

Azusa Pacific University

2010-11 GRADUATE CATALOG

CHRIST
SCHOLARSHIP
COMMUNITY
SERVICE





2010-11 GRADUATE CATALOG

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

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

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

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

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

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

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

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



Jon R. Wallace, DBA
President



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

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

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

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

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

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

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

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



Jon R. Wallace, DBA
Presidente

Graduate Programs at a Glance

(Emphases are indented below the appropriate major.)

College of Liberal Arts and Sciences

Master's Degrees

MASTER OF FINE ARTS IN VISUAL ART

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

MASTER OF ARTS IN TRANSFORMATIONAL URBAN LEADERSHIP (MATUL)

Certificates

Teaching English to Speakers of Other Languages

Teaching English as a Foreign Language

School of Behavioral and Applied Sciences

Master's Degrees

MASTER OF ARTS IN CLINICAL PSYCHOLOGY: MARRIAGE AND FAMILY THERAPY

MASTER OF ARTS IN GLOBAL LEADERSHIP (FORMERLY OPERATION IMPACT)

MASTER OF ARTS IN LEADERSHIP
Organizational Leadership
Leadership Development
Leadership Studies

MASTER OF SCIENCE IN COLLEGE COUNSELING AND STUDENT DEVELOPMENT

MASTER OF SCIENCE IN HUMAN PHYSIOLOGY

MASTER OF SOCIAL WORK

Doctoral Degrees

DOCTOR OF EDUCATION IN HIGHER EDUCATION LEADERSHIP

DOCTOR OF PHILOSOPHY IN HIGHER EDUCATION

DOCTOR OF PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY – TRANSITIONAL

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY: FAMILY PSYCHOLOGY

Certificate

Strengths-Oriented Higher Education

Center for Adult and Professional Studies

Master's Degree

MASTER OF ARTS IN LEADERSHIP AND ORGANIZATIONAL STUDIES (ACCELERATED PROGRAM)

MASTER OF ARTS IN LEADERSHIP AND ORGANIZATIONAL STUDIES (ONLINE)

School of Business and Management

Master's Degrees

MASTER OF BUSINESS ADMINISTRATION

Entrepreneurship

Finance

Human Resources and Organizational Development

International Business

Marketing

Strategic Management

MASTER OF ARTS IN MANAGEMENT

Organizational Development and Change

Diversity for Strategic Advantage

Human Resource Management

Non-Profit Management

Public Administration

Strategic Management

School of Education

Credentials

Teacher Librarian Services (Online)

Mild/Moderate Disabilities (K-12) Specialist

Preliminary (Track A)

Mild/Moderate Disabilities (K-12) Specialist

Preliminary (Track B)

Mild/Moderate Educational Specialist Professional Clear

Moderate/Severe Educational Specialist

Professional Clear

Preliminary Administrative Services (Tier I)

Preliminary Administrative Services Internship (Tier I)

Professional Administrative Services (Tier II)

PPS: School Counseling

PPS: School Psychology

Master's Degrees

MASTER OF ARTS IN EDUCATION

Curriculum and Instruction in Multicultural Contexts

Educational Counseling (with an embedded

School Counseling Credential)

Educational Psychology (with an embedded

School Psychology Credential)

School Librarianship (Online) (with an embedded

Teacher Librarian Services Credential)

Special Education (non-credential)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (ONLINE)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP WITH AN EMPHASIS IN EDUCATIONAL TECHNOLOGY AND LEARNING

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY (ONLINE)

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND LEARNING

MASTER OF EDUCATION

Special Education and Educational Technology (non-credential)

MASTER OF SCIENCE IN PHYSICAL EDUCATION

Combined Programs

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (TIER I)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND

PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP

CREDENTIAL (TIER I)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP WITH

AN EMPHASIS IN EDUCATIONAL TECHNOLOGY AND LEARNING

AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (TIER I)

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP WITH

AN EMPHASIS IN EDUCATIONAL TECHNOLOGY AND LEARNING

AND PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP

CREDENTIAL (TIER I)

MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING

AND MILD/MODERATE DISABILITIES SPECIALIST CREDENTIAL

(PRELIMINARY LEVEL I, TRACKS A AND B)

MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING

AND MODERATE/SEVERE DISABILITIES SPECIALIST CREDENTIAL

(PRELIMINARY LEVEL I, TRACKS A AND B)

MASTER OF ARTS IN EDUCATION: P-12 TEACHING WITH

CONCENTRATION IN GIFTED AND TALENTED EDUCATION

MASTER OF ARTS IN EDUCATION: P-12 TEACHING WITH

CONCENTRATION IN GIFTED AND TALENTED EDUCATION

(OPTIONAL, CHILD CENTER PERMIT)

MASTER OF ARTS IN EDUCATION: P-12 TEACHING WITH

MULTIPLE- AND SINGLE-SUBJECT CLEAR CREDENTIAL

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND

MILD/MODERATE DISABILITIES (K-12) SPECIALIST CREDENTIAL

PRELIMINARY (TRACK A)

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MILD/MODERATE DISABILITIES (K-12) SPECIALIST INTERNSHIP CREDENTIAL PRELIMINARY (TRACK B)

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MILD/MODERATE EDUCATIONAL SPECIALIST PROFESSIONAL CLEAR CREDENTIAL

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MODERATE/SEVERE DISABILITIES (K-12) SPECIALIST CREDENTIAL PRELIMINARY (TRACK A)

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MODERATE/SEVERE DISABILITIES (K-12) SPECIALIST CREDENTIAL PRELIMINARY (TRACK B)

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION AND MODERATE/SEVERE EDUCATIONAL SPECIALIST PROFESSIONAL CLEAR CREDENTIAL

MULTIPLE-SUBJECT TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: TEACHING (TRACK A)

MULTIPLE-SUBJECT INTERNSHIP TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: TEACHING (TRACK B)

SINGLE-SUBJECT TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: TEACHING (TRACK A)

SINGLE-SUBJECT INTERNSHIP TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: TEACHING (TRACK B)

MULTIPLE-SUBJECT TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING (TRACK A)

MULTIPLE-SUBJECT INTERNSHIP TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING (TRACK B)

SINGLE-SUBJECT TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING (TRACK A)

SINGLE-SUBJECT INTERNSHIP TEACHING CREDENTIAL AND MASTER OF ARTS IN EDUCATION: DIGITAL TEACHING AND LEARNING (TRACK B)

SINGLE-SUBJECT TEACHING CREDENTIAL AND MASTER OF ARTS IN PHYSICAL EDUCATION (TRACK A)

SINGLE-SUBJECT INTERNSHIP TEACHING CREDENTIAL AND MASTER OF ARTS IN PHYSICAL EDUCATION (TRACK B)

Certificate

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

Authorization

Added Authorization in Special Education: Autism

Doctoral Degree

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP
*Leadership
Teaching and Learning
School Psychology*

School of Music

Master's Degrees

MASTER OF MUSIC IN COMPOSITION

MASTER OF MUSIC IN CONDUCTING

MASTER OF MUSIC IN PERFORMANCE
*Instrumental
Keyboard Collaborative Arts
Piano and Organ
Vocal*

MASTER OF MUSIC EDUCATION

School of Nursing

Master's Degrees

MASTER OF SCIENCE IN NURSING (SECOND CAREERS AND NURSING)

MASTER OF SCIENCE IN NURSING (TRADITIONAL)

CLINICAL SPECIALIZATION IN:

Adult Clinical Nurse Specialist

Adult Nurse Practitioner

Combined Adult Clinical Nurse Specialist and Adult Nurse Practitioner

Combined Parent-Child Clinical Nursing and Pediatric Nurse Practitioner

Family Nurse Practitioner

Parent-Child Clinical Nurse Specialist

Parish Nursing

Pediatric Nurse Practitioner

Psychiatric

School Nursing

Optional Additional Emphases in:

Nursing Administration

Nursing Education

Combined Program

MASTER OF SCIENCE IN NURSING AND SCHOOL NURSE

SERVICES CREDENTIAL

Family Nurse Practitioner

Pediatric Nurse Practitioner

School Nursing

Post-bachelor's Credential

School Nurse Services (non-degree)

