MKTG 350 Marketing Internship (1-3)**

This course provides practical application of marketing principles and theory. The student learns to research, set promotional and marketing objectives, and implement. *Prerequisites: BUSI 360 and instructor's permission*

**MKTG 361 Marketing Communication (3)**

The marketing communication function is introduced. Topics include advertising theory and measurement, communication theory, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics. *Prerequisite: BUSI 360*

**MKTG 362 Consumer Behavior (3)**

This course offers comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer's behavior in relation to the buying-selling process. Emphasis is placed on understanding the consumer in order to facilitate the development of an effective marketing strategy. *Meets the general studies elective requirement for Identity and Relationships. Prerequisite: BUSI 360*

**MKTG 363 Marketing Research (3)**

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. *Prerequisites: BUSI 360 and PSYC 350, MATH 110 with a grade of B or better*

**MKTG 364 Sales and Sales Management (3)**

In this course, consideration is given to personal selling strategies and practices, including consultative selling, and negotiation, using principles of human behavior. The sales management function, including recruiting and selecting salespeople, training, compensation plans and quotas, supervising, motivating, planning, forecasting, and evaluating, is covered in detail. *Prerequisite: BUSI 360 or instructor's permission*

**MKTG 368 Retail Marketing (3)**

Students learn the principles of retail marketing of products and services. The course emphasizes the unique issues and problems of store managers, merchandising executives, and service company managers. Location, sales promotion, organization, personnel, buying, inventory, control methods, product mix, pricing, and profitability are considered. Extensive quantitative techniques are employed. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

**MKTG 369 Global Industrial Marketing (3)**

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

**MKTG 465 Strategic Marketing Management/SIFE (Students in Free Enterprise) (3)**

The course offers a strategic approach to the management of the marketing function. Students are required to plan, organize, and present a community event. All aspects of marketing are integrated, including developing a marketing plan, presentations to officials, creating promotional materials, soliciting sales, and preparing a budget to cover the cost of the event. May be taken twice for credit.

**Web and Information Technology**

**WEB 448 Strategic Internet Marketing and E-Commerce (3)**

This course presents students with a real-world organizational problem or opportunity, which they must solve or realize by specifying and developing an appropriate Web-based information system. *Prerequisites: WEB 348 and WEB 440 (may be taken concurrently) Contact School of Business and Management for further details.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# School of Music



|   |            |
|---|------------|
| <b>Bachelor of Arts<br/>in Music</b>        | <b>170</b> |
| <b>Applied Music</b>                        | <b>171</b> |
| <b>Church Music</b>                         | <b>171</b> |
| <b>Music Education</b>                      | <b>171</b> |
| <b>Music Theory</b>                         | <b>171</b> |
| <b>Commercial Music</b>                     | <b>171</b> |
| <b>Bachelor of Music<br/>in Performance</b> | <b>172</b> |

# School of Music

## Faculty

Dean: Duane Funderburk, DMA

Chair, Undergraduate Studies; and Assistant Professor:  
Rod Cathey, DMA

Professors: Robert Sage, DMA; Philip Shackleton, DMA

Associate Professors: Harold Clousing, M.M.; Donavon Gray, DMA;  
Marvin McKissick, M.M.; Donald Neufeld, M.A.; Dennis Royse, Ph.D.

Assistant Professors: David Beatty, M.M.; Kimasi Browne, Ph.D.;  
Alvin Clifft, M.A.; Timothy T. Durbin, M.M.; David Hughes, DMA;  
Alexander Koops, M.A.; Michael Kozubek, M.M.;  
Brenda Reinebach, M.A.; John Sutton, M.A.

Instructors: William Boocock, M.A.; Patricia Edwards, M.M.;  
Michelle Jensen, M.M.; Alex Russell, M.M.

Lecturers: Janet Harms, Ed.D.; Eriko St. Clair, DMA

## Mission

The School of Music at Azusa Pacific University seeks to use God's gift of music to develop musicians of character and competence in an environment of excellence, balance, and integrity.

## School Overview

Azusa Pacific University offers a **Bachelor of Arts in Music** with emphases in Applied Music (Performance), Church Music, Music Education, Music Theory, and Commercial Music, a **Bachelor of Music in Performance**, a **Master of Music in Performance**, a **Master of Music Education**, and a **Master of Arts in Worship Leadership**. The School of Music continually refines and upgrades its programs. The pursuit of excellence in the classroom and in performance draws, sharpens, blends, and matures the talents of each student.

Prospective music majors are required to perform placement auditions in their performance areas and take a placement examination in music theory. The theory examinations include key and meter signatures, major and minor scales, and intervals. Those who are deficient in theory are required to take MUS 120 Music Fundamentals for music majors before proceeding with Theory I.

Each student must pass a piano proficiency examination or enroll in a piano class until the proficiency requirement is met. This requirement is normally met at the satisfactory conclusion of MUS 108 Piano Class.

## Career Opportunities

There is a demand for teachers who possess music skills in elementary and secondary schools in both public and private sectors. There are many positions in the field of church music for ministers of music and accompanists. The performance emphasis serves the needs of those students who wish to teach privately, consider a career as a full-time performer, or teach applied lessons at the college level. The music theory emphasis gives a foundation to those seeking a career in music writing and arranging. The commercial music emphasis prepares students to begin careers in the Christian and secular music business including recording arts, arranging/composing, performing, and production.

## Bachelor of Arts in Music

### Requirements for the Music Major 57-68 units

#### Core Courses 47 units

|  |  |      |
|--|--|------|
| MUS 121*/122   | Music Theory I*/Music Theory II                              | 3, 3 |
| MUS 133/134  | Practical Musicianship I/Practical Musicianship II           | 1, 1 |
| MUS 217/220  | Practical Musicianship III/IV                                | 1, 1 |
| MUS 221/222  | Music Theory III/Music Theory IV                             | 3, 3 |
| MUS 296  | Introduction to Music Technology                             | 2    |
| MUS 352  | Baroque, Classical, and Early Romantic Music Literature*/**  | 3    |
| MUS 361  | Introduction to Conducting                                   | 2    |
| MUS 455  | Late Romantic and 20 <sup>th</sup> Century Music Literature* | 3    |
| MUS 441  | Music in Worship   | 3    |
| Applied Music (each semester, 1 unit; must be in one area) |  | 8    |

Select one of the following:

|         |  |   |
|---------|--|---|
| MUS 101 | Beginning Voice Class (if not enrolled in private voice) | 1 |
| MUS 102 | Intermediate Voice Class                                 | 1 |

Select one of the following:

|         |  |   |
|---------|--|---|
| MUS 350 | History and Literature of Commercial Music* (for commercial music emphasis only) | 3 |
| MUS 351 | Ancient, Renaissance, and World Music Literature*                                | 3 |

Select one of the following (noncommercial music emphasis students):

|         |                         |   |
|---------|-------------------------|---|
| MUS 362 | Choral Conducting       | 2 |
| MUS 363 | Instrumental Conducting | 2 |

#### Ensemble Requirement

In each of eight semesters as a music major, a student must perform in one of the following: Oratorio, Wind Ensemble, Symphony Orchestra, or Symphonic Band. Transfer students must participate each semester until they graduate or accumulate eight semesters.

|                     |  |
|---------------------|--|
| Oratorio:           | MUS 170  |
| Wind Ensemble:      | MUS 187/188, MUS 289/290, MUS 387/388, MUS 489/490 |
| Symphony Orchestra: | MUS 271/272, MUS 371/372                           |
| Symphonic Band:     | MUS 142/143, MUS 244/245, MUS 342/343, MUS 449/450 |

\*Meets a general studies requirement.

\*\*Meets Upper-Division Writing Intensive requirement.

## MUSIC

### Other Requirements

In addition, the student must choose at least one emphasis from the following: performance, music education, commercial music, theory, and church music. The emphases require a minimum of 10 units from the listed courses. A minimum 2.5 GPA must be maintained in all upper-division music courses. Students must earn a grade of C or higher in all of their upper-division emphasis courses. The class must otherwise be repeated.

- Music majors must pass the piano proficiency examination or take MUS 103-108 Piano Class until the examination is passed.
- Music majors must be continuously enrolled in MUS 210 Performance Forum (may discontinue after eight semesters).
- Each performance major must present a solo performance annually in a student recital. Non-performance majors must appear annually in a solo performance in either a studio recital or student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is only required in the primary applied area.
- All students will take applied jury each semester. Music majors with an emphasis in applied music must present a recital during the junior (shorter program) and senior years (full-length program). Non-applied music majors must appear annually in either a studio recital or student recital.
- Music majors are required to attend 14 School of Music sponsored, on-campus recitals and concerts per year, two of which must be chosen from the Artist Concert Series recitals.

### Applied Music Emphasis (Performance) 10-12 units

An emphasis in performance prepares students for entrance into the performing arena, applied teaching, or for advanced study in the performance area of their choice. Students with an applied music emphasis must pass an examination at the end of their lower-division applied studies (after the second semester of 200-level applied music) to qualify for placement in upper-division applied music.

|   |     |
|---|-----|
| Additional units of private lessons                     | 8   |
| Senior Recital*   | N/C |
| Pedagogy  | 2   |
| MUS 224 Diction for Singers I (vocal performance only)  | 1   |
| MUS 227 Diction for Singers II (vocal performance only) | 1   |

\*Bachelor of Arts students may elect to take MUS 491 (Senior Recital) for 2 units rather than the N/C senior recital requirement listed above.

### Church Music Emphasis 10 units

The church music emphasis includes studies of traditional and contemporary religious music, administrative techniques, and worship-leading skills for students desiring to serve as music leaders, music pastors, or ministers of music in the church.

|                                     |   |
|-------------------------------------|---|
| MUS 339 Hymnology                   | 2 |
| MUS 442 Church Music Administration | 2 |
| MUS 444 Seminar in Church Music     | 2 |
| MUS 445 Service Playing             | 2 |
| MUS 446 Issues in Church Music      | 2 |
| MUS 447 Church Music Internship     | 2 |

### Music Education Emphasis\*\* 12 units

The music education emphasis provides future vocal, instrumental, and general music teachers with necessary skills, knowledge, and appropriate methodologies for success at all levels of music education within California. The California Commission on Teacher Credentialing for public schools endorses this specialization.

|   |   |
|---|---|
| MUS 331 String Instrument Techniques            | 1 |
| MUS 332 Woodwind Instrument Techniques          | 1 |
| MUS 333 Brass Instrument Techniques             | 1 |
| MUS 334 Percussion/Guitar Instrument Techniques | 1 |

|         |  |   |
|---------|--|---|
| MUS 423 | Orchestration                                      | 3 |
| MUS 431 | Introduction to Music Education                    | 2 |
| MUS 433 | Music Methods for Elementary and Secondary Schools | 3 |

\*\*Please note: All music education emphasis students must join the Music Educator's National Conference (MENC) student chapter.

### Music Theory Emphasis 10 units

The music theory emphasis provides students who wish to work in the field of music composition, arranging, orchestrating, and multimedia scoring with skills necessary for entry level positions or advanced study.

Required Courses:

|         |               |   |
|---------|---------------|---|
| MUS 321 | Counterpoint  | 3 |
| MUS 423 | Orchestration | 3 |

Select remaining units from:

|         |                           |   |
|---------|---------------------------|---|
| MUS 323 | Arranging I*              | 2 |
| MUS 421 | Interpretive Arranging*   | 2 |
| MUS 422 | Music Composition*        | 2 |
| MUS 424 | Projects in Music Theory* | 2 |
| MUS 427 | Form and Analysis*        | 2 |
| MUS 428 | Arranging II*             | 2 |

\*Elective courses

### Commercial Music Emphasis 14-15 units

The commercial music emphasis prepares students for careers in both the Christian and secular music business, including recording arts, commercial arranging/composing, performing, and production. Course work maintains a real-world point of view reflective of faculty who are primarily working professionals in the field of commercial music. Rather than training relatively narrowly prepared "specialists," this program seeks to produce broadly prepared musicians who are "generalists" with respect to the common skills required in a variety of careers in commercial music, and who are able to teach themselves new technologies and popular music styles as commercial music changes. Graduates may become engineers who can perform or arrange, arrangers who can engineer, or performers who are entrepreneurial business people.

**Enrollment in the commercial music emphasis is limited and by application only.** Students desiring to complete this emphasis should apply for acceptance by **April 15** of the freshman year. Transfer students who meet the prerequisites should apply as soon as possible. (Applications are available in the School of Music.) To be considered for this emphasis, the student must:

1. Earn a grade of B or better in each semester of Music Theory I, II, III, IV.
2. Pass the piano proficiency exam OR maintain continuous enrollment in MUS 103-108 Piano Class (or MUS 113/114 Piano), earning a minimum grade of B.
3. Earn a grade of B or better in MUS 296 Introduction to Music Technology.

**Note:** Because of the limited number of openings, completion of the above requirements does not guarantee acceptance into the commercial music emphasis.

**Students in the commercial music emphasis should take MUS 350 History and Literature of Commercial Music instead of MUS 351 Ancient, Renaissance, and World Music Literature (one of the music major core courses).**

## SCHOOL OF MUSIC

### Commercial Music Core

**8 units**

All commercial music students complete four courses which make up the eight-unit commercial music core. These are in addition to the regular music major core.

|         |   |   |
|---------|---|---|
| MUS 323 | Arranging I<br>(recommended for first-semester juniors)           | 2 |
| MUS 327 | Audio Recording I<br>(recommended for second-semester sophomores) | 2 |
| MUS 337 | Music Business I<br>(recommended for first-semester sophomores)   | 2 |
| MUS 494 | Commercial Music Internship                                       | 2 |

### Commercial Music Tracks

**16-17 units**

Beyond the eight units of commercial music core classes, there are four curriculum tracks for students in the commercial music emphasis: audio engineering, arranging, performance, and business. With the eight-unit commercial music core, each track totals 16 or 17 minimum units:

#### Audio Engineering

**16 units**

|   |                          |     |
|---|--------------------------|-----|
| Commercial Music Core<br>(MUS 323, MUS 327, MUS 337, MUS 494) |                          | 8   |
| MUS 328   | Audio Recording II       | 2   |
| MUS 396   | Advanced MIDI Technology | 2   |
| MUS 495   | Production Techniques    | 2   |
| Commercial Music Elective                                     |                          | 2-3 |

#### Arranging

**17 units**

|   |                       |     |
|---|-----------------------|-----|
| Commercial Music Core<br>(MUS 323, MUS 327, MUS 337, MUS 494) |                       | 8   |
| MUS 423   | Orchestration         | 3   |
| MUS 428   | Arranging II          | 2   |
| MUS 495   | Production Techniques | 2   |
| Commercial Music Elective                                     |                       | 2-3 |

#### Performance (Instrumental Commercial)

**16 units**

|   |   |   |
|---|---|---|
| Commercial Music Core<br>(MUS 323, MUS 327, MUS 337, MUS 494)   |   | 8 |
| Four additional units of private lessons (in addition to the normal eight required of all music majors), focused on jazz/commercial playing |   | 4 |
| MUS 382/383   | Jazz/Commercial Ensemble<br>(2 upper-division units minimum)    |   |
| MUS 391/392   | Jazz Improvisation Workshop<br>(2 upper-division units minimum) |   |

#### Business (with School of Business and Management) 17 units

|   |                          |     |
|---|--------------------------|-----|
| Commercial Music Core<br>(MUS 323, MUS 327, MUS 337, MUS 494) |                          | 8   |
| BUSI 110  | Introduction to Business | 3   |
| MUS 338   | Music Business II        | 2   |
| MUS 495   | Production Techniques    | 2   |
| Business or Commercial Music Elective                         |                          | 2-3 |

Commercial music electives include all courses for any commercial music track. Also included are MUS 324 Songwriting, MUS 322 Score Preparation and Printing, MUS 423 Orchestration, MUS 422 Composition, and MUS 321 Counterpoint.

## Bachelor of Music in Performance

The Bachelor of Music in Performance, a 73-unit professional degree, prepares musicians for a career in performance, pedagogy (private teaching), or to pursue advanced degrees in performance. The four-year B.M. curriculum spans voice, piano, organ, guitar, trumpet, trombone, baritone, euphonium, tuba, French horn, flute, oboe, clarinet, bassoon, saxophone, violin, viola, percussion, cello, bass, and harp. In addition to music performance, courses in theory, music history, literature, and conducting give the student a thorough preparation in comprehensive musicianship.

- A minimum 2.5 grade-point average must be maintained in all upper-division music courses. Students must earn a grade of C or higher in all upper-division music courses. The class must otherwise be repeated.
- Performance majors must pass the piano proficiency examination or take MUS 103-108 Piano Class until the examination is passed.
- Music majors must be continuously enrolled in MUS 210 Performance Forum (may discontinue after eight semesters). Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.
- Each student must pass the ear training/sight singing examination at the end of MUS 122 Music Theory II or take a remedial course until the examination can be passed.
- Each student is required to appear yearly in a recital. All students take an applied jury each semester.
- Performance majors are required to attend 14 School of Music sponsored, on-campus recitals and concerts per year, 2 of which must be chosen from the Artist Concert Series recitals.

## Bachelor of Music degree requirements

### Core Classes

**37 units**

|                       |  |    |
|-----------------------|--|----|
| MUS 101/102           | Voice Class<br>(not required for vocal performance students) | 1  |
| MUS 121*/122, 221/222 | Music Theory I-IV  | 12 |
| MUS 133/134, 217/220  | Practical Musicianship                                       | 4  |
| MUS 427               | Form and Analysis  | 2  |
| MUS 296               | Introduction to Music Technology                             | 2  |
| MUS 351               | Ancient and Renaissance Music Literature**                   | 3  |
| MUS 352               | Baroque and Classical Music Literature^                      | 3  |
| MUS 455               | Romantic and 20 <sup>th</sup> Century Music Literature^      | 3  |
| MUS 361               | Introduction to Conducting                                   | 2  |
| MUS 362 or 363        | Choral Conducting or Instrumental Conducting                 | 2  |
| MUS 441               | Music in Worship   | 3  |
| MUS 210               | Performance Forum<br>(eight semesters continuous enrollment) | 0  |

\*Meets the General Studies Aesthetics and the Creative Arts requirement.

\*\*Meets the General Studies Upper-Division Writing Intensive requirement.

^Meets the General Studies Elective requirement.

## MUSIC

### Courses to complete the Bachelor of Music in Performance:

#### Piano Performance

| Core requirements   | 37 units |
|---|----------|
| Applied Piano<br>(MUS 113/114, 213/214, 313/314, 413/414) | 16       |
| Piano Literature I<br>(MUS 429)                           | 2        |
| Piano Literature II<br>(MUS 430)                          | 2        |
| Piano Pedagogy<br>(MUS 434)                               | 2        |
| Instrumental Collaboration for Keyboardists<br>(MUS 397)  | 2        |
| Vocal Collaboration for Keyboardists<br>(MUS 398)         | 2        |
| Keyboard Ensemble<br>(MUS 399)                            | 2        |
| Junior Recital<br>(MUS 393)                               | 0        |
| Senior Recital<br>(MUS 491)                               | 2        |
| Ensemble*   | 4-8      |
| Chamber Music (2 semesters)                               | 2        |
| Music Electives   | 0-4      |

|                                |                      |
|--------------------------------|----------------------|
| <b>Major total</b>             | <b>73- 81 units</b>  |
| <b>General Studies total</b>   | <b>59-67 units</b>   |
| <b>Grand total to graduate</b> | <b>132-148 units</b> |

\*Ensemble enrollment is required for every semester. Approved ensembles are the Wind Ensemble, Symphonic Band, Symphony Orchestra, and Oratorio Choir. Transfer students must enroll in an approved ensemble every semester, up to eight semesters.

#### Organ Performance

| Core Requirements   | 37 units |
|---|----------|
| Applied Organ<br>(MUS 115/116, 215/216, 315/316, 415/416) | 16       |
| Organ Literature I<br>(MUS 417)                           | 2        |
| Organ Literature II<br>(MUS 420)                          | 2        |
| Instrumental Pedagogy<br>(MUS 440)                        | 2        |
| Instrumental Collaboration for Keyboardists<br>(MUS 397)  | 2        |
| Vocal Collaboration for Keyboardists<br>(MUS 398)         | 2        |
| Keyboard Ensemble<br>(MUS 399)                            | 2        |
| Junior Recital<br>(MUS 393)                               | 0        |
| Senior Recital<br>(MUS 491)                               | 2        |
| Large Ensemble*   | 4-8      |
| Chamber Music (2 semesters)                               | 2        |
| Music Electives   | 0-4      |

|                                |                      |
|--------------------------------|----------------------|
| <b>Major total</b>             | <b>73-81 units</b>   |
| <b>General Studies total</b>   | <b>59-67 units</b>   |
| <b>Grand total to graduate</b> | <b>132-148 units</b> |

\*Ensemble enrollment is required for every semester. Approved ensembles are the Wind Ensemble, Symphonic Band, Symphony Orchestra, and Oratorio Choir (1/2 unit each semester). Transfer students must enroll in an approved ensemble every semester, up to eight semesters.

#### Violin, Viola, Cello, or Bass Performance

| Core Requirements   | 37 units             |
|---|----------------------|
| Piano Class (must enroll until proficiency exam is passed)<br>(MUS 103-108) | 0-4                  |
| Applied Lessons<br>(MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)                 | 16                   |
| Chamber Music (four semesters)<br>(MUS 151/152, 251/252, 355/356, 457/458)  | 4                    |
| Instrumental Music Literature<br>(MUS 452)                                  | 2                    |
| Instrumental Pedagogy<br>(MUS 440)  | 2                    |
| Symphony Orchestra (every semester for eight semesters)<br>(MUS 271/272)    | 8                    |
| Junior Recital<br>(MUS 393)   | 0                    |
| Senior Recital<br>(MUS 491)   | 2                    |
| Music Electives   | 0-10                 |
| <b>Major total</b>  | <b>71-85 units</b>   |
| <b>General Studies total</b>  | <b>59-67 units</b>   |
| <b>Grand total to graduate</b>  | <b>130-152 units</b> |

#### Brass, Wind, or Percussion Performance

| Core Requirements  | 37 units |
|--|----------|
| Piano Class (must take until proficiency exam is passed)<br>(MUS 103-108)                    | 0-4      |
| Instrumental Music Literature<br>(MUS 452)   | 2        |
| Instrumental Pedagogy<br>(MUS 440)   | 2        |
| Junior Recital<br>(MUS 393)  | 0        |
| Senior Recital<br>(MUS 491)  | 2        |
| Music Electives  | 0-10     |
| Applied Lessons  | 16       |
| (Select one of the groups listed below)  |          |
| Applied Brass<br>(MUS 1B1/1B2, 2B1/2B2, 3B1/3B2, 4B1/4B2)                                    |          |
| Applied Woodwinds<br>(MUS 1W1/1W2, 2W1/2W2, 3W1/3W2, 4W1/4W2)                                |          |
| Applied Percussion<br>(MUS 1D1/1D2, 2D1/2D2, 3D1/3D2, 4D1/4D2)                               |          |
| Large Ensemble (Select from below)<br>(only one unit counts toward requirement per semester) | 8        |
| Symphonic Band<br>(MUS 142/143, 244/245, 342/343, 449/450)                                   |          |
| Wind Ensemble<br>(MUS 187/188, 289/290, 387/388, 489/490)                                    |          |
| Symphony Orchestra Chamber Ensemble<br>(MUS 271/272, 371/372)                                |          |
| (Select one of the groups listed below)  |          |
| Brass Chamber Ensemble<br>(MUS 153/154, 253/254, 357/358, 459/460)                           |          |
| Wind Chamber Ensemble<br>(MUS 155/156, 255/256, 359/360, 464/465)                            |          |
| Percussion Chamber Ensemble<br>(MUS 157/158, 257/258, 365/366, 469/470)                      |          |

|                                |                      |
|--------------------------------|----------------------|
| <b>Major total</b>             | <b>69-83 units</b>   |
| <b>General Studies total</b>   | <b>59-67 units</b>   |
| <b>Grand total to graduate</b> | <b>128-150 units</b> |

## SCHOOL OF MUSIC

### Guitar Performance

| Core Requirements   | 37 units |
|---|----------|
| Piano Class (must take until proficiency exam is passed)<br>(MUS 103-108)     | 0-4      |
| Applied Guitar<br>(MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)                    | 16       |
| Chamber Ensemble Strings (Guitar)<br>(MUS 151/152, 251/252, 355/356, 457/458) | 2        |
| Instrumental Music Literature<br>(MUS 452)                                    | 2        |
| Instrumental Pedagogy<br>(MUS 440)  | 2        |
| Junior Recital<br>(MUS 393)   | 0        |
| Senior Recital<br>(MUS 491)   | 2        |
| Guitar Fingerboard Harmony<br>(MUS 379)                                       | 2        |
| Ensemble*   | 4-8      |
| Music Electives   | 0-8      |

**Major total** **67-83 units**  
**General Studies** **59-67 units**  
**Grand total to graduate** **126-150 units**

\*Ensemble enrollment is required for every semester. Approved ensembles are the Wind Ensemble, Symphonic Band, Symphony Orchestra, and Oratorio Choir (1/2 unit each semester). Transfer students must enroll in an approved ensemble every semester, up to eight semesters.