Post-master's Credentials

Adult Clinical Nurse Practitioner

Adult Nurse Practitioner

Family Nurse Practitioner

Nursing Administration

Nursing Education

Parent-Child Clinical Nurse Specialist

Parish Nursing

Pediatric Nurse Practitioner

Psychiatric

Doctoral Degree

DOCTOR OF PHILOSOPHY IN NURSING

Health of the Family and Community

International Health

Nursing Education

C.P. Haggard Graduate School of Theology

Master's Degrees

MASTER OF ARTS IN PASTORAL STUDIES

Church Leadership and Development

Urban Studies

Worship Leadership

Youth and Family Ministry

MASTER OF ARTS (THEOLOGICAL STUDIES)

Biblical Studies

Theology and Ethics

MASTER OF ARTS IN YOUTH MINISTRY

MASTER OF DIVINITY

Anglican Studies

Biblical Studies

Doctoral Degree

DOCTOR OF MINISTRY

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Regarding the Catalog

This catalog is produced for the university by the Offices of the Provost and University Relations. It contains general academic and administrative information and specific descriptions of the courses of study offered. Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur. Though the semester/term schedule of classes is the final authority in regard to classes offered, updated information may also be found on the Azusa Pacific University website www.apu.edu.

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

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

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

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

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

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

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The University's Christian Worldview

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

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

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

Statement of Faith

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

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

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

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

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

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

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

Daily Living Expectations

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

A caring, effective love both to God and humanity

A Christ-like unity and acceptance among believers

A lifestyle dedicated to God's will in society

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

A daily affirmation of Christ as Lord

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

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

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

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

Statement of Mission and Purpose

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

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

Essence Statement

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

Christian

We are Christians who:

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

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

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

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

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

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

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

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

Academic

We are scholars who:

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

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

exhibit intellectual curiosity, flexibility, and critical openmindedness.

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

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

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

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

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

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

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

Developmental

We are persons who:

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

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

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

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

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

Service

We are servants who:

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

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

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

The Cornerstones**Christ**

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

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

Colossians 1:15-18

Scholarship

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

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

Proverbs 4:5–9

Community

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

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

Romans 15:5–7

Service

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

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

Romans 12:9–13

The Motto

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

University Student Learning Goals

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 is committed to university-wide assessment processes. The set of Student Learning Goals serves as a foundation upon which all curriculum and program outcomes stand.¹ 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

This institution’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.

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

Statement of Academic Freedom

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

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

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

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

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

- Faculty are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, faculty are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times faculty should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Faculty are entitled to freedom in the classroom in discussing their subject. Faculty should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While faculty are members of the global community, as scholars and members of the Azusa Pacific University community, faculty should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.

- In the practice of the academic vocation, complaints against faculty may be generated. Faculty shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with those commitments articulated in the documents that are central to the university's identity as a Christian university, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay. Alleged violations of the academic freedom policy should be referred to the dean of the school/college in which the faculty member teaches. The dean may recommend a sanction appropriate for the case at hand including counseling, disciplinary action, or termination of employment.
- In the event that a faculty member believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing faculty grievance procedure as articulated in the Faculty Handbook.

Accreditation

Azusa Pacific University is accredited by the Western Association of Schools and Colleges*.

- The School of Business and Management is accredited by the International Assembly for Collegiate Business Education (IACBE).
- The School of Nursing's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the California Board of Registered Nursing.
- The Social Work Baccalaureate 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 Athletic Training Education Programs (CAATE).
- The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE) of the American Physical Therapy Association.
- C.P. Haggard Graduate School of Theology is accredited by the Association of Theological Schools (ATS).
- The Department of Art is accredited by the National Association of Schools of Art and Design (NASAD).
- Azusa Pacific University offers teacher education programs approved by the State of California Commission on Teacher Credentialing (CTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation of Teacher Education (NCATE).
- The School of Music is accredited by the National Association of Schools of Music (NASM).
- The American Language and Culture Institute (ALCI) is accredited by the American Association of Intensive English Programs (AAIEP).

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

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

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

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 Christian training school geared to training students for service and missionary endeavors. This was the first such institution founded on the West Coast. The first class of students met in March, 1900, with Mary A. Hill serving as the first president.

The school moved several 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. Also in 1939, Cornelius P. Haggard, Th.D., was appointed president, serving for 36 years, until his death in 1975. Four-year degrees programs were first offered in 1944.

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 1946, and in 1957, 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. He 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

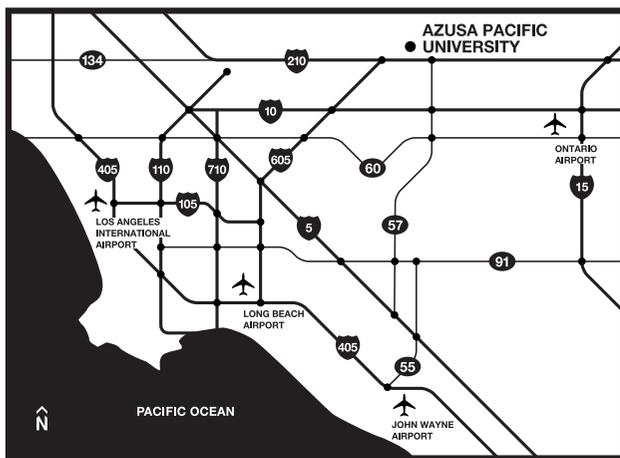
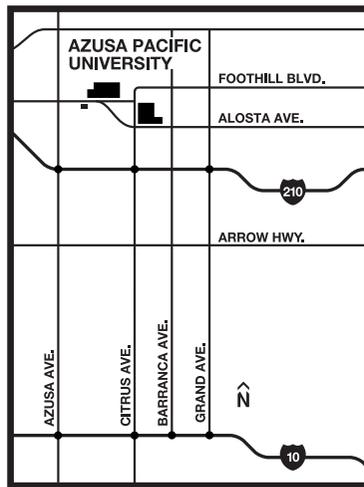
Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus.

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 53 additional acres on Foothill Boulevard has provided the university with room to grow. The West Campus now houses the Schools of Nursing, Education, and Behavioral and Applied Sciences, and C.P. Haggard Graduate School of Theology, as well as numerous classrooms and faculty offices, administrative facilities, the state-of-the-art Hugh and Hazel Darling Graduate Library, a food court, a bookstore, the 3,500-seat Richard and Vivian Felix Event Center, and the Duke Academic Complex and James L. Stamps Theological Library.

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

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

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



Regional Centers

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

Statements of Compliance

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

The vice provost for undergraduate programs is the compliance officer, and inquiries concerning undergraduate student issues related to discrimination should be made to the Office of the Vice Provost for Undergraduate Programs, (626) 815-6000, Ext. 3034.

The vice provost for graduate programs and research is the compliance officer, and inquiries concerning graduate student issues related to discrimination should be made to the Office of the Vice Provost for Graduate Programs and Research, (626) 815-2036.

Harassment Policy

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

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Graduate Center

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

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

Mailing Address:

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

Regional Center Locations

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

680 East Alosta Ave., Ste. 205, Azusa, CA 91702
 (626) 387-5773 • FAX: (626) 969-7246

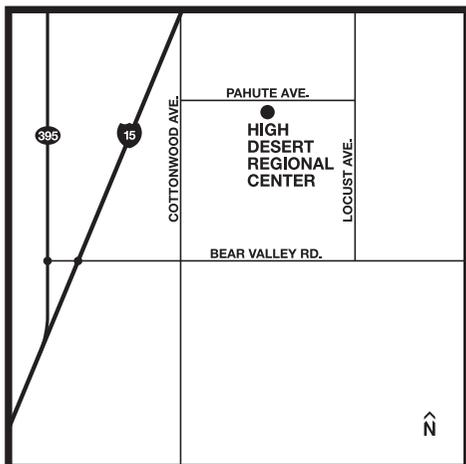
Mailing Address:

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

Check with locations for specific programs offered.