### Harp Performance

| Core Requirements   | 37 units |
|---|----------|
| Piano Class (must take until proficiency exam is passed)<br>(MUS 103-108)     | 0-4      |
| Applied Harp<br>(MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)                      | 16       |
| Orchestra or Oratorio (total of eight semesters)<br>(MUS 170/271/272/371/372) | 4-8      |
| Chamber Ensemble Strings (Harp)<br>(MUS 151/152, 251/252, 355/356, 457/458)   | 2        |
| Instrumental Music Literature<br>(MUS 452)                                    | 2        |
| Instrumental Pedagogy<br>(MUS 440)  | 2        |
| Junior Recital<br>(MUS 393)   | 0        |
| Senior Recital<br>(MUS 491)   | 2        |
| Music Electives   | 2-8      |

**Major total** **67-81 units**  
**General Studies total** **59-67 units**  
**Grand total to graduate** **126-148 units**

### Vocal Performance

| Core Requirements   | 36 units |
|---|----------|
| Piano Class<br>(MUS 103-108)                              | 0-4      |
| Applied Voice<br>(MUS 111/112, 211/212, 311/312, 411/412) | 16       |
| Song Literature Survey<br>(MUS 348)                       | 2        |
| Vocal Pedagogy<br>(MUS 443)                               | 2        |
| Diction I<br>(MUS 224)                                    | 1        |
| Diction II<br>(MUS 227)                                   | 1        |
| Preparing the Total Performer<br>(MUS 484)                | 1        |
| Ensemble (Oratorio Choir – eight semesters)<br>(MUS 170)  | 4        |
| Opera Workshop<br>(MUS 486)                               | 2        |
| Junior Recital<br>(MUS 393)                               | 0        |
| Senior Recital<br>(MUS 491)                               | 2        |

Foreign Language\*  
(also fulfills eight-unit General Studies requirement) 12  
 Music Electives 0-5

**Major total** **79-88 units**  
**General Studies total** **51-59 units**  
 (reduced because of the Foreign Language Overlap)  
**Grand total to graduate** **130-147 units**

\*Must be eight units of French and four units of German, OR eight units of German and four units of French. If student already demonstrates acceptable proficiency (as determined by the foreign language faculty) in either German or French, then four units of Italian may be substituted for the four-unit language requirement. Student must petition for this exception in advance.

### Requirements for the Music Minor 36-44 units

Prospective music minors must meet all placement and proficiency examinations as required for the major. The theory examinations include key and meter signatures, major and minor scales, and intervals. Those who are deficient in theory are required to take MUS 120 Music Fundamentals for music majors before proceeding with first-year theory. Students with a keyboard deficiency must enroll in piano class or take private lessons until the piano proficiency exam is passed. The piano proficiency examination is modified for the minor. Placement auditions are held for all performance areas.

Music minors must maintain a 2.5 grade-point average in all upper-division music classes.

| Course Requirements  | 36 units |
|--|----------|
| MUS 121*/122 Music Theory I/II                                       | 3, 3     |
| MUS 133/134 Practical Musicianship I/II                              | 1, 1     |
| MUS 217/220 Practical Musicianship III/IV                            | 1, 1     |
| MUS 170 Oratorio Choir (each semester)                               | 4        |
| MUS 221/222 Music Theory III/IV                                      | 3, 3     |
| MUS 250 Music and Civilization*                                      | 3        |
| MUS 361 Introduction to Conducting                                   | 2        |
| MUS 441 Music in Worship   | 3        |
| Applied Music (Instrumental or Voice)                                | 5        |
| One of the following:  |          |
| MUS 351 Ancient, Renaissance, and World Music Literature*            | 3        |
| MUS 352 Baroque, Classical, and Early Romantic Music Literature*/**  | 3        |
| MUS 455 Late Romantic and 20 <sup>th</sup> Century Music Literature* | 3        |

\*Meets a general studies requirement.

NOTE: Music minors are required to attend seven School of Music-sponsored, on-campus recitals and concerts per year. Four semesters of Performance Forum are recommended.

\*\*Meets Upper-Division Writing Intensive requirement.

## MUSIC

### Course Descriptions

#### Music

##### **MUS 1B1-MUS 1B2 Applied Brass (1)**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

##### **MUS 1D1-MUS 1D2 Applied Percussion (1)**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

##### **MUS 1S1-MUS 1S2 Applied Strings (1)**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

##### **MUS 1W1-MUS 1W2 Applied Woodwinds(1)**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

##### **MUS 2B1-MUS 2B2 Applied Brass (1)**

This course is a continuation of MUS 1B1-MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

##### **MUS 2D1-MUS 2D2 Applied Percussion (1)**

This course is a continuation of MUS 1D1-MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

##### **MUS 2S1-MUS 2S2 Applied Strings (1)**

This course is a continuation of MUS 1S1-MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

##### **MUS 2W1-MUS 2W2 Applied Woodwinds (1)**

This course is a continuation of MUS 1W1-MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

##### **MUS 3B1-MUS 3B2 Applied Brass (1)**

This course is a continuation of MUS 2B1-MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

##### **MUS 3D1-MUS 3D2 Applied Percussion (1)**

This course is a continuation of MUS 2B1- MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

##### **MUS 3S1-MUS 3S2 Applied Strings (1)**

This course is a continuation of MUS 2S1-MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

##### **MUS 3W1-MUS 3W2 Applied Woodwinds (1)**

This course is a continuation of MUS 2W1-MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

##### **MUS 4B1-MUS 4B2 Applied Brass (1)**

This course is a continuation of MUS 3B1-MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

##### **MUS 4D1-MUS 4D2 Applied Percussion (1)**

This course is a continuation of MUS 3D1-MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

##### **MUS 4S1-MUS 4S2 Applied Strings (1)**

This course is a continuation of MUS 3S1-MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

##### **MUS 4W1-MUS 4W2 Applied Woodwinds (1)**

This course is a continuation of MUS 3W1-MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

##### **MUS 100 Preparatory Organ (1-3)**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for music major or minor.

##### **MUS 101 Beginning Voice Class (1)**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

##### **MUS 102 Intermediate Voice Class (1)**

This is a continuation of MUS 101. This course may be repeated for credit. *Prerequisite: MUS 101*

##### **MUS 103 Beginning Piano Class (1)**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

##### **MUS 104 Elementary Piano Class (1)**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 103 or by audition*

##### **MUS 105 Intermediate Piano Class (1)**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 104 or by audition*

##### **MUS 106 Advanced – Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 105 or by audition*

##### **MUS 107 Advanced – Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 106 or by audition*

##### **MUS 108 Advanced Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite(s): MUS 106 and MUS 107, or by audition*

##### **MUS 110 Elementary Guitar Methods (1)**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

##### **MUS 111 Applied Voice (1)**

This course provides study in correct posture, breathing, and vocal technique.

##### **MUS 112 Applied Voice (1)**

This is a continuation of MUS 111. *Prerequisite: MUS 111*

##### **MUS 113 Applied Piano (1)**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20<sup>th</sup> century composers are included. Entrance is gained by audition only.

##### **MUS 114 Applied Piano (1)**

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: MUS 113*

##### **MUS 115 Applied Organ (1)**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuechlein. *Prerequisites: piano background of Bach, two-part inventions, and easier Mozart and Beethoven sonatas*

##### **MUS 116 Applied Organ (1)**

This is a continuation of MUS 115. *Prerequisite: MUS 115*

##### **MUS 118 Semi-Private Voice (1)**

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.

## SCHOOL OF MUSIC

### **MUS 119 Semi-Private Voice (1)**

This is a continuation of MUS 118.

### **MUS 120 Music Fundamentals (3)**

Music symbols, rhythm, sight-singing, and notation are introduced. This refresher course may be required for prospective music majors and minors and ensemble members at the discretion of the School of Music. No music credit is given to music majors or minors who take this course. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

### **MUS 121 Music Theory I (3)**

Students study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course includes ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I is recommended. *This course meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **MUS 122 Music Theory II (3)**

This is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended. *Prerequisite: MUS 121 or instructor's permission*

### **MUS 130 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 131 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 130.

### **MUS 133 Practical Musicianship I (1)**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, Kodaly methods, computer-based approaches, and self-dictation.

### **MUS 134 Practical Musicianship II (1)**

This is a continuation of MUS 133. *Prerequisite: MUS 133 or instructor's permission*

### **MUS 140 University Choir (1)**

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 141 University Choir (1)**

This is a continuation of MUS 140.

### **MUS 142 Symphonic Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. *The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.*

### **MUS 143 Symphonic Band (1)**

This is a continuation of MUS 142.

### **MUS 144 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 145 Bel Canto Women's Choir (1)**

This is a continuation of MUS 144.

### **MUS 146 Gospel Choir (1)**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 147 Gospel Choir (1)**

This is a continuation of MUS 146. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 151 Chamber Ensemble – Strings (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 152 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 151.

### **MUS 153 Chamber Ensemble – Brass (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 154 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 153.

### **MUS 155 Chamber Ensemble – Woodwind (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 156 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 155.

### **MUS 157 Chamber Ensemble – Percussion (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 158 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 157.

### **MUS 170 Oratorio Choir (1)**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

### **MUS 172 Recorder Lab (1)**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

### **MUS 173 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 174 Men's Chorale (1)**

This is a continuation of MUS 173.

### **MUS 180 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 181 Handbell Choir (1)**

This is a continuation of MUS 180.

### **MUS 182 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

### **MUS 183 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 182.

### **MUS 187 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*



## MUSIC

### **MUS 188 Wind Ensemble (1)**

This is a continuation of MUS 187.

### **MUS 191 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit. Prerequisites: instructor's permission (by audition only) and MUS 122*

### **MUS 192 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 191.

### **MUS 201 Introduction to World Music (3)**

This course is an introduction to classical, popular, and folk music traditions from around the world. Case studies are drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions will focus on the interactions between music and belief systems, contexts, aesthetics and history, and will examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology will be utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project. Course is appropriate for majors and nonmajors. *Meets a general studies requirement in Aesthetics and the Creative Arts.*

### **MUS 210 Performance Forum (0)**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

### **MUS 211 Applied Voice (1)**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others. *Prerequisites: MUS 111 and MUS 112*

### **MUS 212 Applied Voice (1)**

This is a continuation of MUS 211. *Prerequisites: MUS 111 and MUS 112*

### **MUS 213 Applied Piano (1)**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19<sup>th</sup> and 20<sup>th</sup> century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: MUS 114*

### **MUS 214 Applied Piano (1)**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: MUS 213*

### **MUS 215 Applied Organ (1)**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing. *Prerequisite: MUS 115, MUS 116, or equivalent*

### **MUS 216 Applied Organ (1)**

This is a continuation of MUS 215. *Prerequisite: MUS 215 or equivalent*

### **MUS 217 Practical Musicianship III (1)**

This is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 134 or instructor's permission*

### **MUS 218 Semi-Private Voice (1)**

This is a continuation of MUS 119.

### **MUS 219 Semi-Private Voice (1)**

This is a continuation of MUS 218.

### **MUS 220 Practical Musicianship IV (1)**

This is a continuation of MUS 217, using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 217 or instructor's permission*

### **MUS 221 Music Theory III (3)**

Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis are studied. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended. *Prerequisite: MUS 122*

### **MUS 222 Music Theory IV (3)**

Chromatic nonharmonic tones, chromatically altered chords, harmonic texture, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords, modal harmony, and exercises in analysis are studied. Concurrent enrollment in MUS 222 Practical Musicianship IV is recommended. *Prerequisite: MUS 221*

### **MUS 224 Diction for Singers I (1)**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit. *Prerequisite: sophomore standing or instructor's permission*

### **MUS 225 Madrigal Singers (1)**

*Entrance is gained by audition only.* Students have the opportunity to participate in an ensemble that performs a cappella chamber music from various time periods beginning with the Renaissance.

### **MUS 227 Diction for Singers II (1)**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish. *Prerequisite: MUS 224*

### **MUS 230 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 231 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 230.

### **MUS 242 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 243 University Choir (1)**

This is a continuation of MUS 242.

### **MUS 244 Symphonic Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 245 Symphonic Band (1)**

This is a continuation of MUS 244.

### **MUS 246 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 247 Bel Canto Women's Choir (1)**

This is a continuation of MUS 246.

### **MUS 248 Gospel Choir (1)**

This is a continuation of MUS 147. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 249 Gospel Choir (1)**

This is a continuation of MUS 248. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

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### **MUS 250 Music and Civilization (3)**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

### **MUS 251 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 152.

### **MUS 252 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 251.

### **MUS 253 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 154.

### **MUS 254 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 253.

### **MUS 255 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 156.

### **MUS 256 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 255.

### **MUS 257 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 158.

### **MUS 258 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 257.

### **MUS 271 Symphony Orchestra (1)**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. *A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.*

### **MUS 272 Symphony Orchestra (1)**

This is a continuation of MUS 271. *Entrance is gained by audition only. May be repeated for credit.*

### **MUS 275 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 276 Men's Chorale (1)**

This is a continuation of MUS 275.

### **MUS 281 Chamber Singers (1)**

*Entrance by audition only.* Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. *A minimum GPA of 2.0 is required.*

### **MUS 282 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

### **MUS 283 Handbell Choir (1)**

This is a continuation of MUS 282.

### **MUS 285 Music Theater: Minor Roles and Chorus (1)**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 289 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 290 Wind Ensemble (1)**

This is a continuation of MUS 289.

### **MUS 296 Introduction to Music Technology (2)**

In this course, students study analog and digital electronic sound synthesis, theory of synthesizer operation; programming new sounds; computer applications, including sequencing, patch libraries, and programming aids; Musical Instrument Digital Interface (MIDI) and its applications; drum machines; and sampling sound synthesis. *Prerequisite: instructor's permission*

### **MUS 297 Marching Band (1)**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. Football games occur on Saturday evenings beginning at 6 p.m. *The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.*

### **MUS 301 Music of Africa (3)**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. Course is appropriate for majors and nonmajors. *Meets a general studies elective requirement.*

### **MUS 302 Soul Music (3)**

This course traces the history and development of African American popular music from the early 17<sup>th</sup> century to the 21<sup>st</sup> century with a focus on the concept of *soul* as an essential aspect of American popular culture. The central goal of this course is to provide students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture — sacred (Gospel) and secular (rhythm and blues). The course strives to stimulate the imagination and creativity of the student by providing opportunities for their expression. Lectures are augmented with discussions, readings, videos, extensive listening to music samples, and a group term project. Course is appropriate for majors and nonmajors. *Meets a general studies elective requirement.*

### **MUS 311 Applied Voice (1)**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined. *Prerequisite: MUS 212*

### **MUS 312 Applied Voice (1)**

This is a continuation of MUS 311. *Prerequisite: MUS 212*

### **MUS 313 Applied Piano (1)**

Students study scales in 3<sup>rd</sup>s, 6<sup>th</sup>s, and 10<sup>th</sup>s, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-Tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals. *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 314 Applied Piano (1)**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 315 Applied Organ (1)**

This course offers a study of works of all periods and preparation for the student's junior recital.

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### **MUS 316 Applied Organ (1)**

This is a continuation of MUS 315.

### **MUS 318 Semi-Private Voice (1)**

This is a continuation of MUS 219.

### **MUS 319 Semi-Private Voice (1)**

This is a continuation of MUS 318.

### **MUS 320 Keyboard Improvisation (2)**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and “by ear,” improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic “feels,” and melodic styles.

### **MUS 321 Counterpoint (3)**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided. *Prerequisites:* MUS 221 and MUS 222

### **MUS 322 Score Preparation and Printing (2)**

Music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale. *Prerequisites:* MUS 121/122 and MUS 296

### **MUS 323 Arranging I (2)**

This course is part of the Commercial Music Concentration core. Elements of common commercial styles, acoustic versus synthesizer arranging, chart preparation (both manual and computer based), vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222 Music Theory II, including reharmonization, texture, countermelody, and voicing. Students complete many small assignments and one large arranging project, which is recorded by the Audio Recording class(es). *Prerequisites:* MUS 221/222 and MUS 296; *recommended for first-semester juniors*

### **MUS 324 Songwriting (2)**

The process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production. *Prerequisites:* MUS 121/122, MUS 296, and MUS 327

### **MUS 325 Madrigal Singers (1)**

This is a continuation of MUS 225.

### **MUS 327 Audio Recording I (2)**

This course is part of the Commercial Music emphasis core. Basic acoustics review, mixers, microphones, analog and digital tape recorders, monitoring systems, studio acoustics, mixing concepts, outboard effects, and acoustic and synth recording basics are covered. Students complete a project in multitrack recording. *Prerequisites:* MUS 121/122 and MUS 296; *recommended for second-semester juniors*

### **MUS 328 Audio Recording II (2)**

This course covers computer-based digital audio systems, recording, mixing and editing; designing and troubleshooting synchronization systems between MIDI, digital multitrack, video and film; automated mixing; and CD preparation, Red Book, etc. Students complete a multitrack recording using a digital audio multitrack tape recorder synchronized with a hybrid MIDI/digital audio system, and prepare a CD of the project. *Optional: recording the project synched to video and mixing to video tape; prerequisites:* MUS 322 and MUS 396

### **MUS 329 Keyboard Improvisation (2)**

The practical applications of music theory to keyboard playing, including playing from chord charts and “by ear,” improvisation of solos and accompaniments, and making appropriate changes to published piano parts, are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic “feels” are explored.

### **MUS 331 String Instrument Techniques (1)**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 332 Woodwind Instrument Techniques (1)**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 333 Brass Instrument Techniques (1)**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 334 Percussion Instrument Techniques (1)**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 335 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 336 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 335.

### **MUS 337 Music Business I (2)**

This course is part of the Commercial Music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development; and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. *Recommended for first-semester sophomores.*

### **MUS 338 Music Business II (2)**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered. *Prerequisite:* MUS 337

### **MUS 339 Hymnology (2)**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

### **MUS 340 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 341 University Choir (1)**

This is a continuation of MUS 340.

### **MUS 342 Symphonic Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 343 Symphonic Band (1)**

This is a continuation of MUS 342.

### **MUS 344 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 345 Bel Canto Women's Choir (1)**

This is a continuation of MUS 344.

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### **MUS 346 Gospel Choir (1)**

This is a continuation of MUS 248. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 347 Gospel Choir (1)**

This is a continuation of MUS 346. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 348 Song Literature Survey (2)**

This course surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish and South American art song repertoire, spanning from the Renaissance through the 21<sup>st</sup> century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations and performances. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of four times during the semester from this literature.

### **MUS 350 History and Literature of Commercial Music (3)**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are "commercial." *Meets general studies elective requirement in Aesthetics and Creative Arts. Prerequisites: MUS 327 (with B or better) and MUS 337 (with B or better)*

### **MUS 351 Ancient, Renaissance, and World Music Literature (3)**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis. *Meets general studies elective requirement in Aesthetics and the Creative Arts.*

### **MUS 352 Baroque, Classical, and Early Romantic Music Literature (3)**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. *Meets general studies elective requirement in Aesthetics and the Creative Arts and upper-division writing intensive course requirement.*

### **MUS 353 Concert Music (1)**

Students are guided through listening by attending concerts.

### **MUS 355 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 252.

### **MUS 356 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 355.

### **MUS 357 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 254.

### **MUS 358 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 357.

### **MUS 359 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 256.

### **MUS 360 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 359.

### **MUS 361 Introduction to Conducting (2)**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music. *Prerequisites: MUS 221 and MUS 222*

### **MUS 362 Choral Conducting (2)**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting. *Prerequisite: MUS 361*

### **MUS 363 Instrumental Conducting (2)**

The principles, techniques, and methods of conducting orchestral and band groups, using standard instrumental literature, are covered. *Prerequisite: MUS 361*

### **MUS 365 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 258.

### **MUS 366 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 365.

### **MUS 371 Symphony Orchestra (1)**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. *A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.*

### **MUS 372 Symphony Orchestra (1)**

This is a continuation of MUS 371. *Entrance is gained by audition only. May be repeated for credit.*

### **MUS 373 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 374 Men's Chorale (1)**

This is a continuation of MUS 373.

### **MUS 379 Guitar Fingerboard Harmony (2)**

This is a course in direct application of the principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed. *Prerequisites: Guitar (BM) majors, MUS 121, MUS 122, or instructor's permission*

### **MUS 380 Chamber Singers (1)**

*Entrance by audition only.* Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. *A minimum GPA of 2.0 is required.*

### **MUS 381 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

### **MUS 382 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

### **MUS 383 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 382.

### **MUS 384 Handbell Choir (1)**

This is a continuation of MUS 381.

### **MUS 387 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 388 Wind Ensemble (1)**

This is a continuation of MUS 387.

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### **MUS 391 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. Prerequisites: instructor's permission (by audition only) and MUS 122*

### **MUS 392 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 391.

### **MUS 393 Junior Recital (0)**

This course is scheduled to be offered in/after 2006-07.

### **MUS 396 Advanced MIDI Technology (2)**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques. *Prerequisites: MUS 296 and MUS 327*

### **MUS 397 Instrumental Collaboration for Pianists (2)**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

### **MUS 398 Vocal Collaboration for Pianists (2)**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

### **MUS 399 Keyboard Ensemble (2)**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

### **MUS 409 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 410 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 409.

### **MUS 411 Applied Voice (1)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. *Prerequisites: MUS 311 and MUS 312*

### **MUS 412 Applied Voice (1)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. **Note:** Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major. *Prerequisite: MUS 411*

### **MUS 413 Applied Piano (1)**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20<sup>th</sup> century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals. *Prerequisite: MUS 314*

### **MUS 414 Applied Piano (1)**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 415 Applied Organ (1)**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

### **MUS 416 Applied Organ (1)**

This is a continuation of MUS 415.

### **MUS 417 Organ Literature (2)**

This course is a survey of the historical development of the literature for the organ from the middle ages to the present day which will include discussions of the major organ builders over the centuries.

### **MUS 418 Semi-Private Voice (1)**

This is a continuation of MUS 319.

### **MUS 419 Semi-Private Voice (1)**

This is a continuation of MUS 418.

### **MUS 420 Organ Literature II (2)**

This course is scheduled to be offered in/after 2006-07.

### **MUS 421 Interpretive Arranging (2)**

Students learn the technique of arranging and adapting song materials for vocal and instrumental ensembles of various sizes and composition. *Prerequisite: MUS 222*

### **MUS 422 Music Composition (2)**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions. *Prerequisite: MUS 222*

### **MUS 423 Orchestration (3)**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

### **MUS 424 Projects in Music Theory (2)**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student. *Prerequisites: MUS 221, MUS 222, and instructor's permission*

### **MUS 425 Collegium (1)**

The course emphasizes rehearsal and performance of chamber music, especially pre-19<sup>th</sup> century music. The course is open to students with instructor's permission only.

### **MUS 426 Collegium (1)**

This is a continuation of MUS 425.

### **MUS 427 Form and Analysis (2)**

The forms of music from the 18<sup>th</sup> century to the present are covered. An analysis of both large and small forms is included. *Prerequisite: MUS 222*

### **MUS 428 Arranging II (2)**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class. *Prerequisites: MUS 323 and MUS 423; recommended: MUS 321 and MUS 322*

### **MUS 429 Piano Literature I (2)**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze and recognize, and prepare additional topics from books of secondary literature.

## SCHOOL OF MUSIC

### **MUS 430 Piano Literature II (2)**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening and discussing appropriate repertoire and sight-reading of various pieces of the literature. *Prerequisite: MUS 429*

### **MUS 431 Introduction to Music Education (2)**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

### **MUS 432 Music in the Elementary Schools (3)**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433 Music Methods for the Elementary and Secondary Schools (3)**

Offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcrose, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

### **MUS 434 Piano Pedagogy (2)**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor. *Prerequisite: MUS 313 or instructor's consent*

### **MUS 435 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 436 University Choir (1)**

This is a continuation of MUS 435.

### **MUS 437 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 438 Bel Canto Women's Choir (1)**

This is a continuation of MUS 437.

### **MUS 440 Instrumental Pedagogy (2)**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### **MUS 441 Music in Worship (3)**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### **MUS 442 Church Music Administration (2)**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

### **MUS 443 Vocal Pedagogy (2)**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### **MUS 444 Seminar in Church Music (2)**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### **MUS 445 Service Playing (2)**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### **MUS 446 Issues in Church Music (2)**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### **MUS 447 Church Music Internship (2)**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. *Prerequisites: any two of the following: MUS 442, MUS 444, and/or MUS 446*

### **MUS 449 Symphonic Band (1)**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 450 Symphonic Band (1)**

This is a continuation of MUS 449.

### **MUS 452 Instrumental Music Literature (2)**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student. *Prerequisite: performance major or consent of instructor*

### **MUS 453 American Music (3)**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. *The course is open to nonmusic majors with the instructor's consent.*

### **MUS 455 Late Romantic and 20<sup>th</sup> Century Music Literature (3)**

Course content provides a continuation of MUS 352 with emphasis upon the Late Romantic and 20<sup>th</sup> century periods. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the general studies elective requirement in Aesthetics and the Creative Arts.*

### **MUS 456 Choral Literature (2)**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

### **MUS 457 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 356.

### **MUS 458 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 457.

### **MUS 459 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 358.

### **MUS 460 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 459.

### **MUS 462 Seminar in Conducting (2)**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting. *Prerequisites: MUS 361 and MUS 362*

### **MUS 464 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 360.

### **MUS 465 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 464.

## MUSIC

### **MUS 466 Audio and Acoustics (3)**

This survey course is geared toward students who seek acquaintance with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

### **MUS 469 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 366.

### **MUS 470 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 469.

### **MUS 475 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 476 Men's Chorale (1)**

This is a continuation of MUS 475.

### **MUS 478 Gospel Choir (1)**

This is a continuation of MUS 346. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 479 Gospel Choir (1)**

This is a continuation of MUS 478. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 483 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

### **MUS 484 Preparing the Total Performer (1)**

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of: the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

### **MUS 486 Opera Workshop: Lead Roles and Minor Roles (1)**

Admission to this class is determined by the director. Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 487 Handbell Choir (1)**

This is a continuation of MUS 483.

### **MUS 489 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 490 Wind Ensemble (1)**

This is a continuation of MUS 489.

### **MUS 491 Senior Recital (2)**

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Prerequisite: Performance majors who have completed 14 units of major applied areas; instructor's permission*

### **MUS 494 Commercial Music Internship (2)**

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by supervising instructor. *Prerequisites: MUS 337, plus any one of the following: MUS 338, BUSI 110, MUS 328, or MUS 428; and instructor's permission (Note: Credit for prior experience is not available to fulfill the requirements of this course.)*

### **MUS 495 Production Techniques (2)**

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team. *Prerequisites: MUS 327 and MUS 428; or MUS 323 and MUS 328; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation; or BUSI 110 and MUS 338*

### **MUS 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **MUS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **MUS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*





# School of Nursing



|   |            |
|---|------------|
| <b>Nursing</b>                              | <b>186</b> |
| <b>RN to BSN Accelerated Degree Program</b> | <b>191</b> |

# School of Nursing

## Faculty

*Dean: Aja Tulleners Lesh, Ph.D., NP*

*Associate Dean of Graduate Programs and Research; and Professor: Marianne Hattar, MN, DNSc*

*Associate Dean of Curriculum and Clinical Practice; and Associate Professor:*

*Renee Pozza, MSN, CFNP, CNS, Ph.D.(c)*

*Chair, Undergraduate Program; and Assistant Professor:*

*Shila Wiebe, MSN*

*Director, Undergraduate Admissions; and Associate Professor:*

*Connie Austin, M.A., MSN, CNS*

*Director, Accelerated Degree Programs (RN to BSN CAPS);*

*and Instructor: Cathy McPhee, MSN, CFNP*

*Director, Continuing Education; and Clinical Instructor:*

*Marilyn Klakovich, DNSc, CNAA*

*Director of Recruitment and Professor Emeritus:*

*Phyllis Esslinger, MS*

*Director, Neighborhood Wellness Center; and Associate Professor:*

*Susan Smith, MN, RNC*

*Academic Support and Coordinator of Skills Lab and Nursing*

*Computer Center and Associate Professor:*

*Anna Hefner, MSN, MA, CPNP*

*Professors: Vicky Bowden, DNSc;*

*Elaine Goehner, RNC, Ph.D., CHQP (part time)*

*Associate Professor: Connie Brehm, Ph.D., FNP*

*Assistant Professors: Janet Bazner-Chandler, MSN, CNS, CPNP;*

*Pamela Cone, MSN, CNS, Ph.D.(c); Patricia Hanes, MSN, MA, DNSc(c)*

*Catherine Hill, MSN, CCRN, ANP-C; Linda Kawar, Ph.D.;*

*Catherine Kay, MSN, FNP-C; Young Kim, Ph.D., CANP;*

*Grace Moorefield, RN, MSN; Karla Richmond, MSN, Ph.D., CNS*

*Instructors: Viann Duncan, MSN; Claire DeVries Mouw, MSN, FNP*

*Lecturers and Clinical Instructors: Patrice Ballast, MSN, CNS;*

*Susan Beyersdorf, MSN; Cheryl Boyd, BSN;*

*Leah Cleveland, Ed.D., CDE, CNS; GG Cooper-Oaks, BSN, RN;*

*Cheryl Deters, MSN, PNP; Melinda Dicken, BSN, MSN(c);*

*Tina Escobedo, BSN, RN; Maureen Friesen, MSN, CNS;*

*Jeanine Goff, MSN, FNP; JoAnn Gold-McCarthy, MSN;*

*Virginia Hart-Kepler, MSN, FNP-C; Catherine Heinlein, MS, RD, DCE;*

*Anne Heisinger, MSN; Cindy Kayer, MSN; Judith Kerns, MSN;*

*Patricia Lachelt, MA, PNP; Kristine Mandani, MSN;*

*Bettye Mason, MSN, M.A.; June Melford, MSN, CRRN, CCCN;*

*Ruth Mielke, MSN, CNM; Churairat Mittongtare, MSN;*

*Sherry Nolan, MSN; Johanna Obando, BSN; Julia Pusztai, MSN;*

*Lorraine Ronga, MSN, CNS, ANP, FNP; Donna Scemons, MSN, FNP;*

*Ellen Serrano, BSN, M.A.; Maureen Stevens, MSN;*

*Ruth Trudgeon, MSN; Gidget Wood, MSN, FNP(c)*

*Skills Center Coordinator: Cindy Kayer, MSN*

*Skills Center Supervisor: Bettye Mason, MSN, M.A.*

## Mission Statement

Consistent with the mission and purpose of the university, the School of Nursing is a Christian community of discipleship, scholarship, and practice. Its purpose is to advance the work of God in the world through nursing education, collaborative projects, Church and community service that encourages those affiliated with the School of Nursing (whether faculty, staff, student, graduate, or colleague) to grow in faith and in the exercise of their gifts for service to God and humanity.

## School Overview

The School of Nursing offers a four-year baccalaureate program, accredited by the Commission on Collegiate Nursing Education and the California State Board of Registered Nursing. The program enables the student to take the California Board of Registered Nursing examination for RN licensure. The graduate is eligible to apply for a California State Public Health Certificate. The program also offers options for registered nurses and licensed vocational nurses leading to a Bachelor of Science in Nursing.

## Nursing Programs

### Program Outcome:

The graduate of Azusa Pacific University's baccalaureate nursing program integrates faith and ethics as a skilled and knowledgeable practitioner, accountable professional, health care educator and advocate and coordinator of care.

- Utilizes a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life
- Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education, and religious studies
- Demonstrates initiative for continual personal and professional growth and development
- Acts as a patient educator and advocate to promote optimal health and well-being
- Functions independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care

### Nursing programs include:

1. Bachelor of Science in Nursing (BSN) – four-year generic and three-year accelerated
2. Licensed Vocational Nurse to Registered Nurse (LVN to RN, 30-unit option)
3. Licensed Vocational Nurse to Bachelor of Science in Nursing (LVN to BSN)
4. Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
5. Registered Nurse to Bachelor of Science in the Center for Adult and Professional Studies (RN to BSN-CAPS)

## NURSING

### Admission to the Nursing Program

In addition to meeting the requirements for university admission, the applicant must meet the requirements for admission into the nursing program, as listed below.

#### BSN Students

**High school applicants** must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Prior to beginning the first clinical course in nursing, students must submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations. Physical exam forms are provided by the School of Nursing.
5. Complete all applicable prerequisite courses with a grade of C or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. The College Algebra course requirement is waived by a SAT 1 math score of 600+ or an ACT math score of 26+, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive the Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Achieve a minimum cumulative high school grade-point average of 3.00.
7. Prior to beginning the first clinical course in nursing, students must submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
8. Students are not eligible for nursing until they have successfully completed anatomy (four units plus lab) and organic chemistry plus lab for spring admission, or anatomy (four units plus lab), organic chemistry plus lab, and physiology (four units plus lab) for fall admission. Upon current enrollment or completion of the above prerequisite courses, students must apply to the School of Nursing by submitting a School of Nursing Intent to Reapply form available in the School of Nursing office. **Deadlines to re-apply are November 15 (for possible spring admission) and March 15 (for possible fall admission).**

#### Transfer Students

Transfer applicants who have completed college courses and/or nursing courses in nationally accredited nursing or other health care programs are evaluated individually and given credit for courses that meet the requirements. Up to 70 units of community college credit, and additional units from a university (per registrar's approval) may be transferred. When sufficient documentation is not available, some nursing courses may be challenged by the applicant. Students with transferable nursing courses must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU except UNRS 220 Health Assessment, which may be taken concurrently.

**Transfer applicants** must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Meet all applicable prerequisite courses with a grade of C- or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. The College Algebra course requirement is waived by a SAT 1 math score of 600+ or an ACT math score of 26+, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Achieve a minimum cumulative college or university grade-point average of 3.00.
7. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
8. If a student is accepted to APU but not accepted into a nursing program including UNRS 105 or UNRS 270, he/she must reapply to the School of Nursing by submitting a School of Nursing Intent to Reapply form. **Deadlines to re-apply are November 15 (for possible spring admission) and March 15 (for possible fall admission).**

Transfer students with nursing credit must meet the requirements for transfer applicants above, plus:

1. Submit a letter of recommendation/academic standing from the dean/director of the previous school.
2. Submit course syllabi and catalog descriptions for all courses for which nursing transfer credit is requested.

## SCHOOL OF NURSING

### Accelerated Students

Accelerated students who have completed 30 **transferable** semester units of college credit in prerequisite and general education courses, including three sciences (anatomy, physiology, and the equivalent of CHEM 111 with lab or organic chemistry with lab, with minimum grades of C- or better [2.0 course grade-point average]), may apply to the accelerated program and complete the BSN Program of study in three calendar years. This program requires completion of a six-unit summer clinical course within the first year of the program.

Acceleration is based on units completed at the time of entrance, grade-point average, date of application, and space availability.

Accelerated applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination, including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Meet all applicable prerequisite courses with a grade of C- or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. The College Algebra course requirement is waived by a SAT 1 math score of 600+ or an ACT math score of 26+, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Complete all prerequisite courses and all science and nursing courses to be transferred with a minimum grade of C- (2.0 GPA) or better.
7. Achieve a minimum cumulative grade-point average of 3.00 from accredited colleges or universities.
8. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
9. If a student is accepted to APU but not accepted into a nursing program including UNRS 105 or UNRS 270, he/she must reapply to the School of Nursing by submitting a School of Nursing Intent to Reapply form. **Deadlines to re-apply are November 15 (for possible spring admission) and March 15 (for possible fall admission).**

For fall admission to the School of Nursing, students must successfully complete anatomy, physiology, and organic chemistry prior to the end of the previous spring semester.

### Current APU Students Applying to the School of Nursing

**Current APU students** must meet the following admission requirements:

1. All current students must submit the School of Nursing Intent to Reapply form the semester prior to acceptance to the School of Nursing. This form must be re-filed before each semester of application. **Deadlines are November 15 for spring enrollment and March 15 for fall admission.**
2. CHEM 111, anatomy, and physiology must be completed with a C- grade or better.
3. Applicants must have current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.

### International Students

**International students** are required to meet the same academic and admission requirements as other students.

1. International students must complete Freshman Writing Seminar, one of the four required sciences taken at an accredited U.S. university with a minimum grade of C-, and achieve a cumulative grade-point average of 3.00 in all college courses completed at Azusa Pacific University after two semesters of full-time enrollment.
2. The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 550. The School of Nursing specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to success in nursing.

If there are no TOEFL scores of written and spoken English, the student will be referred to Azusa Pacific University's American Language and Culture Institute (ALCI) for successful completion of evaluation and required testing. If deemed necessary, additional ESL courses may be required. (Information about taking the TOEFL examination can be obtained by contacting the Office of International Student Services.)

### LVN Students

Two programs are available to the licensed vocational nurse (LVN): the LVN to BSN, and LVN to RN, a 30-unit option. Licensed vocational nurses are evaluated on an individual basis. Credit is given for general education courses that are transferable. The first-year nursing courses, PNRS 100 and UNRS 105, are waived for currently licensed LVNs.

LVN students must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU. See course requirements for the BSN student.

## NURSING

### LVN to BSN

See the admission policies for transfer applicants under the “BSN Students” section.

Applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
6. Submit copy of nursing license.

### LVN to RN 30-Unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a grade of C or better in all courses, the student receives a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements.

Applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
6. Submit copy of nursing license.

### RN to BSN

Registered nurses from associate degree and diploma programs are encouraged to apply to the Azusa Pacific University Baccalaureate Nursing Program. The program is offered each time a cohort of 10 RN-to-BSN students apply. Applicants must be currently licensed in the state of California.

Applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.

4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
6. Submit copy of nursing license.

Each applicant is individually evaluated and appropriate credit is given for previous education.

1. Up to 96 units of transfer and challenge credit are allowed with a maximum of 64 units transferred from a junior college.
2. A total of 126 semester units are required for a BSN degree.
3. Challenge exams are available for clinical nursing courses UNRS 210, UNRS 212, UNRS 310, UNRS 313, and UNRS 314. In addition, challenge exams are available for nursing courses (Health Assessment, Pathophysiology, Nutrition, and Nursing Research) for applicants who wish to receive credit for knowledge gained through prior education. Up to a total of 30 units of challenge credit may be utilized for the BSN program.
4. Registered nurses must meet the general education requirements of the university and the nursing program. Some general studies requirements may be waived through successful completion of CLEP exams.

### Nursing Course Requirements for the RN to BSN Program 30 units

|      |     |  |   |
|------|-----|--|---|
| UNRS | 220 | Health Assessment*                                     | 3 |
| UNRS | 270 | Theories and Concepts in Professional Nursing*         | 2 |
| UNRS | 306 | Theoretical Frameworks for Nursing^                    | 3 |
| UNRS | 367 | Pathophysiology*                                       | 3 |
| UNRS | 425 | Nursing Research*                                      | 3 |
| UNRS | 446 | Theory and Practice in Community Health Care Systems** | 6 |
| UNRS | 447 | Nursing Leadership in Acute Care Settings**            | 6 |
| UNRS | 496 | Senior Seminar: Ethics and Issues in Health Care^      | 4 |

\*Prerequisites for UNRS 446/447

\*\*Prerequisite: one year of clinical practice as a RN and completion of all challenge exams

^Meets a general studies requirement.

### Additional Information

#### Background Check

In light of recent statements from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and contracted facilities, the School of Nursing now requires that all undergraduate and graduate students undergo a background check prior to their involvement at clinical sites. The cost for the background check is the responsibility of the student and due prior to enrollment in UNRS 105 and GNRS 511 or 512, or at the first clinical course if entering the program out of sequence. **NOTE:** International students are required to pay the additional fee based upon the actual costs of background checks for their country.

#### Blood Borne Pathogen Training

Nursing students admitted to the nursing program must complete the blood borne pathogen training prior to the first day of clinical practicum. Returning students must renew annually prior to the first day of clinical practicum.

#### Uniforms

Students in the baccalaureate program are required to follow the School of Nursing uniform and dress code at all times during clinical practicum. A nursing uniform with a School of Nursing patch and name tag are acceptable attire.

## SCHOOL OF NURSING

### Fees and Other Costs

Nursing students are charged a laboratory fee for each course with a laboratory or practicum. Worker's compensation, ERI testing, and nursing liability insurance (which covers only the clinical practicum associated with the School of Nursing clinical courses) are included in the lab fee.

### Transportation

Certain clinical experiences in the nursing program may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. Nursing students must provide their own transportation to and from clinical facilities or activities.

### Curriculum

Copies of the course requirements and schedule for nursing majors are available from the School of Nursing. Several nursing courses are offered sequentially and have prerequisites; therefore, it is important for students to follow this schedule when registering for classes. Any questions regarding the schedule should be directed to the School of Nursing.

### GPA Requirement

All nursing majors must maintain a cumulative GPA of 2.0 in classes required for the major.

**The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high quality program.**

### Requirements for the Generic or Accelerated Nursing Major

**67 units**

|      |     |  |   |
|------|-----|--|---|
| UNRS | 105 | Foundations of Professional Nursing (or UNRS 270)<br>(UNRS 105 is required of transfer students) | 6 |
| UNRS | 113 | Pharmacology   | 2 |
| UNRS | 210 | Nursing Care in Maternal, Newborn, and Women's Health  | 6 |
| UNRS | 212 | Nursing Care of Adults and Elderly   | 6 |
| UNRS | 220 | Health Assessment  | 3 |
| UNRS | 260 | Nutrition  | 2 |
| UNRS | 270 | Theories and Concepts in Professional Nursing (or UNRS 105)                                      | 2 |
| UNRS | 306 | Theoretical Frameworks for Nursing*  | 3 |
| UNRS | 310 | Mental Health Nursing  | 3 |
| UNRS | 313 | Restorative Nursing  | 3 |
| UNRS | 314 | Nursing Care of Children and Young Adults  | 6 |
| UNRS | 367 | Pathophysiology  | 3 |
| UNRS | 403 | Leadership and Management in Professional Practice   | 3 |
| UNRS | 410 | Community Health Nursing   | 6 |
| UNRS | 411 | Advanced Nursing Care of Adults/Leadership   | 6 |
| UNRS | 425 | Nursing Research   | 3 |
| UNRS | 496 | Senior Seminar: Ethics and Issues in Health Care*  | 4 |

\*Meets a general studies requirement.

### Nursing Courses Elected/Recommended for the Nursing Major

|      |     |   |   |
|------|-----|---|---|
| UNRS | 380 | Transcultural Health Care Outreach  | 2 |
| UNRS | 381 | Transcultural Health Care Outreach – Practicum  | 1 |
| UNRS | 400 | Advanced Practice: Professional Studies and Communication Skills (limited to senior nursing students interested in pursuing graduate studies; requires cumulative GPA of 3.0 or better) | 3 |
| UNRS | 436 | Fundamentals of Case Management   | 3 |

Selected graduate nursing courses require a cumulative grade-point average of 3.0 or better.

### Support Courses and General Studies Requirements for the Nursing Major

|      |     |   |    |
|------|-----|---|----|
| BIOL | 220 | General Microbiology (with lab)   | 4  |
| BIOL | 250 | Human Anatomy (with lab)  | 4  |
| BIOL | 251 | Human Physiology (with lab)   | 4  |
| CHEM | 111 | Organic Chemistry for the Health Sciences**   | 2  |
| CHEM | 112 | Biochemistry for the Health Sciences**  | 1  |
| CHEM | 114 | Laboratory for Health Sciences**  | 1  |
| COMM | 111 | Public Communication*   | 3  |
| CSA  | 101 | Beginnings* (for students with fewer than 28 transfer units)  | 1  |
| ENGL | 110 | Freshman Writing Seminar*   | 3  |
| ENGL | XXX | English Literature core*  | 3  |
| MATH | 110 | College Algebra*  | 3  |
| PE   | XXX | Fitness for Life*   | 1  |
| PHIL | XXX | Core requirement*   | 3  |
| PSYC | 110 | General Psychology*   | 3  |
| PSYC | 290 | Human Growth and Development*   | 3  |
| PSYC | 299 | Applied Statistics  | 3  |
|      |     | Heritage and Institutions (Core requirement)*   | 3  |
|      |     | Aesthetics and the Creative Arts (Core requirement)*  | 3  |
|      |     | God's Word and the Christian Response (core requirements)<br>(includes core units of ethics in UNRS 496)* | 18 |
|      |     | University Skills Foreign Language requirement (unless waived by proficiency testing)*                    | 8  |
|      |     | Elective (If MATH 110 is successfully waived)   | 3  |
|      |     | Choose one of the following:  |    |
| SOC  | 358 | Human Diversity*  | 3  |
| GLBL | 301 | Anthropology and Everyday Living*   | 3  |
| GLBL | 310 | Intercultural Communication*  | 3  |

\*Meets a general studies requirement.

\*\*CHEM 111, 112, and 114 all must be taken to fulfill the general studies requirement.

NOTE: Upper-division writing intensive and senior seminar requirements are met in nursing courses.

## RN to BSN Accelerated Degree Program (Center for Adult and Professional Studies)

### Introduction

This RN to BSN Accelerated Degree Program leading to a Bachelor of Science in Nursing is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cluster will have a primary advisor who will provide system guidance, direct special projects, and serve as mentor to individual learners.

Prospective students include those working at area hospitals and RNs working in other health care facilities. Eligible students are 25 years of age or older and have five or more years of significant work experience with at least two years spent as a practicing RN. They may be currently working in the nursing profession or have prior experience in nursing.

The RN to BSN-CAPS track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of classroom activities.

Learners join groups consisting of 16-22 students who progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences which students bring to class results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week for four hours. Courses vary in length from 5 to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specific courses are arranged at other times during the week.

Students may complete their Bachelor of Science in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weekly 4-hour class sessions. This customized program coordinates the students' class and work schedules and allows students to begin the program as it suits their schedules.

### Admission Requirements

A minimum of 126 semester units of credit are required for the B.S. degree. To be admitted to the 60-class-session RN to BSN-CAPS Program, a student must:

1. Be a registered professional nurse, licensed in California, and graduated from an accredited associate degree or diploma nursing program.
2. Have a minimum of two years of work experience as a registered nurse. (If it has been more than five years since working as an RN, the Refresher Course must be taken.)
3. Have a minimum of 60 transferable semester units from an accredited college or university.
4. Submit official transcripts from all schools attended.
5. Hold a grade-point average of 2.0 or above in the transferred courses.

6. Provide a writing sample that demonstrates written communication skills.
7. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
8. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
9. Submit copy of nursing license.

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 30 semester units for learning acquired through life experience. When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted transfer credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Requirements for RN to BSN-CAPS

| <b>Prerequisite Courses</b>                        | <b>20 units</b> |
|--|-----------------|
| Chemistry  | 3               |
| Pharmacology (UNRS 113)                            | 2               |
| Human Anatomy (BIOL 250 – includes lab)            | 4               |
| Human Physiology (BIOL 251 – includes lab)         | 4               |
| Microbiology (BIOL 220 – includes lab)             | 4               |
| Human Growth and Development (PSYC 290 – Lifespan) | 3               |

| <b>Support Courses and General Education Requirements</b>                      | <b>24 units</b> |
|--|-----------------|
| Freshman Writing Seminar (ENGL 110) or English Composition                     | 3               |
| Public Communication (COMM 111)  | 3               |
| College Algebra (MATH 110) or its equivalent                                   | 3               |
| General Psychology (PSYC 110)  | 3               |
| Heritage and Institutions Core Requirements (history/civics/political science) | 3               |
| Language and Literature Core Requirement                                       | 3               |
| Aesthetics and Creative Arts Core Requirement                                  | 3               |
| Religion (general survey/introduction to biblical literature)                  | 3               |

| <b>RN to BSN-CAPS Courses</b>                              | <b>40 units</b> |
|--|-----------------|
| BNRS 271 Theories and Concepts in Professional Nursing     | 3               |
| BNRS 221 Health Assessment                                 | 3               |
| BNRS 303 Adult Development and Learning Assessment         | 3               |
| BNRS 307 Theoretical Frameworks for Nursing                | 3               |
| BNRS 326 Nursing Research and Statistics                   | 3               |
| BNRS 368 Pathophysiology                                   | 3               |
| BNRS 412 Christian Worldview and the Profession of Nursing | 3               |
| BNRS 448 Leadership in Acute Care Settings                 | 6               |
| BNRS 449 Theory and Practice in Community Health Care      | 6               |
| BNRS 497 Ethics/Issues in Healthcare                       | 4               |
| SOC 358 Human Diversity                                    | 3               |

## Course Descriptions

### UNRS 105 Foundations of Nursing (6)

THEORY, 3 HOURS; CLINICAL PRACTICUM, 3 HOURS

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide health care to the healthy elderly and hospitalized adults and elderly utilizing the nursing process to plan care based on human needs, problems of immobility, and pain. *Prerequisites: Acceptance to nursing program, BIOL 250, CHEM 111, and CHEM 114; Corequisites: BIOL 251, CHEM 112, and UNRS 113*

### UNRS 113 Pharmacology (2)

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology, and specifics of the major drug classifications. *Prerequisites: credit in organic chemistry, inorganic chemistry, and biochemistry (CHEM 111, CHEM 112 and CHEM 114), and BIOL 250; corequisites: BIOL 251, CHEM 112, and UNRS 105*

### UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health (6)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences. *Prerequisites: BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, PSYC 290 (or corequisite), UNRS 105 or UNRS 270, UNRS 113, UNRS 220 (or corequisite), and UNRS 260 (or corequisite)*

### UNRS 212 Nursing Care of Adults and Elderly (6)

LECTURE, 3 HOURS; PRACTICUM, 9 HOURS

This course involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology and development are discussed related to the medical-surgical setting. Nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community. *Prerequisites: BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, PSYC 290 (or corequisite), UNRS 105 or UNRS 270, UNRS 113, UNRS 220 (or corequisite), and UNRS 260 (or corequisite)*

### UNRS 220 Health Assessment (3)

LECTURE, 2 HOURS; LABORATORY, 3 HOURS

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer. *Prerequisite(s): BIOL 250, BIOL 251, and UNRS 105, or UNRS 270 (for transfer students); corequisite: UNRS 210 or UNRS 212*

### UNRS 260 Nutrition (2)

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into healthcare and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise. *Prerequisite(s): CHEM 111, CHEM 112, CHEM 114 or instructor's approval if a nonnursing major; corequisite: UNRS 210 or UNRS 212*

### UNRS 270 Theories and Concepts in Professional Nursing (2)

This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to nursing clients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio. *Prerequisite: acceptance into the nursing program*

### UNRS 306 Theoretical Frameworks for Nursing (3)

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. It is recommended that the course be scheduled concurrently with UNRS 310/313. *Meets the general studies requirement of an upper-division writing intensive course. Prerequisites: junior standing, BIOL 220, PSYC 110, and PSYC 290*

### UNRS 310 Mental Health Nursing (3)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS FOR A 7-WEEK ROTATION

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy. *Prerequisites: BIOL 220; PSYC 110; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; and UNRS 260; corequisite: UNRS 306*

### UNRS 313 Restorative Nursing (3)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS FOR A 7-WEEK ROTATION

This course enables the student to focus on integrating biological, psychosocial, and spiritual care of an adult or geriatric client with a long-term health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Prerequisites: BIOL 220; PSYC 110; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; and UNRS 260; corequisite: UNRS 306*

### UNRS 314 Nursing Care of Children and Young Adults (6)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family. *Prerequisites: BIOL 220; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; UNRS 260; corequisite: UNRS 367*

### UNRS 367 Pathophysiology (3)

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized. It is recommended that this course be scheduled concurrently with UNRS 314. RNs take this course in the summer. *Prerequisites: BIOL 220, BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, UNRS 113, UNRS 220, UNRS 260, and junior standing; corequisite: UNRS 314*



## NURSING

### **UNRS 380 Transcultural Health Care Outreach (2)**

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families; and communities. *Prerequisite:* UNRS 212 or instructor's permission for nonnursing majors; SOC 358 or GLBL 305 highly recommended

### **UNRS 381 Transcultural Health Care Outreach – Practicum (1)**

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations. *Prerequisite:* UNRS 380 (or corequisite), UNRS 212, or instructor's permission for nonnursing majors

### **UNRS 400 Advanced Practice: Professional Studies and Communication Skills (3)**

This course is designed as a preparatory course for students undertaking, or planning to seek, graduate education in the pursuit of an advanced practice role. The course presents an overview of issues and trends in United States health care delivery systems and models as they relate to the evolution of advanced practice nursing and explores the potential for employment. Further, the course provides an exploration of the expectations of students in nursing graduate study with special emphases on oral and written professional communication skills. *Meets the general studies upper-division writing intensive course requirement. Prerequisite:* instructor's permission

### **UNRS 403 Leadership and Management in Professional Practice (3)**

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It assists the upcoming graduate to adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical setting are presented with a systems approach. *Prerequisites:* UNRS 310, UNRS 306, UNRS 313, UNRS 314, UNRS 367, and senior standing in the School of Nursing; *Corequisites:* UNRS 410 or 411

### **UNRS 410 Community Health Nursing (6)**

Lecture, 2 hours; Practicum, 12 hours

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on vulnerable populations. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance of chronic illness and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussions of ethical dilemmas and issues related to community-based care is included. *Prerequisites:* UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 367; *Pre- or corequisites:* UNRS 425, SOC 358, or GLBL 301 or GLBL 310; *Corequisites:* UNRS 496 and senior standing in the School of Nursing

### **UNRS 411 Advanced Nursing Care of Adults – Leadership (6)**

Lecture, 2 hours; Practicum, 12 hours

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The first area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. The second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients in a medical-surgical setting with a clinical preceptor. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Reviews of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to acute care are included. *Prerequisites:* UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 367; *Pre- or corequisites:* UNRS 425, SOC 358 or GLBL 301 or GLBL 310; *Corequisites:* UNRS 403 and senior standing in the School of Nursing

### **UNRS 425 Nursing Research (3)**

LECTURE, 3 HOURS

This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance. *Prerequisite:* PSYC 350; *Corequisite:* UNRS 410 and/or UNRS 411

### **UNRS 436 Fundamentals of Case Management (3)**

THEORY, 2 UNITS; PRACTICUM, 1 UNIT

This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practice. It is an elective course. *Prerequisites:* PSYC 350 and UNRS 425 (or corequisite)

### **UNRS 446 Theory and Practice in Community Health Care Systems (6)**

LECTURE, 3 HOURS; PRACTICUM, 9 HOURS

This is one of two courses offered for the RN who seeks a baccalaureate degree in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory, is emphasized. A beginning practice in the utilization of 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 promotion, disease prevention, chronic illness maintenance, and client education services to individuals and families are essential course components. A review of legal mandates for practice, as well as discussion of ethical dilemmas and issues related to high quality nursing care, are included. Specific content varies based on the student's prior education and experience. *Prerequisites:* SOC 358, UNRS 220, UNRS 270, UNRS 367, UNRS 425 (or corequisite), senior standing in the nursing major, completion of all ERI and School of Nursing Challenge Exams, and one year of clinical practice as an RN

### **UNRS 447 Senior Seminar: Nursing Leadership in Acute Care Settings (6)**

LECTURE, 4 HOURS; PRACTICUM, 6 HOURS

This is one of two courses offered for the RN who seeks a baccalaureate degree in nursing. The course synthesizes selected information presented in the generic baccalaureate program for presentation in a condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate. *Prerequisites:* UNRS 220, UNRS 270, UNRS 367, UNRS 425, senior standing in the nursing major, completion of all ERI and School of Nursing Challenge Exams, and one year clinical practice as an RN

### **UNRS 496 Senior Seminar: Ethics and Issues in Health Care (4)**

The focus of this course is on the integration of Christian faith, ethical issues, and professional concerns which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, quality of health, access to health care, education of the health care professionals and consumerism with ethical concern are investigated. This course also contains a comprehensive paper written on a bioethical issue which meets the senior writing requirement. Each week there is a discussion period around ethical concerns which correlates to the material presented in class. This class meets the general studies requirement of a senior seminar. *Prerequisites:* upper-division writing intensive course, UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 367; *Pre- or corequisite:* UNRS 425; *Corequisites:* UNRS 410, senior standing in the School of Nursing, and completion of the majority of the units required for God's Word and the Christian Response

**UNRS 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**UNRS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**UNRS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**RN to BSN Center for Adult  
and Professional Studies Program**

**BNRS 221 Health Assessment (3)**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

**BNRS 271 Theories and Concepts in Professional Nursing (3)**

This course provides an introduction to theories and concepts of professional nursing. Focus is on utilizing the nursing process, group dynamics, group conflict, and techniques to analyze and solve problems.

**BNRS 303 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BNRS 307 Theoretical Frameworks for Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. *Meets the general studies requirement of an upper-division writing intensive course. Prerequisite: enrollment in the accelerated degree program*

**BNRS 326 Nursing Research and Statistics (3)**

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have hands-on experience in the use of the computer and statistical programs for data analysis.

**BNRS 368 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**BNRS 412 Christian Worldview and the Profession of Nursing (3)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

**BNRS 448 Leadership in Acute Care Settings (6)**

This course synthesizes selected information presented in the generic baccalaureate program for presentation in condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate.

**BNRS 449 Theory and Practice in Community Health Settings (6)**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

**BNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, that confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class. *An independent study fee is assessed for each enrollment in this class.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# School of Theology



|   |            |
|---|------------|
| <b>Accelerated B.S. in<br/>Christian Leadership</b> | <b>197</b> |
| <b>Department of<br/>Biblical Studies</b>           | <b>198</b> |
| <b>Department of Theology<br/>and Philosophy</b>    | <b>201</b> |
| <b>Department of Practical<br/>Theology</b>         | <b>205</b> |

# School of Theology Undergraduate Division

Dean, School of Theology: David Wright, Ph.D.

Associate Dean, Undergraduate Division and Professor:  
William Yarchin, Ph.D.

## Division Overview

The programs available in the division's three departments offer courses of study that encourage the search for truth about God, human existence in relationship to God, and the world as God's creation. Students are guided in this search through an analysis of the Christian Scriptures, historical and contemporary statements of Christian belief, human experience of God and the world, and rational reflections on the nature of reality by great thinkers – both past and present. The goal of this study is to prepare men and women for service to God, as either lay or professional ministers in His Kingdom. Academic study is therefore balanced with a concern for individual involvement in practical ministry.

The departments offer five major courses of study (biblical studies, Christian ministries, philosophy, theology, and youth ministry); and nine minors (biblical studies, Christian ministries, youth ministries, biblical languages, Greek, philosophy, religion, religion and culture, and theology); two special programs (Certificate of Distinction in Biblical Studies and the Certificate of Distinction in Philosophy). This division also provides the curriculum and instruction for degree completion of the Bachelor of Science in Christian Leadership. Each major course of study builds on the general studies requirement in God's Word and the Christian Response (18 units). Transfer students take the number of units required by the registrar. Courses are selected from the list of core courses for general studies in consultation with a department advisor. All majors in the Undergraduate Division must maintain a minimum 2.5 cumulative grade-point average from all courses for the major.

The philosophy major adds 24 units of specialized upper-division study in philosophy and the four majors in religion (biblical studies, Christian ministries, youth ministry, and theology) add core courses in religion and philosophy (15 units) and a specialization of upper-division courses in the major. Courses used to meet the general studies requirement in God's Word and the Christian Response cannot be used to meet the additional core of specialization requirements of the majors. In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. However, a student may petition to have three correspondence units count toward his/her major or minor upon department approval. The course(s) must match existing courses, and the student may be asked to pass an exam. Double majors require 24 units which are distinctive to one major; 18 units must be upper division. Each minor course of study requires 12 units of upper-division work in the area of the minor. Courses applied toward another major may not be counted toward a minor.

## General Studies: God's Word and the Christian Response Courses

### For all majors in Undergraduate Theology 21 units

|      |     |   |   |
|------|-----|---|---|
| CMIN | 108 | Christian Life, Faith, and Ministry                     | 3 |
| PHIL | 220 | Introduction to Philosophy                              | 3 |
| THEO | 303 | Theology and the Christian Life*                        | 3 |
| UBBL | 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL | 230 | Luke/Acts   | 3 |
| UBBL | 3XX | Any UBBL General Studies Bible course                   | 3 |

Select one of the following: ^

|      |     |  |   |
|------|-----|--|---|
| PHIL | 496 | Senior Seminar                               | 3 |
| THEO | 496 | Senior Seminar: Theology and Social Issues** | 3 |

Students transferring into the university may waive some of the general studies God's Word and the Christian Response requirements for the major as follows: sophomore standing, 3 units; junior standing, 9 units; and senior standing, 12 units. The specific courses waived are selected in consultation with a department faculty advisor.

\*Theology majors must take THEO 310 in lieu of THEO 303.

\*\*Theology majors must take THEO 496 in lieu of PHIL 496.

^Youth ministry majors with a church ministry concentration must take THEO 496. Youth ministry majors with a sports ministry concentration must take PE 496.

## Humanities Classes

### HUM 224/324 Humanities Seminar IV: Great Ideas (3, 4)

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Philosophy.*

### HUM 325 Humanities Seminary V: Christian Classics (3, 4)

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in Doctrine.*

## Special Programs

### Requirements for the Religion Minor **12 units**

The religion minor consists of 12 upper-division units in theology, biblical studies, and Christian ministries/youth ministry approved courses (see the department office for the approved course list). Students must have at least three units in each area.

### Requirements for the Religion and Culture Minor **12 units**

Religion plays an essential role in human society and history. Those wishing to study religion in general are urged to consider the minor in religion and culture. This interdisciplinary minor focuses the resources of several departments on the task of understanding religion in general. This program prepares students for graduate work in religious studies. The minor consists of 12 upper-division units from among these required courses:

|      |     |                                |   |
|------|-----|--------------------------------|---|
| HIST | 352 | Renaissance and Reformation    | 3 |
| HIST | 420 | History of Religion in America | 3 |
| PHIL | 370 | Comparative Religions          | 3 |
| PHIL | 410 | Philosophy of Religion         | 3 |
| PSYC | 440 | Psychology of Religion*        | 3 |
| SOC  | 360 | Sociology of Religion          | 3 |

### Certificate of Distinction in Biblical Studies **24-25 units**

Students who maintain a GPA of at least 3.5 in their major can earn a Certificate of Distinction in Biblical Studies by completing 24 units of upper-division work in biblical studies and biblical languages.

|  |     |
|--|-----|
| Upper-division Greek or Hebrew           | 3-4 |
| Upper-division biblical studies elective | 3   |

Select six courses from the list below:

|      |     |   |   |
|------|-----|---|---|
| UBBL | 420 | The Dead Sea Scrolls and the Biblical World | 3 |
| UBBL | 450 | Ancient Near Eastern History                | 3 |
| UBBL | 451 | Greco-Roman World                           | 3 |
| UBBL | 460 | Theology of the Old Testament*              | 3 |
| UBBL | 461 | Theology of the New Testament*              | 3 |
| UBBL | 470 | Religious Development of Israel             | 3 |
| UBBL | 471 | History of Biblical Interpretation          | 3 |

\*Meets a general studies requirement.

### Certificate of Distinction in Philosophy **24 units**

The Certificate of Distinction in Philosophy recognizes that a student has achieved a superior mastery of courses that provide a strong basis for graduate study in philosophy and in courses that demonstrate the student's ability to think carefully within a specialized area of philosophy.

To receive the Certificate of Distinction in Philosophy, a student must complete the following courses with a grade-point average of 3.5 or better:

|      |     |  |   |
|------|-----|--|---|
| PHIL | 300 | Ethics                                 | 3 |
| PHIL | 310 | History of Ancient/Medieval Philosophy | 3 |
| PHIL | 320 | History of Modern Philosophy           | 3 |
| PHIL | 325 | Contemporary Philosophy                | 3 |
| PHIL | 340 | Concepts of Human Nature               | 3 |
| PHIL | 380 | Formal Logic                           | 3 |
| PHIL | 490 | Seminar in Philosophy: Epistemology    | 3 |

An additional specialized course such as PHIL 430 (Philosophy of Science) or PHIL 410 (Philosophy of Religion) is required. 3

## Accelerated B.S. in Christian Leadership

### Introduction

The degree completion program with a major in Christian leadership is for the adult individual involved in church or parachurch ministry either as a pastor or a lay person. In this accelerated, 3-term program, the 39-semester-unit curriculum is concentrated into 61 weekly 4-hour class sessions.

A dual effort between the School of Theology and the School of Business and Management, this customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experimental learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

### Admission Requirements

To be admitted to the 61-class-session Christian Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all school attended (two copies).
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

When the above requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

For specific degree requirements and course descriptions, please see the Center for Adult and Professional Studies section of this catalog.

# Department of Biblical Studies

## Faculty

Chair and Associate Professor: Kathryn J. S. Smith, Ph.D.

Professors: Bruce Baloiian, Ph.D.; Keith Reeves, Ph.D.

Associate Professor: Kenneth L. Waters, Ph.D.

Assistant Professors: Robert Mullins, Ph.D.; B. J. Oropeza, Ph.D.;  
Junia Pokrifka-Joe, Ph.D.

## Biblical Studies Major

### Introduction

The biblical studies major combines a broad background in philosophy and Christian theology and ministries with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and prepared for future graduate study in the Bible and Christian theology.

### Career Opportunities

The biblical studies major provides students with tools for continued education either at a seminary or a university. Graduates have also assumed positions in churches and Christian organizations where knowledge and understanding of the Scriptures are essential.

## Requirements for the Biblical Studies Major 51-53 units

A minimum 2.5 cumulative GPA is required in all courses for the major.

### God's Word and the Christian Response General Studies requirements for all biblical studies majors:

|      |         |   |   |
|------|---------|---|---|
| UBBL | 100     | Exodus/Deuteronomy                                | 3 |
| UBBL | 230     | Luke/Acts   | 3 |
| UBBL | 3XX-4XX | Approved Additional GS<br>Biblical Studies course | 3 |
| CMIN | 108     | Christian Life, Faith, and Ministry               | 3 |
| THEO | 303     | Theology and the Christian Life                   | 3 |

Select one of the following:

|      |         |  |      |
|------|---------|--|------|
| PHIL | 220     | Introduction to Philosophy   | 3    |
| HUM  | 224/324 | Humanities Seminar IV: Great Ideas<br>(3 units on APU campus, 4 units on<br>High Sierra campus.) | 3, 4 |

Select one of the following:

|      |     |                |   |
|------|-----|----------------|---|
| PHIL | 496 | Senior Seminar | 3 |
| THEO | 496 | Senior Seminar | 3 |
| XXX  | 496 | Senior Seminar | 3 |

### Remaining major requirements:

|      |         |                                    |    |
|------|---------|------------------------------------|----|
| CMIN | 206     | Introduction to Practical Theology | 3  |
| UBBL | 3XX-4XX | Five upper-division UBBL classes   | 15 |
| UBBL | 3XX-4XX | Biblical Studies Elective          | 3  |
| THEO | 363     | Contemporary Christian Thought     | 3  |

Select one of the following:

|      |     |  |      |
|------|-----|--|------|
| THEO | 352 | Church History: Apostolic Era to 1517  | 3    |
| THEO | 354 | Church History from 1517 to the Present  | 3    |
| HUM  | 325 | Humanities Seminar V: Christian Classics<br>(3 units on APU campus, 4 units on<br>High Sierra campus.) | 3, 4 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| PHIL | 310 | History of Ancient and Medieval Philosophy | 3 |
| PHIL | 320 | History of Modern Philosophy               | 3 |
| PHIL | 325 | Contemporary Philosophy                    | 3 |

## Requirements for the Biblical Studies Minor 12 units

The minor consists of 12 upper-division units in biblical studies. May also include upper-division Greek or Hebrew.

## Requirements for the Greek Minor 12 units

The Greek minor consists of 12 upper-division units in Greek.

## Requirements for the Biblical Languages Minor 12 units

The Biblical Languages minor consists of 12 upper-division units in Greek, Hebrew, and/or other ancient languages offered.

## Course Descriptions

### Biblical Languages

#### BLNG 204 Elementary Greek I (4)

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Meets the general studies requirement for University Skills.*

#### BLNG 205 Elementary Greek II (4)

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Meets the general studies requirement for University Skills: two semesters of the same language required.*

#### BLNG 304 Intermediate Greek (3)

This course consists of continued study of the forms, syntax, and vocabulary of New Testament Greek with an introduction to exegesis of the Greek New Testament. *Prerequisite(s): BLNG 204 and BLNG 205, or the equivalent*

#### BLNG 404 Advanced Greek (3)

Students undertake reading and exegesis of various passages in the New Testament. *Prerequisite: BLNG 304 or the equivalent*

#### BLNG 424 Hebrew I (4)

The basic grammar and syntax of Hebrew are taught using a combination of the inductive and deductive methods. There are selected readings from Esther, the Joseph narrative, and other literary genres. The aim of the course is to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. *Meets the general studies requirement for University Skills: two semesters of the same language required.*

#### BLNG 434 Hebrew II (4)

The basic grammar and syntax of Hebrew are taught using a combination of the inductive and deductive methods. There are selected readings from Esther, the Joseph narrative, and other literary genres. The aim of the course is to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. *Meets the general studies requirement for University Skills: two semesters of the same language required.*

#### BLNG 454 Greek Readings (1-4)

This course requires directed reading in the Greek New Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Greek.

#### BLNG 455 Hebrew Readings (1-4)

This course requires directed reading in the Hebrew Old Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing third and fourth semesters of Hebrew. *Prerequisite(s): BLNG 424 and BLNG 434, or completion of elementary Hebrew at another institution*

#### BLNG 456 Ancient Languages (1-4)

This course is offered according to the needs of the student. It provides opportunity to learn basic grammar and vocabulary in Arabic, Akkadian, Aramaic, Coptic, Latin, Ugaritic, or other ancient languages relevant to the study of biblical history and literature. May be repeated for advanced language study or learning an additional language. *Prerequisite(s): completion of elementary Greek and/or elementary Hebrew, or instructor's permission*

## Biblical Studies

### **UBBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3)**

This course introduces Old Testament biblical literature, hermeneutics, and inductive methodology with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets general studies core requirement for God's Word and the Christian Response.*

### **UBBL 230 Luke/Acts (3)**

This course introduces New Testament biblical literature, hermeneutics, and inductive methodology with a primary focus upon the Gospel of Luke and Acts of the Apostles. Special attention is given to the text with regard to its political, cultural, religious, and geographical setting, the literary genre, and the intended meaning of the text in its original cultural and literary context. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite: UBBL 100 or instructor's permission*

### **UBBL 310 I and II Samuel (3)**

Students study the books of I and II Samuel, giving special attention to the text with regard to its politics, culture, religions, geographical setting, and literary genre. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of UBBL 100- and 200-level general studies requirements or instructor's permission*

### **UBBL 311 Hebrew Prophets I (3)**

This course offers a critical and exegetical study of the pre-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message, both for their time and the present age. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements or instructor's permission*

### **UBBL 320 Hebrew Poetical and Wisdom Literature (3)**

Students undertake an advanced study of Hebrew poetry and wisdom literature. Attention is given to the development of the literature as well as an investigation of each book's composition. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements or instructor's permission*

### **UBBL 330 Life and Teachings of Jesus (3)**

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the synoptic gospels as well as the social, political, and religious conditions of the time. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements or instructor's permission*

### **UBBL 340 Romans and Galatians (3)**

This course provides an analytical, exegetical, and expositional study of the biblical text and organized consideration of the doctrines of sin, justification, sanctification, law, and grace. This course includes expository application of the believer's obligations to God, the government, and fellow human beings. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements or instructor's permission*

### **UBBL 341 Thessalonian and Corinthian Epistles (3)**

Paul's letters to the churches at Thessalonica and Corinth are studied, with attention given to the nature of Paul's ministry and the doctrinal and practical issues he addressed. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements or instructor's permission*

### **UBBL 343 The General Epistles (3)**

This course covers Hebrews, James, I and II Peter, and Jude as they relate to the theological and ethical content of Christianity. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirement or instructor's permission*

### **UBBL 350 Geographical and Historical Setting of the Bible (3)**

This comprehensive course of study emphasizes the geography, history, and archaeology of important sites in biblical times, as well as introducing the post-biblical history of the land of Israel and the complex social issues facing the modern nation of Israel and its Mediterranean neighbors. This course may include a tour of the Bible lands. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level general studies requirement or instructor's permission*

### **UBBL 410 Hebrew Prophets II (3)**

This course offers a critical and exegetical study of the exilic and post-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to their ministry and message, both for their time and the present age. *Prerequisite: completion of a 300-level Old Testament course or instructor's permission*

### **UBBL 420 The Dead Sea Scrolls and the Biblical World (3)**

This course investigates the discovery of the Dead Sea Scrolls in the late 1940s and the subsequent events surrounding their acquisition and scholarly evaluation. The archaeological excavation of the Qumran site, the implication of the findings for the understanding of the community that populated it, and the texts associated with it are explored as well. The importance of the scrolls for the text, critical study of the Old Testament, and the history of Judaism at the time of Jesus are considered and various interpretations of the identity of the Qumran sectarians are evaluated. *Prerequisite: completion of a 300-level Old Testament or New Testament course or instructor's permission*

### **UBBL 430 Johannine Literature (3)**

Johannine theology, as found in the gospel and epistles of John, is the basis of this course. Special attention is given to John's concept of God, the logos, the Spirit, life, light, love, and knowledge. John's treatment of the Gnostic problem is studied. *Meets the general studies requirement for an upper-division writing intensive course. Prerequisite: completion of a 300-level New Testament course or instructor's permission*

### **UBBL 442 Prison and Pastoral Epistles (3)**

This course is a study of Paul's theology as revealed in these two groups of letters. Special attention is given to Paul's Christology and ecclesiology and their practical relevance for the contemporary Church. *Prerequisite: completion of a 300-level New Testament course or instructor's permission*

### **UBBL 450 Ancient Near Eastern History (3)**

Ancient Near Eastern world's history and culture are studied. This course includes events from the rise of the Sumerians to the division of Alexander's empire. Special attention is directed to the Sumerians, Hittites, Egyptians, Assyrians, Phoenicians, and Hebrews and their contributions to present day culture. *Meets the general studies requirement of an upper-division writing intensive course. Prerequisite: completion of a 300-level Old Testament course or instructor's permission*

### **UBBL 451 Greco-Roman World (3)**

The Greco-Roman world, from the time of Alexander the Great to Marcus Aurelius, is covered. Attention is given to historical geography, politics, society, religious movements, and intellectual currents through the study of primary texts as well as secondary studies. *Prerequisite: HIST 120, UBBL 230, UBBL 330, or instructor's permission*

### **UBBL 460 Theology of the Old Testament (3)**

The basic theology of the Old Testament, including the subjects of God, revelation, humanity, redemption, and the Messiah, is covered in this course. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisites: UBBL 100, and a 300-level Old Testament course or instructor's permission*

**UBBL 461 Theology of the New Testament (3)**

This course is a study of the theology of the New Testament in its own historical setting, categories, and thought forms and on its own terms. The course describes what the New Testament's major authors (Matthew, Mark, Luke, John, and Paul) said about God, Jesus Christ, the Holy Spirit, the Church, the last times, etc. Special attention is given to methodology and the inductive investigation by the student of theological themes. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite: completion of a 300-level New Testament course or instructor's permission*

**UBBL 470 The Religious Development of Israel (3)**

Students undertake a critical analysis of the development of Israel's religious consciousness. Attention is given to the sociocultural background of Israel. *Prerequisites: UBBL 100 and UBBL 310 or instructor's permission*

**UBBL 471 History of Biblical Interpretation (3)**

This is an upper-division humanities course that introduces the student to the rich history of the interpretation of biblical writings. The focus rests on the ways in which the various faith communities, Jewish as well as Christian, received the writings, rendered them comprehensible and relevant to contemporary concerns, and passed them on to subsequent generations. The chronological range covered by this course begins during the biblical period itself and extends to the present day. *Prerequisite: completion of a 300-level Old Testament or New Testament course or instructor's permission*

**UBBL 472 Biblical Apocalyptic (3)**

Students learn about the rise and development of the apocalyptic literature during the Old Testament, intertestamental, and New Testament periods. Special attention is given to Daniel, Mark 13, Thessalonians, and Revelation. *Prerequisite: completion of a 300-level New Testament course or instructor's permission*

**UBBL 476 Women in the Biblical Tradition (3)**

This course introduces the student to how women are depicted in biblical tradition. It includes careful reading of narratives about women in the bible, both Old and New Testaments, as well as the reception of those narratives and the expansion on those narratives in early church tradition. Furthermore, the student explores the way contemporary readers/hearers encounter these texts in light of their own cultural location. *Meets the general studies requirement for an upper-division writing intensive course. Prerequisites: UBBL 100 Exodus/Deuteronomy; UBBL 230 Luke/Acts; and any 300-level UBBL course*

**UBBL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

**UBBL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*



# Department of Theology and Philosophy

## Faculty

Chair and Associate Professor: Daniel Speak, Ph.D.

Professors: Heather Ackley, Ph.D.; Craig Boyd, Ph.D.; John Culp, Ph.D.; Craig Keen, Ph.D.; Dennis Okholm, Ph.D.; Steve Wilkens, Ph.D.

Associate Professor: David Williams, Ph.D.

Assistant Professor: Teri Merrick, Ph.D.

## Department Mission Statement

The Department of Theology and Philosophy exists to help undergraduate students become complete people who reason and think reflectively about responses to the world. The department seeks to equip and encourage undergraduate students to become effective and faithful as scholars and servants by bringing them into fruitful engagement with a broad range of theological and philosophical resources and developing in them suitable analytical, reflective, and expressive skills.

## Theology

### Mission

The theology program exists to equip and encourage undergraduate students to become effective and faithful theologians, well prepared for further theological education as well as for service to the Church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources as they learn to apply Christian theology to contemporary issues.

### Theology Program Goals

1. Through the General Studies courses, the theology program seeks to prepare all undergraduate students to demonstrate an understanding of the essential components of theological reflection and an ability to give thoughtful consideration to current and historical issues in the light of the Church's Scriptures and traditions. Graduates should be able to articulate a Christian worldview of truth and life and apply biblically-based ethical reasoning skills to problems.
2. The theology program will cultivate collegial scholarship for faithful engagement with students, the Church, and the academy.
3. The theology program will continue to develop and refine mechanisms that will bring theology majors into fruitful first-hand engagement with contemporary theological work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
4. The theology program will continue to develop and refine methods of teaching and mentoring that will further students' theological contribution to the church and to society. Graduates should practice a respect for the worth of all persons, with appreciation of individual and cultural differences, demonstrating truth-telling and grace in their relationships, and should be able to articulate the importance of extending genuine community to all peoples locally, regionally, nationally, and globally.

5. The theology program will encourage and cultivate students' growth in the ability to think critically about the historical, doctrinal, biblical and practical aspects of the Christian faith, including appreciation, understanding, and valuing the Church. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.

## Introduction

The theology that guides the programs of this department is a reasoned response to God's self-disclosure in Jesus Christ. This theology is a careful articulation of the mystery, grace, and hope of that story, which takes place among the people of Jesus, the Church. The theology major serves students who wish to give themselves to this particular way of truth and life. It aids in preparing the student for graduate work in related disciplines and for Christian service in the Church and the world.

## Career Opportunities

The theology major is offered as an avenue of sustained and thoughtful devotion to the God of the gospel. At the same time it provides students with the discipline and practices that are requisite for graduate study or other service in the church and the world.

## Requirements for the Theology Major 51 units

A minimum 2.5 GPA (cumulative) required in all major courses

The theology major may be earned by completing all of the following courses:

### God's Word and the Christian Response requirements:

|      |     |  |   |
|------|-----|--|---|
| CMIN | 108 | Christian Life, Faith, and Ministry*             | 3 |
| UBBL | 100 | Exodus/Deuteronomy*                              | 3 |
| UBBL | 230 | Luke/Acts*                                       | 3 |
| UBBL | 3XX | Additional General Studies Approved Bible Class* | 3 |
| THEO | 496 | Senior Seminar: Theology and Social Issues*      | 3 |

### Additional requirements:

|      |       |  |   |
|------|-------|--|---|
| CMIN | 206   | Introduction to Practical Theology     | 3 |
| THEO | 310   | Systematic Theology I                  | 3 |
| THEO | 311   | Systematic Theology II                 | 3 |
| THEO | 352   | Church History: Apostolic Era to 1517* | 3 |
| THEO | 354   | Church History: 1517 to Present*       | 3 |
| THEO | 363   | Contemporary Christian Thought*        | 3 |
| THEO | 3/4XX | Upper Division Theology course         | 3 |
| THEO | 3/4XX | Upper Division Theology course         | 3 |
| THEO | 3/4XX | Upper Division Theology course         | 3 |
| UBBL | 3/4XX | Biblical Studies Elective              | 3 |

Select one of the following:

|      |     |  |      |
|------|-----|--|------|
| PHIL | 220 | Introduction to Philosophy*  | 3    |
| HUM  | 224 | Humanities Seminar*<br>(3 units on APU campus, 4 units on High Sierra campus.) | 3, 4 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| PHIL | 310 | History of Ancient and Medieval Philosophy | 3 |
| PHIL | 320 | History of Modern Philosophy               | 3 |
| PHIL | 325 | Contemporary Philosophy                    | 3 |

\*Meets general studies requirements.

## Requirements for the Theology Minor 12 units

The minor consists of 12 upper-division units in approved theology courses. Please see the department office for the approved course list.

### Philosophy

#### Mission

The philosophy program exists to help undergraduate students become complete people who reason and think reflectively about responses to the world, liberated from inadequate concepts and actions. In specific, the program equips its majors to become effective and faithful philosophers, well prepared for further philosophical education as well as for a range of professional careers, by exposing them to the history and methods of philosophy, inspiring them to see philosophy as a tool for the discipleship of the mind, motivating them to explore philosophy further, and training them in advanced philosophical topics and analytical, reflective, and expressive skills.

#### Philosophy Program Goals

1. The philosophy program will continue to make “discipleship of the mind” a distinctive focus of attention by bringing philosophy majors into fruitful first-hand engagement with contemporary philosophical work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
2. The philosophy program aims to prepare majors to continue on to graduate school. Graduates should be able to demonstrate an example of leadership in their selected areas of service.
3. The philosophy program will further students’ philosophical contribution to the Church and society. Graduates should be able to apply critical thinking to the analysis and solutions of societal problems in a manner consistent with a Christian worldview.
4. The philosophy program will equip students to demonstrate increased ability to understand, construct, and reflect critically on philosophical arguments, calling upon the best of the philosophical tradition and their own analytical and expressive skills towards application of such reflection to current social or moral issues.
5. The philosophy program will equip students to demonstrate increased confidence in the compatibility of sincere Christian faith and robust philosophical reflection, growing into a greater awareness of the intellectual depth, strength, and coherence that is possible for construction of a comprehensive Christian worldview.

#### Introduction

Philosophy and religion are closely allied in the history of civilization. The philosophy major offers the student historical perspectives on philosophical concepts, principles for careful thought, and study of specific topics. The student is prepared for graduate study in philosophy or a number of related fields, and for careful reflection on the needs of current societies.

#### Career Opportunities

Traditionally, graduates have pursued further study in fields such as philosophy, religion, law, education, and business. When combined with course work and experience in areas such as business, political science, or education, graduates with the philosophy major may assume positions of leadership in corporations, government, and education.

## Requirements for the Philosophy Major

27-28 units

Minimum 2.5 grade-point average (cumulative) required in all major courses.

The philosophy major requires the following courses:

Select one of the following:

|      |     |  |      |
|------|-----|--|------|
| PHIL | 220 | Introduction to Philosophy*  | 3    |
| HUM  | 224 | Humanities Seminar: Great Ideas<br>(3 units on APU campus, 4 units on High Sierra campus.) | 3, 4 |

Select 8 courses from the following (24 units):

|      |     |  |     |
|------|-----|--|-----|
| PHIL | 300 | Ethics                                 | 3   |
| PHIL | 310 | History of Ancient/Medieval Philosophy | 3   |
| PHIL | 320 | History of Modern Philosophy           | 3   |
| PHIL | 325 | Contemporary Philosophy                | 3   |
| PHIL | 330 | Critical Thinking and Informal Logic   | 3   |
| PHIL | 340 | Concepts of Human Nature               | 3   |
| PHIL | 370 | Comparative Religion                   | 3   |
| PHIL | 380 | Formal Logic                           | 3   |
| PHIL | 410 | Philosophy of Religion                 | 3   |
| PHIL | 430 | Philosophy of Science*                 | 3   |
| PHIL | 490 | Seminar in Philosophy                  | 3   |
| PHIL | 496 | Senior Seminar*                        | 3   |
| PHIL | 497 | Readings                               | 1-4 |
| PHIL | 498 | Directed Research                      | 1-4 |
| POLI | 360 | Classical Political Thought            | 3   |
| POLI | 363 | Modern Political Thought*              | 3   |

\*Meets a general studies requirement.

## Philosophy Minor

12 units

The philosophy minor consists of 12 upper-division units in approved philosophy courses. Please see the department office for the approved course list.

## Course Descriptions

### Theology

#### THEO 303 Theology and the Christian Life (3)

The course provides an introduction to the doctrines of the Christian church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets general studies core doctrine requirement for God’s Word and the Christian Response. Prerequisite(s): three units of biblical studies, CMIN 108, PHIL 210 or PHIL 220, or instructor’s permission*

#### THEO 352 Church History: Apostolic Era to 1517 (3)

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets general studies core doctrine requirement for God’s Word and the Christian Response. Prerequisites: 3 UBBL units, CMIN 108; or instructor’s permission*

#### THEO 354 Church History from 1517 to Present (3)

This course provides a study of the major developments in the history of Christianity from the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets general studies core doctrine requirement for God’s Word and the Christian Response. Prerequisites: 3 UBBL units, CMIN 108; or instructor’s permission*

## THEOLOGY AND PHILOSOPHY

### **THEO 363 Contemporary Christian Thought (3)**

Recent Christian thinking concerning the important issues facing the Church in the modern world are explored. Emphasis is placed on the 20<sup>th</sup> century and today's Western, post-Christian culture. *Meets general studies core doctrine requirement for God's Word and the Christian Response. Prerequisites: CMIN 108, PHIL 220, UBBL 100, and UBBL 230 (or equivalent)*

### **THEO 364 Theology and Popular Culture (3)**

This course is a study of contemporary popular culture in the Western world as it interacts with theological and biblical themes. The course teaches students how to understand and evaluate the major facets of popular cultural influence on society in light of biblical precepts. Special emphasis is given to popular culture as reflected in film, music, heroes, and icons in media. *NOTE: This course applies to the theology minor only. It may not be used for the theology major. Prerequisite: UBBL 230 or its equivalent*

### **THEO 410 Systematic Theology I (3)**

This is the first in a two-course sequence introducing theological thinking in relation to the great teachings of the Church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church. *Prerequisites: CMIN 108, PHIL 310, PHIL 320 or PHIL 325, one upper-division UBBL class (prefer UBBL 471), THEO 352 or THEO 354, THEO 363; or instructor's permission*

### **THEO 411 Systematic Theology II (3)**

The second in a two-course sequence introducing theological thinking in relation to the great teachings of the church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church. *Prerequisite: THEO 410*

### **THEO 420 Christian Apologetics (3)**

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course surveys several of the major problems and criticisms of the Christian church: its history, life, and faith. It also reviews the intellectual and faithful responses that Christian scholars have provided to them. *Meets requirement for general studies upper-division writing course. Prerequisites: junior or senior standing; UBBL 100; UBBL 230; and PHIL 220 (or equivalent)*

### **THEO 422 Individual and Society (3)**

Awareness of today's cultural and social condition and responsibilities are studied in connection with biblical teachings and insights projected by psychological and social scientists. Key emphasis is placed on the theological understanding of human nature, particularly on individuals' roles as religious beings. Fulfills a requirement for the psychology and ministry concentration within the psychology major as well as an upper-division theology requirement within the theology major. *Prerequisites: CMIN 108, PHIL 210 or PHIL 220, THEO 303 (or equivalent); or instructor's permission*

### **THEO 423 Seminar in Church History (3-4)**

Students explore selected epochs, movements, or issues in the history of the Church. *Prerequisites: CMIN 108, PHIL 220, and THEO 353 or equivalent, or instructor's permission*

### **THEO 440 Christian Ethics from a Wesleyan Perspective (3)**

Students explore aspects of John Wesley, including his thought regarding personal and social ethics. Wesley's concern for purity of heart (sanctification), love for one's neighbor, the use of money, responsibility toward the poor and disenfranchised, and other social issues are emphasized. Wesley's views are critiqued from a biblical perspective, and applications for today discussed. Wesley's approach to Christian ethics is compared with other classic approaches. *Prerequisites: PHIL 220 or PHIL 220, THEO 303 or THEO 310*

### **THEO 453 Denominational History, Policy, and Doctrines (1-3)**

Students explore the history, development of leadership, teachings, and organizational dynamics of one of the following denominations: the Friends, the Church of God, the Free Methodists, the Wesleyan Church, or the Worldwide Church of God.

### **THEO 480 Theologies of Liberation (3)**

This course explores the rise of theological movements of social/political/economic liberation. It invites students to consider the ways theology has been practiced recently among those outside the European mainstream, particularly among the oppressed and marginalized. It considers their critiques of, and novel contributions to, traditional Christian theology. Among the many liberation theologies from which this course draws are those that have emerged among and speak to the Latin American poor, African Americans, women, and other marginalized groups throughout the world. Whenever possible the course includes an experiential learning component in which students visit and dialogue with individuals, families, and intentional communities (i.e., communities that gather intentionally to promote practices consonant with the kinds of liberation explored in this course) currently involved in liberationist approaches to theology and social change.

### **THEO 495 Topics in Systematic Theology (3)**

Current topics of importance and interest to students of systematic theology are studied. The course has a seminar format. It may be taken more than once as topics change. *Prerequisite: religion major or minor, THEO 303 or THEO 310, or instructor's permission*

### **THEO 496 Senior Seminar: Theology and Social Issues (3)**

This senior seminar is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. *Meets the general studies senior seminar requirement. Prerequisites: three units of 300-level theology; CMIN 108, PHIL 210 or PHIL 220; UBBL 100; UBBL 230 (or equivalent); and upper-division writing intensive course*

### **THEO 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

### **THEO 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

*There are other approved courses for theology majors. Please see the department office for the approved courses list.*

## Philosophy

### **PHIL 210 Philosophical Foundations of Western Thought (3)**

Students explore the intellectual background of Western tradition. Special emphasis is placed on the influence of philosophical concepts on the development of religious, political, economic, and social structures in Western culture. *Meets the general studies core requirement in Heritage and Institutions.*

### **PHIL 220 Introduction to Philosophy (3)**

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present – the major concerns of philosophy. *Meets general studies core requirement in Heritage and Institutions.*

## SCHOOL OF THEOLOGY

### **PHIL 300 Ethics (3)**

The basic principles of ethical conduct are examined, as applied to personal and social problems. The chief theories of the "good life" are investigated, with special attention given to the principles underlying a consistent ethical outlook on life.

### **PHIL 310 History of Ancient and Medieval Philosophy (3)**

Students explore the development of philosophy from its early beginnings in Greece to Thomas Aquinas and William of Occam at the close of the Middle Ages. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field. *Prerequisite: PHIL 220 or instructor's permission*

### **PHIL 320 History of Modern Philosophy (3)**

This course covers the development of philosophy from the Renaissance through the Enlightenment to the start of the 20<sup>th</sup> century. *Prerequisite(s): PHIL 220 or instructor's permission*

### **PHIL 325 Contemporary Philosophy (3)**

This course offers a study of philosophical movements and thinkers since the start of the 20<sup>th</sup> century. Movements such as analytical philosophy, continental philosophy, postmodern philosophy, and feminism, and major thinkers such as Heidegger, Wittgenstein, Derrida, Levinas, and Rorty are examined.

### **PHIL 330 Critical Thinking and Informal Logic (3)**

Students study the principles of logic with some attention to semantics and the philosophy of language. They are encouraged to use logic as an aid in evaluating arguments offered in books and periodicals and to test the validity and clarity of their own reasoning.

### **PHIL 340 Concepts of Human Nature (3)**

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, psychological, and sociological theories of the uniqueness of human activity. *Meets the general studies requirement for an upper-division writing intensive course and the core requirement in Identity and Relationships.*

### **PHIL 370 Comparative Religions (3)**

This course embraces a study of the great religious systems of the world, including the worship of the most primitive groups, as well as the religions of ancient Egypt, Greece, Mesopotamia, and Rome. It reviews the various religions of the present world, including Buddhism, Confucianism, Hinduism, Islam, Judaism, Shintoism, Taoism, and Christianity.

### **PHIL 380 Formal Logic (3)**

This course defines logic as the skill of assessing arguments. The course assists students to recognize arguments in both academic and nonacademic forms, increasing confidence in their ability to form a structure of techniques and values to be used as a basis for critiquing others' arguments and creating their own.

### **PHIL 410 Philosophy of Religion (3)**

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy.

### **PHIL 430 Philosophy of Science (3)**

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered. *Meets general studies elective in Nature. Prerequisite: one lab science and PHIL 210 or PHIL 220*

### **PHIL 440 Epistemology (3)**

This course exposes advancing philosophy students to the major problems in the theory of knowledge. While some historical background is covered, the principle focus is on the contours of the contemporary debates about such issues as skepticism, epistemic justification, foundationalism, coherentism, internalism, and externalism. Some application is made specifically to the epistemology of religious belief. *Prerequisite: PHIL 220 or instructor's permission*

### **PHIL 495 Seminar in Philosophy (3)**

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future.

### **PHIL 496 Senior Seminar: Social Ethics (3)**

This course considers ethical issues in the modern world from a Christian perspective. Included is an examination of options in ethical theory, biblical ethics, and professional responsibility. *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response. Prerequisite: upper-division writing intensive course*

### **PHIL 496 Senior Seminar: Professional Ethics (3)**

This course offers the student philosophical and theological resources to assist in carrying out ethical reflection about the role of professions and the actions of professionals in society. *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response. 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 and upper-division writing intensive course*

### **PHIL 496 Senior Seminar: Worldviews (3)**

This senior-level course prepares the student to understand and express a Christian perspective in the contemporary world. *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response. 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 and upper-division writing intensive course*

### **PHIL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

### **PHIL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

*There are other approved courses for philosophy majors. Please see the department office for the approved course list.*

# Department of Practical Theology

## Faculty

Chair and Associate Professor: Richard Pritchard, D.Min.  
 Associate Professors: Steven Gerali, D.Phil.; Paul Shrier, Ph.D.  
 Assistant Professor: Amy Jacober, Ph.D.  
 Instructor: Mark Sanford, M.Div.

The Department of Practical Theology offers two majors: Christian Ministries and Youth Ministry.

## Christian Ministries Major

### Introduction

The Christian ministries major provides the student with a broad perspective in the field of religion and academic preparation involving both theory and professional training. Graduates are prepared for more specialized graduate study and given the conceptual and technical resources for the effective service in Christian ministry. Courses are available in Christian education, missions, pastoral work, urban ministry, and practical theology.

### Career Opportunities

Graduates with a Christian ministries major assume positions in local churches as pastors, directors of Christian education, and youth pastors, in Christian schools as teachers and administrators, and in parachurch organizations as leaders and staff members in the United States and other countries.

## Requirements for the Christian Ministries Major 51-52 units

### God's Word and the Christian Response General Studies requirements for all Christian Ministries majors:

|      |         |  |   |
|------|---------|--|---|
| UBBL | 100     | Exodus/Deuteronomy                             | 3 |
| UBBL | 230     | Luke/Acts                                      | 3 |
| UBBL | 3XX-4XX | Approved Additional GS Biblical Studies course | 3 |
| CMIN | 108     | Christian Life, Faith, and Ministry            | 3 |
| THEO | 303     | Theology and the Christian Life                | 3 |

Select one of the following:

|      |         |   |      |
|------|---------|---|------|
| PHIL | 220     | Introduction to Philosophy  | 3    |
| HUM  | 224/324 | Humanities Seminar IV: Great Ideas (3 units on the APU campus, 4 units on the High Sierra campus) | 3, 4 |

Select one of the following:

|      |     |                |   |
|------|-----|----------------|---|
| PHIL | 496 | Senior Seminar | 3 |
| THEO | 496 | Senior Seminar | 3 |

## Core Requirements

**21 units**

The core requirements of the Christian ministries major provide students with a foundation for effective ministry. **Testing and evaluation, including psychological evaluation by authorized faculty, are requirements of the major as part of the CMIN course work and include directional feedback.** Successful completion of the major requires compliance with university GPA standards.

|      |     |  |   |
|------|-----|--|---|
| CMIN | 206 | Introduction to Practical Theology       | 3 |
| CMIN | 316 | Art of Leadership*                       | 3 |
| CMIN | 401 | Christian Ministries Internship I        | 3 |
| CMIN | 402 | Christian Ministries Internship II       | 3 |
|      |     | Upper-Division Biblical Studies Elective | 3 |

Select one of the following:

|      |     |                                       |   |
|------|-----|---------------------------------------|---|
| THEO | 352 | Church History: Apostolic Era to 1517 | 3 |
| THEO | 354 | Church History from 1517 to Present   | 3 |

Select one of the following:

|      |     |  |   |
|------|-----|--|---|
| PHIL | 310 | History of Ancient and Medieval Philosophy | 3 |
| PHIL | 320 | History of Modern Philosophy               | 3 |
| PHIL | 325 | Contemporary Philosophy                    | 3 |

\*Fulfills General Studies Writing Intensive requirement.

## Concentration

**9 units**

Beyond core requirements, students complete the major requirements by choosing a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in related ministry fields and affords the student the opportunity to work in ministry settings which accentuate his/her strengths, abilities and passions. The Department of Practical Theology currently offers two concentrations to assist students in preparing for careers in Christian ministries. One concentration must be chosen from:

### Pastoral Ministry

**9 units**

|      |     |  |   |
|------|-----|--|---|
| CMIN | 318 | Theology and Practice of Ministry        | 3 |
| CMIN | 456 | Ministry Organization and Administration | 3 |

Select one of the following\*:

|      |     |   |   |
|------|-----|---|---|
| CMIN | 326 | Effective Teaching in Christian Education     | 3 |
| CMIN | 356 | Developing Disciples                          | 3 |
| CMIN | 406 | History and Philosophy of Christian Education | 3 |
| CMIN | 408 | Principles of Preaching                       | 3 |
| CMIN | 416 | Communicating the Gospel                      | 3 |
| CMIN | 428 | Church and Society                            | 3 |
| CMIN | 446 | Children's Educational Ministries             | 3 |
| CMIN | 466 | Adult Development and Spiritual Formation     | 3 |

\*Please see the department for additional class options.

### Intercultural Ministry

**9 units**

CMIN 110 and CMIN 110P (Introduction to Intercultural Christian Ministry and its Practicum) are prerequisites for the Intercultural Ministry Concentration.

|      |     |   |   |
|------|-----|---|---|
| CMIN | 405 | Christian Mission in the 21 <sup>st</sup> Century | 3 |
| GLBL | 301 | Anthropology of Everyday Life                     | 3 |

Select one of the following\*:

|      |     |                                 |   |
|------|-----|---------------------------------|---|
| CMIN | 346 | Ministry to the City            | 3 |
| CMIN | 356 | Developing Disciples            | 3 |
| CMIN | 416 | Communicating the Gospel        | 3 |
| CMIN | 418 | Pastoral Ministry               | 3 |
| CMIN | 428 | Church and Society              | 3 |
| CMIN | 486 | Urban Ministry Practicum        | 3 |
| CMIN | 487 | Exegeting the City              | 3 |
| GLBL | 310 | Intercultural Communication     | 3 |
| GLBL | 315 | Urban Explorations              | 3 |
| GMIN | 529 | City in Theological Perspective | 3 |
| PHIL | 370 | Comparative Religions           | 3 |

\*Please see the department for additional class options.

## Requirements for the Christian Ministries Minor

**12 units**

The Christian ministries minor consists of 12 upper-division units in approved Christian ministries courses. Please see the department office for the approved course list.

## Youth Ministry Major

### Introduction and Career Opportunities

The Department of Practical Theology undergraduate youth ministry major is designed for the training, equipping and educating of students to effectively reach and minister to adolescents in a global context. This major is built on the premise that effective youth work requires the youth worker to become a student of *God's Word*; a student of *Culture*; and a student of *Adolescence*. This premise is reflected in a curriculum which includes a 39-unit core of youth ministry course work and 15 units in a cross-disciplinary concentration which intersects youth ministry, in addition to the traditional liberal arts curriculum required for an accredited bachelor's degree. Upon completion of this Bachelor of Arts in Youth Ministry, students will be equipped to step into youth ministries in various contexts and prepare for graduate studies.

### Required Application Process

#### Current APU Students Applying to the School of Theology's Youth Ministry Major

Currently students must meet the following requirements:

- Priority for fall admission to the School of Theology's youth ministry major will be given to students who have completed a minimum of 12 units of study at APU and submitted an application for admission to the Youth Ministry Undergraduate Program prior to the **July 1** application deadline, between the student's freshman and sophomore years, and hold a minimum cumulative grade-point average of 2.70. Students will be notified of acceptance into the youth ministry major during the fall semester prior to course registration for the spring semester. Students may enroll in YMIN 200 and CMIN 206 without acceptance into the major.
- Students must have completed *YMIN 106 Introduction to Youth Ministry*; *CMIN 108 Christian Life, Faith, and Ministry*; and may currently be enrolled in *YMIN 200 Philosophy and Theology of Youth Ministry* and *CMIN 206 Introduction to Practical Theology*, prior to submitting an application.
- Upper-division courses (YMIN 300-499) require admission to the School of Theology Undergraduate Youth Ministry Program and may not be available to students outside the School of Theology, except as required by other majors, or by approval from the chair of the Department of Practical Theology.

### International Students

International students must meet the above requirements for admission as well as the following requirement:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 600. The Youth Ministry Undergraduate Program specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to the success in navigating through the course work and practicum of youth ministry.

To learn more, visit [www.apu.edu/international/](http://www.apu.edu/international/).

### Transfer Students

- Transfer applicants must make an appointment with a School of Theology youth ministry academic advisor prior to enrolling in upper-division youth ministry courses.
- Transfer applications may be completed before **March 15** or **October 15** of the student's first semester at APU. Transfer students must have completed or be enrolled in YMIN 100 and CMIN 108 at the time of application.
- Transfer students will be notified regarding acceptance into the major prior to course registration of their second semester at APU.

### Application Procedure

1. Application for admission to the youth ministry major may be secured from the School of Theology, Department of Practical Theology.
2. Applicants should be in compliance with the above noted requirements.
3. Applicants must complete every section of the application and return it to the School of Theology, Department of Practical Theology.
4. All recommendation and references documents must be returned to the School of Theology, Department of Practical Theology prior to or by the application deadline date.
5. Applicants in the final phase of the application process will schedule a formal interview with an application committee. After that interview the committee will consider the following factors:
  - Information on the application form
  - References
  - Student performance in youth ministry/practical theology courses as well as direct contact with those faculty in the classroom
  - Evidence of good character and personality attributes and attitudes with a predisposition for appropriate behaviors relating to ministry and work with minors.
  - Evidence of strong commitment to Christ, His Church, and adolescents, as well as those who touch the lives of adolescents
6. Applicants will be notified in writing of acceptance into the youth ministry major. Students may be admitted fully, without provisions; on provisional status; or denied admission. If a student is admitted on provisional status, a plan for attaining full admission will be provided by the committee. If this plan is not met in full, the student will not be allowed to continue in the program.

Successful completion of the major requires a 2.70 cumulative GPA, plus a 2.70 GPA in youth ministry major core courses. At any point a student fails to meet the GPA criteria, that student will not be allowed to enroll in further upper-division youth ministry courses until the requirements are reached.

The School of Theology requires that all youth ministry majors undergo a background check in anticipation of the student having direct contact with adolescents in ministry settings. The cost for the background check is the responsibility of the student; the results are due prior to enrollment in YMIN 200, or before the student commences any direct ministry experience with minors.

## PRACTICAL THEOLOGY

### Requirements for the Youth Ministry major

**54 units**

Successful completion of the major requires a 2.70 cumulative GPA, plus a 2.70 GPA in youth ministry major core courses. At any point a student fails to meet this criteria, that student will not be allowed to enroll in further upper-division youth ministry courses until the requirements are met.

### God's Word and the Christian Response General Studies requirements for all Youth Ministry majors:

|                              |         |   |      |
|------------------------------|---------|---|------|
| UBBL                         | 100     | Exodus/Deuteronomy  | 3    |
| UBBL                         | 230     | Luke/Acts   | 3    |
| UBBL                         | 3XX-4XX | Approved Additional GS Biblical Studies course  | 3    |
| CMIN                         | 108     | Christian Life, Faith, and Ministry   | 3    |
| THEO                         | 303     | Theology and the Christian Life   | 3    |
| Select one of the following: |         |   |      |
| PHIL                         | 220     | Introduction to Philosophy  | 3    |
| HUM                          | 224/324 | Humanities Seminar IV: Great Ideas (3 units on the APU campus, 4 units on the High Sierra campus) | 3, 4 |

### Core Requirements

**39 units**

The core requirements of the youth ministry major provide students with a foundation for effective ministry to adolescents.

|   |     |  |   |
|---|-----|--|---|
| CMIN  | 206 | Introduction to Practical Theology         | 3 |
| CMIN  | 316 | Art of Leadership*                         | 3 |
| CMIN  | 401 | Christian Ministries Internship I          | 3 |
| CMIN  | 402 | Christian Ministries Internship II         | 3 |
| YMIN  | 106 | Introduction to Youth Ministry             | 3 |
| YMIN  | 200 | Philosophy and Theology of Youth Ministry  | 3 |
| YMIN  | 201 | Adolescent Development and Family Ministry | 3 |
| YMIN  | 300 | Adolescent Culture and Evangelism          | 3 |
| YMIN  | 326 | Study and Teaching the Bible               | 3 |
| YMIN  | 400 | Christian Values and Human Sexuality       | 3 |
| Upper Division Biblical Studies (UBBL) Elective |     |  | 3 |
| Select one of the following:                    |     |  |   |
| THEO  | 352 | Church History: Apostolic Era to 1517      | 3 |
| THEO  | 354 | Church History from 1517 to Present        | 3 |
| Select one of the following:                    |     |  |   |
| PHIL  | 310 | History of Ancient and Medieval Philosophy | 3 |
| PHIL  | 320 | History of Modern Philosophy               | 3 |
| PHIL  | 325 | Contemporary Philosophy                    | 3 |

\*Fulfills General Studies Writing Intensive requirement.

### Concentration Requirements

**15 units**

Beyond core requirements, student complete the major requirements by choosing a concentration. Based on a student's primary interest, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in related ministry fields and affords the student the opportunity to work in youth ministry settings which accentuate his/her strengths, abilities and passions. The Department of Practical Theology currently offers two concentrations to assist students in preparing for careers in youth ministry. Choose a concentration from:

#### Church Ministry

|      |     |  |   |
|------|-----|--|---|
| CMIN | 356 | Developing Disciples                       | 3 |
| CMIN | 418 | Pastoral Ministry                          | 3 |
| CMIN | 456 | Ministry Organization and Administration   | 3 |
| THEO | 496 | Senior Seminar: Theology and Social Issues | 3 |
| YMIN | 403 | Adolescent Issues and Intervention         | 3 |

#### Sports Ministry\*\*

|      |     |   |   |
|------|-----|---|---|
| PE   | 321 | Organization and Administration of Physical Education, Athletics and Recreation | 3 |
| PE   | 366 | Care and Prevention of Athletic Injuries  | 3 |
| PE   | 496 | Senior Seminar: Ethics in Physical Education and Sports                         | 3 |
| YMIN | 210 | Philosophy and Theology of Sports Ministry                                      | 3 |
| YMIN | 310 | Evangelism and Discipleship in Sports Ministry                                  | 3 |

\*\*Special note: Students in the sports ministry concentration are also required to take BIOL 101 to fulfill the General Studies Nature Core requirement, and BIOL 115 or BIOL 250 as the prerequisite for PE course work.

### Requirements for the Youth Ministry Minor

**12 units**

The youth ministry minor consists of 12 upper-division units in approved youth ministry and Christian ministries courses. Please see the department office for the approved course list.

## Course Descriptions

### Christian Ministries

#### CMIN 105 Introduction to Global Vision (1)

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. Does not count toward the Christian ministries major.

#### CMIN 108 Christian Life, Faith, and Ministry (3)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required. *Meets general studies core ministry requirement for God's Word and the Christian Response.*

#### CMIN 110 Introduction to Intercultural Christian Ministry (3)

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. The spring section requires participation in short-term mission experience during Easter break or summer through the Institute of Outreach Ministries. *Together with CMIN 110P, this course serves as a prerequisite for the intercultural ministry concentration.*

#### CMIN 110P Introduction to Intercultural Christian Ministry Practicum (1)

Students must participate in this required practicum component of CMIN 110 during the summer immediately following registration in CMIN 110. This experience includes short-term mission experience and related assignments. Travel costs are in addition to tuition. *Together with CMIN 110, this course serves as a prerequisite for the intercultural ministry concentration.*

#### CMIN 206 Introduction to Practical Theology (3)

Students are introduced to practical theology methods for integrating Christian faith with the attitudes and activities of contemporary society. This course examines contemporary practices in various aspects of life, teaching students how to develop uniquely Christian positions and actions using the practice-theory-practice methods of practical theology. Special emphasis is placed on training students to use this method in preaching, Bible studies, small groups, and other forums where they may teach Christians to integrate their faith and daily lives.

#### CMIN 316 The Art of Leadership (3)

This course helps the ministry and church leader define leadership using theological, historical, biblical, and contemporary research. The course addresses the process of identifying and cultivating leadership styles within one's self and the people whom one serves. *Meets the general studies upper-division writing intensive course requirement.*

**CMIN 318 Theology and Practice of Ministry (3)**

The life and work of the Christian pastor is studied with attention to the broad range of duties, rituals, and responsibilities for which the contemporary Christian pastor is expected to have competency. Topics for study include administration of sacraments, church finance, staff administration, worship, church boards, pastoral visitation, and evangelism. *Prerequisite: CMIN 206*

**CMIN 326 Effective Teaching in Christian Education (3)**

Students study the principles and procedures involved in effective classroom teaching: philosophies of teaching, methods, the teaching-learning process, motivation, guidance, integration, and evaluation. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 336 Family Development and Ministry (3)**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the family in its cultural setting, and the development needs of various family members at particular stages of life. *Prerequisite: CMIN 206 and PSYC 290 or instructor's permission*

**CMIN 346 Ministry to the City (4)**

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context with special attention to some of the most effective methods and tools for doing urban ministry. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations working for the shalom of the city provide a dynamic context for the various learning activities in this course.

**CMIN 356 Developing Disciples (3)**

This class develops a biblically informed approach which features reproducing disciples as the central purpose of the Church. Students conduct assessment of the Church's/community's primary purpose in light of Jesus' mission statement, "Go and make disciples of all nations." (Matt. 28:19) This course carefully examines the necessary building blocks to produce a disciple-making church/community, with a significant focus on developing disciples in the APU community. Each student is required to lead a discipleship group.

**CMIN 401 Christian Ministry Internship I (3)**

This course develops a student's ability to blend Christian theology and Christian practice by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith. Course work covers: biblical and theological foundations of Christian practice, the context in which the Christian faith is to be practiced, and the dynamic relationship between the two. Students are required to serve an average minimum of 8 hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation. *Prerequisites: CMIN 108, CMIN 206, THEO 303, and at least two general studies Bible courses*

**CMIN 402 Christian Ministry Internship II (3)**

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve an average minimum of 8 hours per week in hands-on field experience. *Prerequisite: CMIN 401*

**CMIN 405 Christian Mission in the 21<sup>st</sup> Century (3)**

An introduction to the biblical, historical, and theological foundations of missions in a contemporary world setting, both globally and locally. The call, context, and preparation for missionary service are examined.

**CMIN 406 History and Philosophy of Christian Education (3)**

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 408 Principles of Preaching (3)**

This course offers a study of classical homiletics, and a variety of sermonic methodologies. Sound hermeneutical principles in exegesis of Scripture, and the worship setting of the sermon with emphasis on the delivery of effective expository sermons in the contemporary world are covered.

**CMIN 416 Communicating the Gospel (3)**

This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 428 Church and Society (3)**

A study of the application of church theology to contemporary society is offered. The course explores a broad range of contemporary social issues and asks how Christian ministry might respond to those needs in a faithful and effective way. Site visits and field experience are required.

**CMIN 446 Children's Educational Ministries (3)**

Childhood development, the needs of children in contemporary society, and biblical and theological perspectives on children are examined, with an emphasis on discerning the church's role in nurturing spiritual formation in the faith community. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 456 Ministry Organization and Administration (3)**

This course examines the process of ordering the ministry of the church or parachurch community for the greatest effectiveness. This order is to be understood theologically as a means of creating the most ideal context possible for the Holy Spirit to minister to and through people. All aspects of strategic planning, church organization, and administration are addressed. *Prerequisite: CMIN 316 or instructor's permission*

**CMIN 466 Adult Development and Spiritual Formation (3)**

The course examines the process and contexts by which adults mature. Subject areas include: biblical and theological foundations for adult development and education, and adult characteristics, needs, life cycles, and learning patterns. The course emphasizes community and individuals. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 486 Urban Ministry Practicum (6)**

The practicum is intended to provide students with a broad understanding of urban life and ministry. The practicum develops a student's ability to interface theory and practice, theology and ministry, by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith in an urban setting. During the practicum, the student is required to live, work, worship, and study in the city.

**CMIN 487 Exegeting the City (3)**

This course explores the development of a "hermeneutic" for understanding the built environment as a means to engage the city and enhance ministry opportunities. Discussion centers on physical, sensory indicators of community needs and resources. The goal is to more adequately contextualize Christian urban ministry. Topics include community mapping, needs assessment, resource identification, measurement of change, and strategic ministry development. Course work is taught at a graduate level, but undergraduates are welcome.

**CMIN 495 Topics in Christian Ministry (3)**

This course engages the student in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

**CMIN 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*



## PRACTICAL THEOLOGY

### **CMIN 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **GMIN 529 City in Theological Perspective (4)**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis. Requires departmental approval for an undergraduate to take this graduate course.

*There are other approved courses for Christian ministries majors. Please see the department office for the approved course list.*

## **Youth Ministry**

### **YMIN 106 Introduction to Youth Ministry (3)**

This course introduces students to the field of youth ministry covering various ministry contexts. It covers historical as well as contemporary youth ministry concepts. A broad spectrum of issues are introduced including theological foundations, traditional and nontraditional youth ministry, globalization, urbanization and multicultural perspectives, adolescent development, family, culture, and the minister as a person and Christian.

### **YMIN 200 Philosophy and Theology of Youth Ministry (3)**

This course develops students' abilities to develop and implement a philosophy of ministry. Emphasis is placed upon the theological, philosophical, and practical viability of various current youth ministry philosophies and identifying unique philosophical emphases relevant to particular contexts. Students engage in an assessment of their own personal gifts, personality, and ministry calling in the light of ministry foundations.

### **YMIN 201 Adolescent Development and Family Ministry (3)**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the behavioral characteristics and the social development of adolescents, including identity, cognitive and moral, emotional, and spiritual development, and faith formation. *Pre- or corequisite: PSYC 290*

### **YMIN 210 Philosophy and Theology of Sports Ministry (3)**

This course examines biblical, theological, philosophical and psychological foundations of sports ministry. The course includes a brief history and philosophy of sports ministry including successful and unsuccessful models beginning with New Testament models for using sports in ministry to the present formation of the National Association of Church Sports and Recreational Ministries (NACRSM). Theology foundations include a theology of competition, victory, unity, character formation and sportsmanship.

### **YMIN 300 Adolescent Culture and Evangelism (3)**

This course helps students understand the interplay among culture in general, youth culture, and evangelism. Since cultural forces are constantly shifting, emphasis is placed on ethnographic principles and practices to help understand and share the Gospel in a specific youth context. *Prerequisite: YMIN 200 or instructor's permission*

### **YMIN 310 Evangelism and Discipleship in Sports Ministry (3)**

This course examines the mandate of the Gospels in the Great Commission to "make disciples" within the culture of modern athletics and in the context of sports ministry. Students learn the skills to effectively use sports and recreation as vehicles to accomplish the ministry of evangelism and discipleship.

### **YMIN 326 Studying and Teaching the Bible (3)**

This course helps students develop skills in biblical exegesis and teaching biblical principles to youth. Emphasis is placed upon evaluating students' ability to teach the Bible in settings both inside and outside the classroom. *Prerequisites: CMIN 206, UBBL 100, UBBL 230, or instructor's permission*

### **YMIN 400 Christian Values and Human Sexuality (3)**

This course involves interdisciplinary examination of the physiological, sociocultural, psychological, and theological bases of human sexual behavior with attention devoted to student's development of a personal perspective toward sexuality that integrates Christian values and moral integrity. Students learn to assess and understand an adolescent's sexual development, problems, and issues that relate to sexological and moral development. *Prerequisite: YMIN 200, YMIN 201, or professor's permission*

### **YMIN 403 Adolescent Issues and Interventions (3)**

This course introduces the student to the basic skills and practice of counseling adolescents. The course serves as counseling "first-aid," meaning that students learn basic helping skills but do not qualify to be professional counselors. Students are exposed to counseling issues and problems that grow out of the developmental process, disorders that begin or are unique to adolescence, and intervention, prevention, and referral strategies. Students also examine a philosophy of counseling from a practical theology and biblical perspective.

### **YMIN 495 Topics in Youth Ministry (3)**

This course engages in a focused and intensive study of particular topics of direct relevance and urgency in the practice of youth ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# Center for Adult and Professional Studies



|  |            |
|--|------------|
| <b>Organizational Leadership</b>                                   | <b>212</b> |
| <b>Christian Leadership</b>  | <b>213</b> |
| <b>Management Information Systems/Computer Information Systems</b> | <b>214</b> |
| <b>Human Development</b>   | <b>216</b> |
| <b>Nursing (RN to BSN)</b>   | <b>219</b> |

# Center for Adult and Professional Studies

## Faculty

*Dean and Professor: Fred G. Garlett, Ed.D.*

*Director of Faculty: Julie Jantzi, Ph.D.*

*Professor: Ruth Anna Abigail, Ph.D.*

*Associate Professor: Cathy Heffernan, Ph.D.*

*Assistant Professor: Gail Wallace, Ph.D.*

*Instructor: Stephanie Fenwick, M.Ad.Ed.*

*Human Development Program Director: Gordon Jorgenson, M.A.Ed.*

## Introduction

The Center for Adult and Professional Studies recognizes that the adult learner may have acquired knowledge through professional and personal experiences and has established a program to assess such learning in order to award academic credit. The Council for Adult and Experiential Learning (CAEL) and the American Council of Education (ACE) guidelines are used in order to ensure responsible evaluation.

## The Degree Completion Concept

The Degree Completion programs are experience-based degrees for working adults, offering majors in five different areas: Organizational Leadership, Management Information Systems/Computer Information Systems, Christian Leadership, Human Development, and Nursing (RN to BSN). The programs center around an experiential learning concept – a unique alternative to the traditional approach. Experiential learning links curricula to past, present, or planned career activities. Through this method, students can earn up to 30 semester hours of credit for significant life experience by means of a formalized petition process called the portfolio.

Designed specifically for the adult learner, these programs offer flexible class scheduling, convenient locations, accelerated curricula, and a simplified registration process. Perhaps the programs' most distinctive element is "reality-based learning," the process of integrating textbook theory with the student's work and life experiences. Students learn how to evaluate and enhance their lives personally and professionally.

Degree Completion Program courses are taught sequentially, and the rich diversity of experiences which students bring to the class results in lively discussions involving shared experiences. Because students stay with the same group (cohort) throughout the course of study, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

## B.S. in Organizational Leadership

### Introduction

The Bachelor of Science in Organizational Leadership allows the student to complete study in little more than a year. In this accelerated, 3-term format, a 39-semester-unit curriculum is concentrated into 60 weekly 4-hour class sessions.

The Organizational Leadership Program brings together, from a variety of disciplines, key interpersonal ideas and skills, and develops the knowledge and skills required to understand organizational functioning. The student's business acumen is integrated with concepts and themes from other sciences to understand, predict, and direct change and make decisions about the behavior of people and organizations. The program provides opportunities for students to implement these ideas in organizational situations; in other words, to apply, use, and evaluate their learning.

The program combines an intensive series of integrated seminars with a work-related research project which improves the student's skills in communication, research, interpersonal relationships, group dynamics, supervision, and management. The student also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

As part of the course work, the student prepares a portfolio which demonstrates a self-assessment and evaluation of prior learning. The portfolio and other documents presented in support of this learning are assessed, and credit granted (maximum of 30 semester units) by trained evaluators and faculty members according to policies established by the faculty.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have 5 or more years of significant work experience.

The curriculum for the last 39 semester units of the program is taught in a modular format. The courses are multidisciplinary in nature, drawn from business, social sciences, psychology, general studies, liberal arts, religion, and philosophy. Students are grouped in discussion units (cohorts) of 18-24 students. Groups are flexible and may be started at any time during the year.

### Admission Requirements

To be admitted to the Organizational Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above in the transferred courses
- A writing sample that demonstrates written communication skills

When the requirements have been met, students receive a letter of admission and statement of estimated accepted credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills. For more information about the Bachelor of Science in Organizational Leadership, call (626) 815-5301.

## CHRISTIAN LEADERSHIP

### Core Courses 39 units

|      |     |   |   |
|------|-----|---|---|
| BMGT | 301 | Dynamics of Group Behavior                      | 3 |
| BMGT | 302 | Adult Development and Learning Assessment       | 3 |
| BMGT | 303 | Introduction to Research Methodology            | 2 |
| BMGT | 304 | Organizational Analysis                         | 3 |
| BMGT | 306 | The Bible and Business Ethics                   | 3 |
| BMGT | 307 | Managerial Communication                        | 2 |
| BMGT | 401 | Directed Study: Applied Research Project I      | 3 |
| BMGT | 402 | Directed Study: Applied Research Project II     | 3 |
| BMGT | 408 | Introduction to Data Analysis and Presentation  | 3 |
| BMGT | 409 | Cultural Influences in the Workplace            | 3 |
| BMGT | 410 | Principles of Management and Supervision        | 3 |
| BMGT | 411 | A Christian Worldview and the Professions       | 3 |
| BMGT | 412 | Integrating Managerial Principles with Practice | 2 |
| BMGT | 413 | Leadership and Change                           | 3 |

### Course Descriptions

#### **BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

#### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### **BMGT 303 Introduction to Research Methodology (2)**

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and review an appropriate organizational problem for their applied research projects.

#### **BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study.

#### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

#### **BMGT 307 Managerial Communication (2)**

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

#### **BMGT 401 Directed Study: Applied Research Project I (3)**

Students describe the purpose, setting, history, background, scope, and importance of their applied research topics. Students conduct and write a literature review related to their problem analysis.

#### **BMGT 402 Directed Study: Applied Research Project II (3)**

Students determine a research approach, develop and analyze a possible intervention for solving their organizational problems, and develop a data collection and analysis plan. Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learning and apply it to their personal and professional lives.

#### **BMGT 408 Introduction to Data Analysis and Presentation (3)**

Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

#### **BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

#### **BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

#### **BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

#### **BMGT 412 Integrating Managerial Principles with Practice (2)**

Students integrate concepts learned throughout the program with their current managerial responsibilities. This enables students to evaluate outcomes and achieve closure.

#### **BMGT 413 Leadership and Change (3)**

This course explores the essential aspects of transformational leadership and examines tools used by transformational leaders to conduct business in today's rapidly changing environment. Students study leadership and influence, budgetary control and finance, approaches to organizational change, and the management of information and technology.

## B.S. in Christian Leadership

### Introduction

The Degree Completion Program with a major in Christian Leadership is for the adult individual involved in church or parachurch ministry, either as a pastor or a lay person. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly 4-hour class sessions. This customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experiential learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

### Admission Requirements

To be admitted to the 61-class-session Christian Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended.
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

When the aforementioned requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

| <b>Core Courses</b> |     | <b>39 units</b>  |
|---------------------|-----|--|
| BCLM                | 336 | Christian Family 3                                       |
| BCLM                | 360 | Sociology of Religion 3                                  |
| BCLM                | 390 | Human Growth and Development 3                           |
| BCLM                | 402 | Directed Study: Applied Research 3                       |
| BCLM                | 426 | Theology and Christian Education 3                       |
| BCLM                | 474 | Leadership Seminar: A Theology of Christian Leadership 3 |
| BMGT                | 301 | Dynamics of Group Behavior 3                             |
| BMGT                | 302 | Adult Development and Learning Assessment 3              |
| BMGT                | 304 | Organizational Analysis 3                                |
| BMGT                | 305 | Managing Interpersonal Communication 3                   |
| BMGT                | 306 | The Bible and Christian Ethics 3                         |
| BMGT                | 409 | Cultural Influences in the Workplace 3                   |
| BMGT                | 410 | Principles of Management and Supervision 3               |

## Course Descriptions

### **BCLM 336 Christian Family Life (3)**

The home in its cultural setting, the methods and programs of the Church that contribute to the Christian home, parental responsibility, and the building of Christian character are the basis of study for this course.

### **BCLM 360 Sociology of Religion (3)**

This course provides an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. Special emphasis is placed on the distinction between church and sect, religion and social stratification, secularization, science and religion, and religious movements.

### **BCLM 390 Human Growth and Development (3)**

This study of human development across the life span, emphasizes a multidisciplinary perspective including such areas as psychology, sociology, social interaction, and the tools for applying developmental psychology to life situations.

### **BCLM 402 Directed Study: Applied Research I (3)**

Students conduct and write a literature review relative to problem analysis; and develop and analyze possible recommendations for solving a designated organizational case study problem. The students develop and present an implementation plan, and make recommendations regarding how their organizations should approach the designated case study problem. They summarize their learnings and apply them to their personal and professional lives.

### **BCLM 426 Theology and Christian Education (3)**

This course offers an analysis of the relationship of theology to Christian education and the implications of theological doctrine for the educational work of the church.

### **BCLM 474 Leadership Seminar: A Theology of Christian Leadership (3)**

This course is designed as a forum for integrating biblical, historical, and contemporary theories, models, and perspectives on leadership, and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles, preferences and the learning process; and leadership empowerment and the stewardship of others.

### **BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study project. This serves as the basis for the first part of a case study project of the student's ministry organization.

### **BMGT 305 Managing Interpersonal Communication (3)**

Students assess and improve their communications skills to heighten their productivity in various organizational settings. The key concepts covered include conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

### **BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

### **BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

## **B.S. in Management Information Systems or Computer Information Systems**

### **Introduction**

Students in the Degree Completion Program with majors in Management Information Systems (MIS) or Computer Information Systems (CIS) develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly four-hour class sessions.



## MANAGEMENT OR COMPUTER INFORMATION SYSTEMS

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the Center for Adult and Professional Studies, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks: Management Information Systems or Computer Information Systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have five or more years of significant work experience.

### Admission Requirements

To be admitted to the 61-class-session Management Information Systems/Computer Information Systems Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended.
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

There are several program prerequisites which may come from academic, personal, or professional experiences that will be assessed by a Background and Questionnaire, including:

|                               |   |
|-------------------------------|---|
| Microcomputer Software Tools* | 3 |
| Microcomputer Programming*    | 3 |
| Elective units in CIS or MIS* | 3 |

\*May be met through prior course work taken at APU or another accredited college or university, work experience, or examination.

When the requirements listed above have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Core Computer Courses for Both Programs

|      |     |                                    |   |
|------|-----|------------------------------------|---|
| MCIS | 250 | Operating Systems                  | 3 |
| MCIS | 400 | Client/Server Technology           | 3 |
| MCIS | 420 | Telecommunications and Interfacing | 3 |

Select one of the following:

|      |     |                          |   |
|------|-----|--------------------------|---|
| CISS | 315 | Structured Programming I | 3 |
| MISS | 347 | Computer Programming II  | 3 |

Select one of the following:

|      |     |                              |   |
|------|-----|------------------------------|---|
| CISS | 325 | Database Management Systems  | 3 |
| MISS | 348 | Database Program Development | 3 |

Select one of the following:

|      |     |                          |   |
|------|-----|--------------------------|---|
| CISS | 470 | Software Engineering I   | 3 |
| MISS | 346 | Structured System Design | 3 |

### Required Courses for B.S./CIS

|      |     |                                     |   |
|------|-----|-------------------------------------|---|
| MCIS | 330 | Systems Programming I (C)           | 3 |
| CISS | 335 | Systems Programming II (C Language) | 3 |
| CISS | 350 | Computer Algorithms                 | 3 |
| CISS | 460 | Applied Research                    | 3 |

### Required Courses for B.S./MIS

|      |     |   |   |
|------|-----|---|---|
| MISS | 340 | Principles of Organization and Management | 3 |
| MISS | 442 | MIS Foundations                           | 3 |
| MISS | 443 | IT Applications and Management            | 3 |
| MISS | 446 | Advanced System Management                | 3 |

### Required Courses for Both Programs

|      |     |   |   |
|------|-----|---|---|
| BMGT | 302 | Adult Development and Learning Assessment | 3 |
| BMGT | 306 | The Bible and Business Ethics             | 3 |
| BMGT | 411 | A Christian Worldview and the Professions | 3 |

## Course Descriptions

### Management Information Systems

#### BMGT 302 Adult Development and Learning Assessment (3)

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### BMGT 306 The Bible and Business Ethics (3)

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

#### BMGT 411 A Christian Worldview and the Professions (3)

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

#### MCIS 250 Operating Systems (3)

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

#### MCIS 400 Client/Server Technology (3)

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

#### MCIS 420 Telecommunications and Interfacing (3)

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

#### MISS 340 Principles of Organization and Management (3)

Considered in this course are elements of managing (planning, organizing, leading, and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

#### MISS 346 Structured Systems Design (3)

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 446 and culminates in a completed software product at the end of the program.

**MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**MISS 348 Database Program Development (3)**

Introduces students to fundamentals of database management, including database concepts, the database environment, and relational and non-relational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

**MISS 443 IT Applications and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

**MISS 446 Advanced System Management I (3)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**Computer Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**CISS 335 Systems Programming II, C Language (3)**

This is an advanced course in computer programming using the C language. This course emphasizes structured programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

**CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using the C++ language.

**CISS 460 Applied Research I (3)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 460/461/462 and culminates in a completed software product at the end of the program.

**MCIS 250 Operating Systems (3)**

An in-depth study of operating systems, including concepts, functions, and requirements, is offered. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 330 Systems Programming I, C Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**B.A. in Human Development**

**Introduction**

The Bachelor of Arts in Human Development is an innovative, alternative degree program designed to provide subject matter preparation for prospective elementary school and special education teachers. The program offers a major in human development that uses an accelerated degree completion format. It accommodates experienced adult learners, many of whom are working in classrooms as paraeducators, and draws upon their rich experiences in school settings.

This program is designed specifically for adults who have two or more years of college credit and want to earn a degree while on the job. Classes meet one night a week, taking 19 months to complete a Bachelor of Arts degree. The program is a field-based modular design, delivered to cohort groups. Each cluster has a program liaison advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.



## HUMAN DEVELOPMENT



Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the Human Development Program aims to give students a secure background in the liberal arts and sciences that is firmly fixed in the concepts of human behavior and social issues. As part of the preparation of elementary school and special education teachers, the program utilizes the California State Curriculum Frameworks and Model Standards, providing integrated courses in language arts, math, science, art, music, and social science that focus on K-8 content while demonstrating exemplary teaching methods.

The Human Development Program at Azusa Pacific University is authorized by the California Commission on Teacher Credentialing and is a state-approved, multiple-subject program.

The program has the potential to meet the following explicit needs:

1. The need for qualified, credentialed elementary school and special education teachers in California
2. The need for minority teachers and minority role models in L.A.-area schools
3. The need for stability in the classrooms of the local community
4. The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

Students who complete this major are eligible to enter Azusa Pacific University's unique Intern Credential Program, teaching in their own classrooms, with the university providing course work and support to the beginning, intern-credentialed teacher.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 22 years of age or older and have two or more years of significant work experience.

### Admission Requirements

A minimum of 126 semester units of credit are required for the B.A. degree. To be admitted to the Human Development Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from an accredited college or university
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above
- A writing sample that demonstrates written communication skills
- A math proficiency assessment

When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted credits.

### Core Courses

|      |     |                               | <b>36 units</b> |
|------|-----|-------------------------------|-----------------|
| HDEV | 301 | Humans and Communication      | 5               |
| HDEV | 302 | Humans: Self and Others       | 5               |
| HDEV | 303 | Humans and Computation        | 5               |
| HDEV | 401 | Humans and History            | 5               |
| HDEV | 402 | Humans and Scientific Inquiry | 5               |
| HDEV | 403 | Humans and the Arts           | 5               |
| HDEV | 404 | Humans and Ethical Behavior   | 5               |
| HDEV | 405 | Portfolio Assessment          | 1               |

### English Concentration

|      |     |                                   |   |
|------|-----|-----------------------------------|---|
| ENGL | 403 | Language Principles and Processes | 4 |
| ENGL | 407 | Composition: Theory and Practice  | 4 |
| ENGL | 433 | Children's Literature             | 4 |

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 18 semester units for learning acquired through life experience.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level math and English communication skills.

## Course Descriptions

### Core Courses

#### HDEV 301 Humans and Communication (5)

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, the writing process, and an analysis of what elements comprise a good piece of literature whether written for children or adults. In part, the group activities are informed by, and centered around, the other major component of this course: understanding the structure of language(s).

#### HDEV 302 Humans: Self and Others (5)

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the student's understanding.

#### HDEV 303 Humans and Computation (5)

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, laser video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

**HDEV 401 Humans and History (5)**

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

**HDEV 402 Humans and Scientific Inquiry (5)**

The curriculum content, activities, and experiences are planned to assist students in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Students explore the use of databases and spreadsheet for inquiry and thematic teaching is modeled.

**HDEV 403 Humans and the Arts (5)**

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**HDEV 404 Humans and Ethical Behavior (5)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching About Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**HDEV 405 Portfolio Assessment/Reflection (1)**

Each student maintains a portfolio which documents subject matter competence and professional growth. The portfolio contains a variety of evaluation products from selected courses in the Human Development Degree Completion Program which demonstrates the student's mastery of subject matter. Samples should also reflect thinking and writing abilities, and will serve as part of the program exit process.

**English Concentration**

**ENGL 403 Language Principles and Processes (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in human development. This course introduces the student to the overall nature of language. In addition, it helps students to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Students study word formation (morphology), the basic sound systems (phonetics), and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the student in the classroom. A variety of approaches are used to explore and assess language production skills (i.e., writing, speaking, etc.).

**ENGL 407 Composition: Theory and Practice (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in human development. This writing-intensive course is designed for students wanting to learn about writing and writing instruction and is of interest to students contemplating teaching on the secondary or elementary level. The course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition.

**ENGL 433 Children's Literature (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in human development. This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.



## RN to BSN in Nursing – Accelerated Degree Program

### Introduction

This RN to BSN Degree Completion Program leading to a Bachelor of Science in Nursing is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cluster will have a primary advisor who will provide system guidance, direct special projects, and serve as mentor to individual learners.

Prospective students include those working at area hospitals and RNs working in other health care facilities. Eligible students are 25 years of age or older and have 5 or more years of significant work experience with at least 2 years spent as a practicing RN. They may be currently working in the nursing profession or have prior experience in nursing.

The RN to BSN degree completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of classroom activities.

Learners join groups consisting of 15-20 students who progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences which students bring to class results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week for four hours. Courses vary in length from 5 to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specific courses are arranged at other times during the week.

Students may complete their Bachelor of Science in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weekly 4-hour class sessions. This customized program coordinates the students' class and work schedules and allows students to begin the program as it suits their schedules.

### Admission Requirements

A minimum of 126 semester units of credit is required for the B.S. degree. To be admitted to the 60-class-session Nursing (RN to BSN) Degree Completion Program, a student must:

- Be a registered professional nurse, licensed in California, and graduated from an accredited associate degree or diploma nursing program.
- Have a minimum of two years of work experience as a registered nurse. (If it has been more than five years since working as an RN, the refresher course must be taken.)
- Have a minimum of 60 transferable semester units from an accredited college or university.
- Submit official transcripts from all schools attended.
- Hold a grade-point average of 2.0 or above in the transferred courses.
- Provide a writing sample that demonstrates written communication skills.
- CPR Certificate
- Copy of RN license
- Copy of Immunization record

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 30 semester units for learning acquired through life experience. When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted transfer credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Requirements for Graduation

| <b>Prerequisite Courses</b>                        | <b>20 units</b> |
|--|-----------------|
| Chemistry  | 3               |
| Pharmacology (UNRS 113)                            | 2               |
| Human Anatomy (BIOL 250 – Includes Lab)            | 4               |
| Human Physiology (BIOL 251 – Includes Lab)         | 4               |
| Microbiology (BIOL 220 – Includes Lab)             | 4               |
| Human Growth and Development (PSYC 290 – Lifespan) | 3               |

### Support Courses and General Education Requirements 24 units

|   |   |
|---|---|
| Freshman Writing or English Composition                       | 3 |
| Speech  | 3 |
| College Algebra   | 3 |
| General Psychology  | 3 |
| History/Civics/Political Science                              | 3 |
| Language and Literature                                       | 3 |
| Aesthetics and Creative Arts                                  | 3 |
| Religion (General Survey/Introduction to Biblical Literature) | 3 |

## CENTER FOR ADULT AND PROFESSIONAL STUDIES

| <b>Nursing Courses (Degree Completion)</b> |     |   | <b>39 units</b> |
|--|-----|---|-----------------|
| BNRS                                       | 221 | Health Assessment                                 | 3               |
| BNRS                                       | 271 | Theories and Concepts in Professional Nursing     | 3               |
| BNRS                                       | 303 | Adult Development and Learning Assessment         | 3               |
| BNRS                                       | 307 | Theoretical Frameworks in Nursing                 | 3               |
| BNRS                                       | 326 | Nursing Research and Statistics                   | 3               |
| BNRS                                       | 368 | Pathophysiology                                   | 3               |
| BNRS                                       | 412 | Christian Worldview and the Profession of Nursing | 3               |
| BNRS                                       | 448 | Leadership in Acute Care Settings                 | 6               |
| BNRS                                       | 449 | Theory and Practice in Community Health Settings  | 6               |
| BNRS                                       | 497 | Ethics/Issues in Health Care                      | 3               |
| SOC  | 358 | Human Diversity                                   | 3               |

### Course Descriptions

#### **BNRS 221 Health Assessment (3)**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

#### **BNRS 271 Theories and Concepts in Professional Nursing (3)**

This course is designed to provide an introduction to theories and concepts of professional nursing. Focus is on utilizing the intersystem model for nursing process, group dynamics, group conflicts, and techniques to analyze and solve problems.

#### **BNRS 303 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### **BNRS 307 Theoretical Frameworks in Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. *Meets the general studies requirement of an upper-division writing intensive course.*

#### **BNRS 326 Nursing Research and Statistic (3)**

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have "hands-on" experience in the use of the computer and statistical programs for data analysis.

#### **BNRS 368 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

#### **BNRS 412 Christian Worldview and the Profession of Nursing (3)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

#### **BNRS 448 Leadership in Acute Care Settings (6)**

This course synthesizes selected information presented in the generic baccalaureate program for presentation in condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate.

#### **BNRS 449 Theory and Practice in Community Health Settings (6)**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

#### **BNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

#### **SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored.

# Administration and Faculty



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# Administration and Faculty

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MARDOCK, MARVIN, Professor Emeritus of Global Studies and English; B.A., Cascade College; M.S., Fort Hays State College; M.A., California State University, Fullerton; Ed.D., University of Northern Colorado  
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MCMURTRY, RAY, Professor Emeritus, High Desert Regional Center; B.A., University of Northern Colorado; M.A., Adams State College; Ph.D., University of Wyoming  
MIKELS, GERALD, Professor Emeritus of Religion; B.A., Greenville College; B.D., Louisville Presbyterian Seminary; M.A., University of Southern California  
MILHON, JAMES, Professor Emeritus of Physical Education; B.A., University of La Verne; M.A., California State University, Los Angeles  
PETERS, VICTOR, Professor Emeritus of Religion; B.A., University of Southern California; Th.B., Th.M., Princeton Theological Seminary; Th.D., Webster University  
RICHEY, EVERETT, Professor Emeritus of Theology; Th.B., Anderson College; M.Div., Anderson School of Theology; Th.D., Iliff School of Theology  
ROBERTSON, MALCOLM, Professor Emeritus of Religion and Philosophy; B.A., Pasadena College; Th.B., Azusa Pacific University; M.A., California State University, Los Angeles; Ed.D., University of Southern California  
RODGERS, JAMES, Professor Emeritus of Chemistry; B.A., Westmont College; Ph.D., University of California, Berkeley  
ROSS, THOMAS, Professor Emeritus of Education; B.A., M.A., California State University, Los Angeles; Ed.D., University of Southern California  
SCARBROUGH, WENDEL, Associate Professor Emeritus of Computer Science; B.A., University of New Mexico; M.A., New Mexico Highlands University  
SHACKLETON, FREDERICK, Professor Emeritus of Religion and Philosophy; B.A., Macalester College; M.A., Butler University  
STANFORD, BEVERLY HARDCASTLE, Professor Emeritus, Office of Research Support; Doctoral Studies in Education; B.A., University of Iowa; Ph.D., Arizona State University  
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TUOHEY, MATTHEW, Professor Emeritus of Social Work; B.A., Azusa Pacific University; MSW, University of Nebraska  
WATKINS, ALICE, Dean Emeritus of Education and Behavioral Studies; B.A., Pepperdine University; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School

### Regional Center Directors

BECKER, VICKIE, Murrieta Regional Center; B.R.E., L.I.F.E. Bible College; M.A., Azusa Pacific University; Ed.D., Pepperdine University  
BURLISON, JOHN, San Diego Regional Center; B.A., Azusa Pacific University; M.B.A., University of Phoenix  
MARTIN, DOUGLAS, Orange County Regional Center; B.A., Concordia College; M.A., Ed.D., University of Southern California  
RUCKER, DONALD, High Desert Regional Center; B.A., Olivet Nazarene University; M.A., Nazarene Theological Seminary  
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VACANT, Ventura Regional Center  
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Faculty listing current as of June 2006.

### International Programs and Marketing Sister School Affiliations

ALLIANCE ACADEMY  
Casilla 6186  
Quito, Ecuador, South America

CHRISTIAN ACADEMY IN JAPAN  
1-2-14 Shinkawa Cho  
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Taiwan, R.O.C.

ORIO WOMEN'S EDUCATIONAL INSTITUTE  
12-10 Horikawa  
Yohata Nishi  
Kitahyushu 807, JAPAN

TOKYO BIBLICAL SEMINARY  
1-30-1 Meguruyama, Higashi Murayama  
Tokyo 189, JAPAN

**Academic Calendar 2006-07**

**Undergraduate Fall 15-Week Semester**

**Fall 2006**

|                            |                                  |   |
|----------------------------|----------------------------------|---|
| Friday . . . . .           | July 14 . . . . .                | Undergraduate New Student Registration Bill Due                                     |
| Tuesday . . . . .          | August 1 . . . . .               | Undergraduate Return Student Registration Bill Due                                  |
| Wednesday-Friday . . . . . | August 30-September 1 . . . . .  | International Student Orientation   |
| Friday . . . . .           | September 1 . . . . .            | Residence Halls Open (Fall Housing Check In)  |
| Friday-Tuesday . . . . .   | September 1-5 . . . . .          | Undergraduate New Student Orientation   |
| Tuesday . . . . .          | September 5 . . . . .            | Undergraduate Final Registration and Payment Clearance                              |
| Tuesday . . . . .          | September 5 . . . . .            | Last Day to Register  |
| Wednesday . . . . .        | September 6 . . . . .            | Classes Begin   |
| Wednesday . . . . .        | September 6 . . . . .            | Community Chapel (Offices Closed, 9:30-11 a.m.)                                     |
| Wednesday-Friday . . . . . | September 6-8 . . . . .          | Late Registration (\$200 Late Fee)  |
| Friday . . . . .           | September 15 . . . . .           | Last Day to Add or Drop Classes   |
| Friday . . . . .           | September 15 . . . . .           | Fall Semester Independent Study Proposals Due in Registrar's Office                 |
| Friday . . . . .           | September 22 . . . . .           | Intent to Graduate Forms Due for Winter Commencement (Registrar's Office)           |
| Friday . . . . .           | October 20 . . . . .             | Study Day   |
| Friday . . . . .           | October 27 . . . . .             | Dinner Rally  |
| Saturday . . . . .         | October 28 . . . . .             | Homecoming  |
| Friday-Saturday . . . . .  | October 27-28 . . . . .          | Family Weekend  |
| Monday-Friday . . . . .    | October 16-November 3 . . . . .  | Academic Advising   |
| Monday-Friday . . . . .    | October 30-November 10 . . . . . | Undergraduate Preregistration for Spring 2007                                       |
| Friday . . . . .           | November 10 . . . . .            | Last Day to Withdraw from Classes   |
| Thursday-Sunday . . . . .  | November 23-26 . . . . .         | HOLIDAY: Thanksgiving Break – No Classes (Offices Closed)                           |
| Monday . . . . .           | November 27 . . . . .            | Classes Resume  |
| Monday . . . . .           | December 11 . . . . .            | Undergraduate Preregistration Student Down Payment Due for Spring Semester          |
| Monday-Friday . . . . .    | December 11-15 . . . . .         | Final Examinations  |
| Saturday . . . . .         | December 16 . . . . .            | Residence halls closed  |
| Saturday . . . . .         | December 16 . . . . .            | Winter Commencement   |
| Sunday . . . . .           | December 17 . . . . .            | Checkout Deadline at 6 p.m. (for apartment residents not returning for Spring 2007) |
| Wednesday . . . . .        | December 20 . . . . .            | Grades Due for Fall Semester  |

# ACADEMIC CALENDAR

## Undergraduate Spring 16-Week Semester

### Spring 2007

|                  |                  |   |
|------------------|------------------|---|
| Friday-Sunday    | January 5-7      | Undergraduate New Student Orientation                                 |
| Saturday         | January 6        | Undergraduate Final Registration and Payment Clearance 9 a.m.-12 p.m. |
| Saturday         | January 6        | Residence Halls Open (Spring Housing Check In)                        |
| Monday           | January 8        | Spring Classes Begin (Starting at 7:15 a.m.)                          |
| Tuesday-Thursday | January 9-11     | Late Registration (\$200 Late Fee)                                    |
| Thursday         | January 11       | Last Day to Register  |
| Monday           | January 15       | HOLIDAY: Martin Luther King Jr. Day – No Classes (Offices Closed)     |
| Tuesday          | January 16       | Classes Resume  |
| Friday           | January 19       | Last Day to Add or Drop Classes                                       |
| Friday           | January 19       | Spring Semester Independent Study Proposals to Registrar's Office     |
| Friday           | February 9       | Intent to Graduate Due for Spring Commencement (Registrar's Office)   |
| Friday-Monday    | February 16-19   | HOLIDAY: President's Day – No Classes (Offices Closed)                |
| Tuesday          | February 20      | Classes Resume  |
| Wednesday        | March 7          | Common Day of Learning (No Evening Classes)                           |
| Monday-Friday    | March 12-30      | Academic Advising   |
| Friday           | March 16         | Last Day to Withdraw from Classes                                     |
| Monday-Friday    | March 26-April 6 | Undergraduate Preregistration for Fall 2007                           |
| Monday-Friday    | March 26-May 4   | Summer Registration   |
| Wednesday        | March 28         | Community Chapel (Offices Closed, 9:30-11 a.m.)                       |
| Saturday-Monday  | March 31-April 9 | HOLIDAY: Easter Break (Spring Semester Students Only)                 |
| Monday           | April 9          | Classes Resume (Evening Classes Only after 4 p.m.)*                   |
| Tuesday          | April 10         | All Classes Resume  |
| Monday-Friday    | April 30-May 4   | Final Examinations  |
| Friday           | May 4            | Senior Convocation  |
| Saturday         | May 5            | Spring Commencement   |
| Saturday         | May 5            | Checkout Deadline (at 12 p.m. for All Living Areas)                   |
| Friday           | May 11           | Grades Due for Spring Semester  |

\*Only evening classes that start after 4 p.m. will meet.

## 2006-07 UNDERGRADUATE CATALOG

### Undergraduate Summer May Intensive 2007 Term

|                  |                |  |
|------------------|----------------|--|
| Monday-Friday    | March 26-May 4 | Registration   |
| Sunday           | May 6          | Summer and May Housing Check In at 3 p.m.                                |
| Monday           | May 7          | Intent to Graduate Form Due for Summer Commencement (Registrar's Office) |
| Monday-Wednesday | May 7-9        | Late Registration (\$200 Late Fee)                                       |
| Tuesday          | May 8          | Summer Intensive Classes Begin   |
| Wednesday        | May 9          | Last Day to Register   |
| Wednesday        | May 9          | Last Day to Add or Drop Classes  |
| Friday           | May 18         | Last Day to Withdraw from Classes  |
| Monday           | May 28         | HOLIDAY: Memorial Day – No Classes (Offices Closed)                      |
| Tuesday          | May 29         | Classes Resume   |
| Thursday         | May 31         | Summer Intensive Term Classes End  |
| Friday           | June 1         | Final Examinations   |
| Friday           | June 8         | Summer Intensive Term Grades Due   |

### Undergraduate Summer I 2007 Term

|               |              |  |
|---------------|--------------|--|
| Monday-Friday | Mar 26-May 4 | Registration   |
| Sunday        | May 6        | Summer and May Housing Check In at 3 p.m.                                |
| Monday        | May 7        | Intent to Graduate Form Due for Summer Commencement (Registrar's Office) |
| Monday-Friday | May 7-11     | Late Registration (\$200 Late Fee)                                       |
| Tuesday       | May 8        | Summer I Classes Begin   |
| Friday        | May 11       | Summer I Independent Study Proposals Due in Registrar's Office           |
| Friday        | May 11       | Last Day to Register   |
| Friday        | May 11       | Last Day to Add or Drop Classes  |
| Monday        | May 28       | HOLIDAY: Memorial Day – No Classes (Offices Closed)                      |
| Tuesday       | May 29       | Classes Resume   |
| Friday        | June 1       | Last Day to Withdraw from Classes  |
| Wednesday     | June 13      | Summer I Classes End   |
| Thursday      | June 14      | Final Examinations   |
| Thursday      | June 21      | Summer I Grades Due  |



## ACADEMIC CALENDAR

### Undergraduate Summer II 2007 Term

|               |                  |  |
|---------------|------------------|--|
| Monday-Friday | March 26-June 15 | Registration   |
| Monday        | May 7            | Intent to Graduate Form Due for Summer Commencement (Registrar's Office) |
| Monday        | June 18          | Summer II Classes Begin  |
| Monday-Friday | June 18-22       | Late Registration (\$200 Late Fee)                                       |
| Friday        | June 22          | Last Day to Register   |
| Friday        | June 22          | Summer II Independent Study Proposals Due in Registrar's Office          |
| Friday        | June 22          | Last day to Add or Drop Classes  |
| Friday        | June 29          | Day of Prayer (Offices Closed)   |
| Wednesday     | July 4           | HOLIDAY: Independence Day – No Classes (Offices Closed)                  |
| Thursday      | July 5           | Classes Resume   |
| Friday        | July 13          | Last Day to Withdraw from Classes  |
| Wednesday     | July 25          | Summer II Classes End  |
| Thursday      | July 26          | Final Examinations   |
| Friday        | July 27          | Summer Commencement  |
| Saturday      | July 28          | Summer Housing Checkout Deadline 10 p.m.                                 |
| Friday        | August 3         | Summer II Grades Due   |

### Undergraduate Summer Nursing 2007 Term

|               |              |  |
|---------------|--------------|--|
| Monday-Friday | Mar 26-May 4 | Registration   |
| Monday        | May 7        | Intent to Graduate Form Due for Summer Commencement (Registrar's Office) |
| Monday-Friday | May 7-11     | Late Registration (\$200 Late Fee)                                       |
| Tuesday       | May 8        | Summer Nursing Classes Begin   |
| Friday        | May 11       | Last Day to Register   |
| Friday        | May 11       | Last Day to Add or Drop Classes  |
| Friday        | May 11       | Summer Nursing Independent Study Proposals Due in Registrar's Office     |
| Monday        | May 28       | HOLIDAY: Memorial Day – No Classes (Offices Closed)                      |
| Tuesday       | May 29       | Classes Resume   |
| Friday        | June 8       | Last Day to Withdraw from Classes  |
| Thursday      | June 28      | Summer Nursing Classes End   |
| Friday        | June 29      | Final Examinations   |
| Friday        | July 6       | Summer Nursing Grades Due  |

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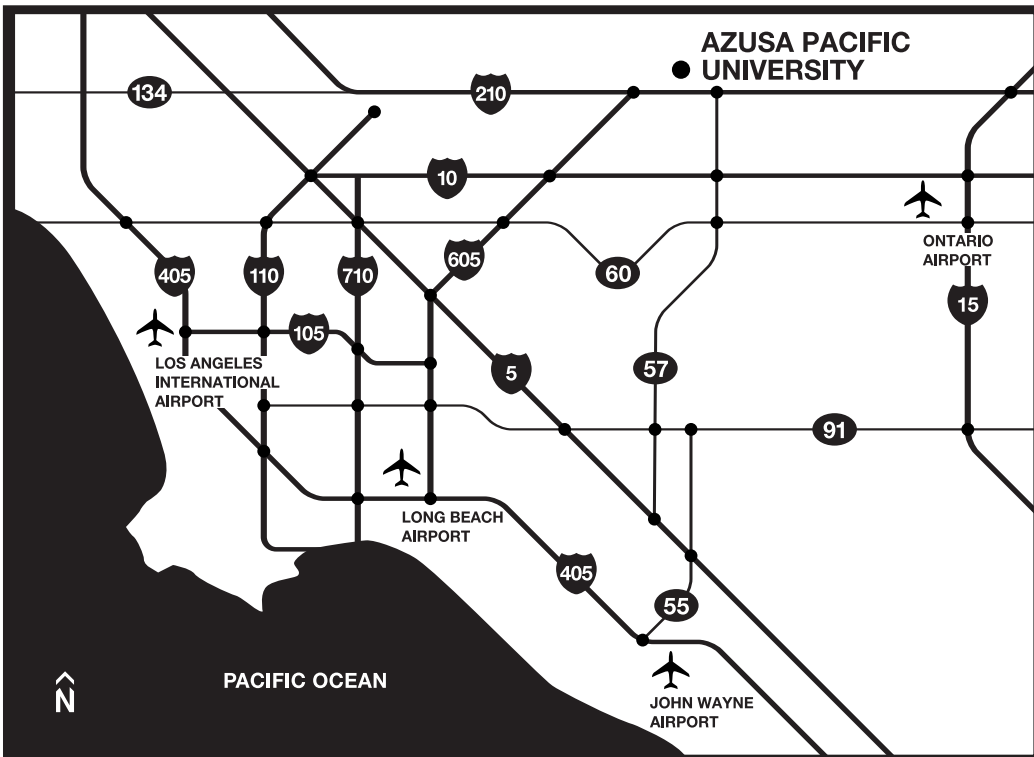
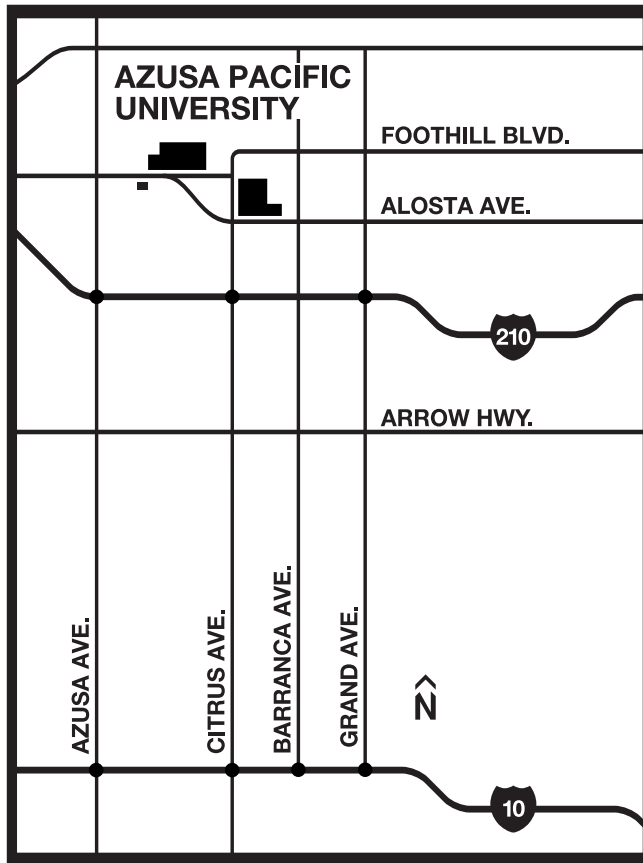
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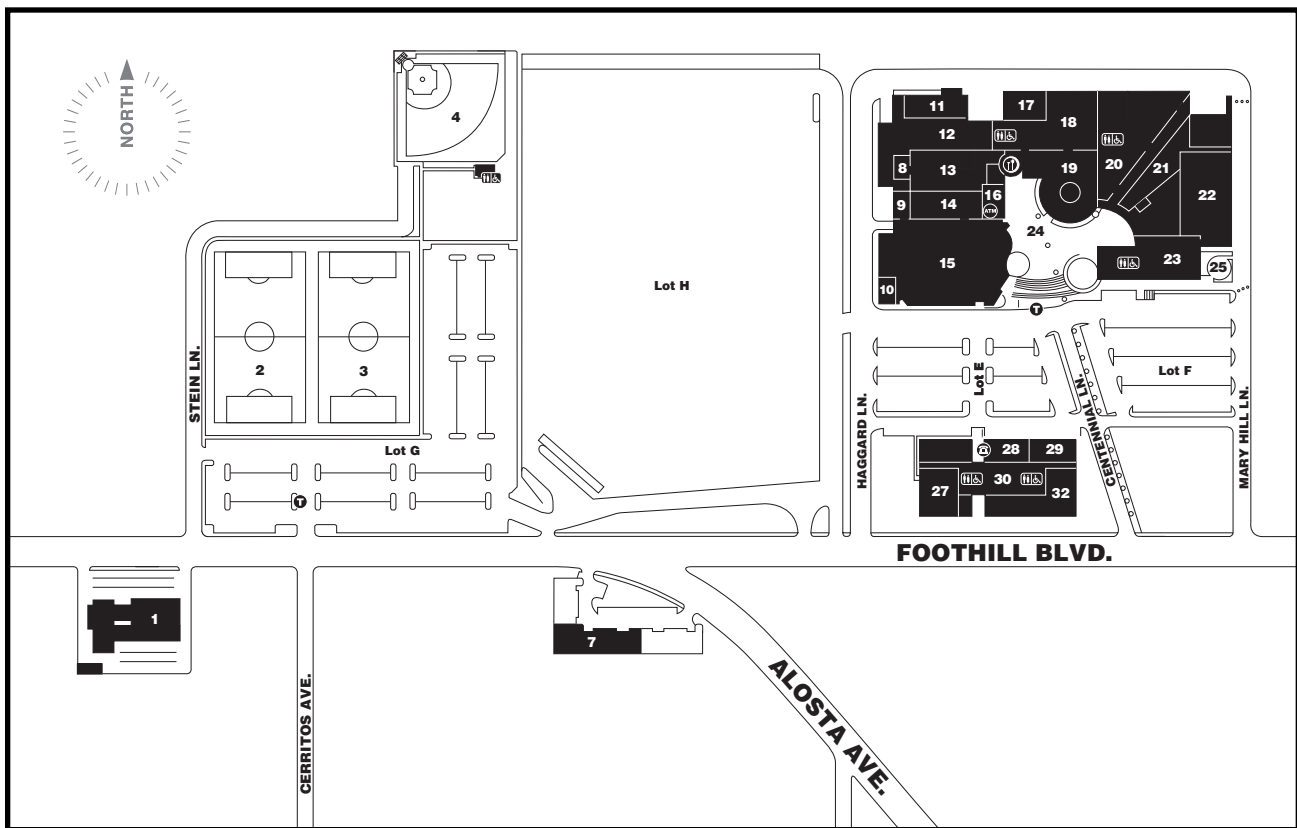
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Location Maps



## West Campus

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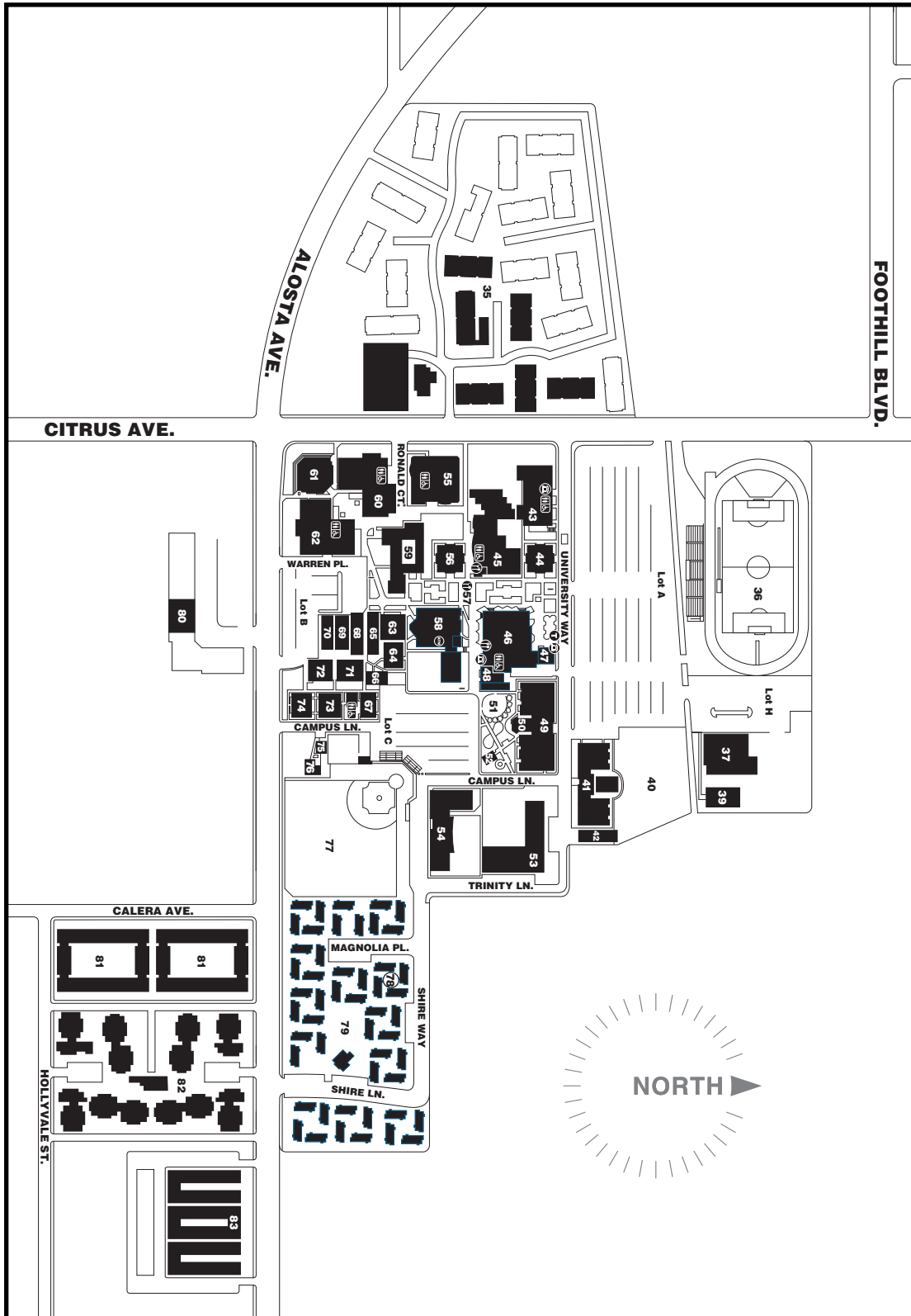
## CAMPUS MAPS

### East Campus

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East Campus



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