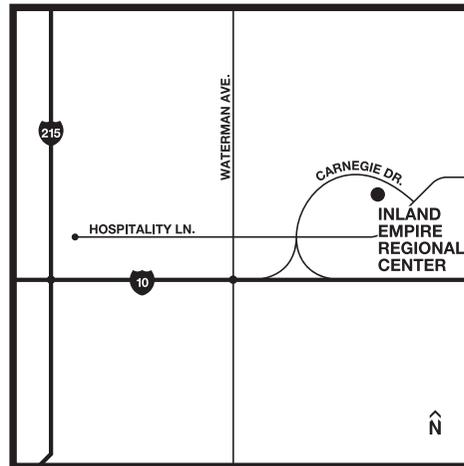
High Desert Regional Center

15283 Pahute Ave.
 Victorville, CA 92395
 (760) 952-1765
 (877) 247-3462
 Fax: (760) 952-1734
highdesert@apu.edu
www.apu.edu/highdesert
 Center Director: Donald Rucker, D.Min.



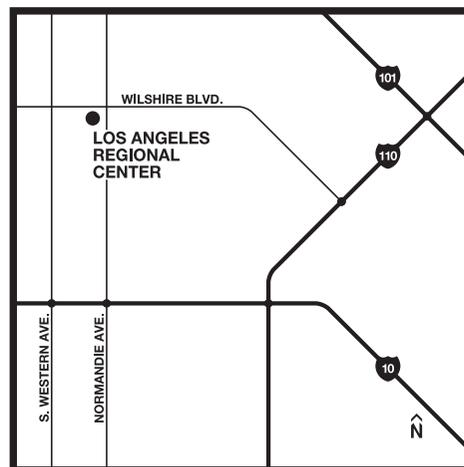
Inland Empire Regional Center

685 E. Carnegie Dr., Ste. 100
 San Bernardino, CA 92408-3502
 (909) 888-9977
 (800) 964-8807
 Fax: (909) 888-8739
inlandempire@apu.edu
www.apu.edu/inland
 Center Director: Andréé Robinson-Neal, Ed.D.



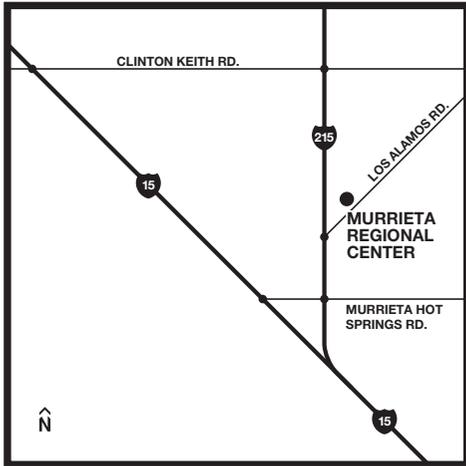
Los Angeles Regional Center

3580 Wilshire Blvd., Ste. 200
 Los Angeles, CA 90010-2501
 (213) 252-0962
 (866) 491-9083
 Fax: (213) 385-5891
lacenter@apu.edu
www.apu.edu/losangeles
 Center Director: Cloetta (Cloe) Veney, Ph.D.



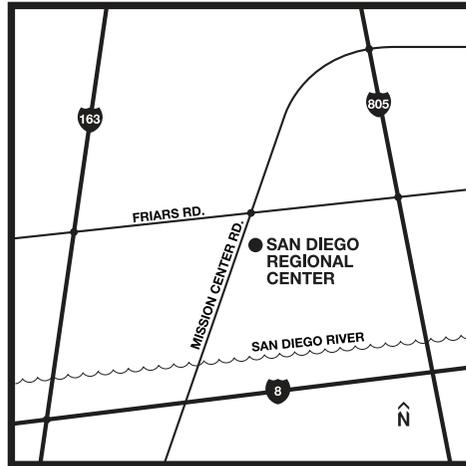
Murrieta Regional Center

39573 Los Alamos Rd.
 Murrieta, CA 92563-5032
 (951) 304-3400
 (877) 210-8841
 Fax: (951) 304-3388
 murrieta@apu.edu
 www.apu.edu/murrieta
 Center Director: Vickie Becker, Ed.D.



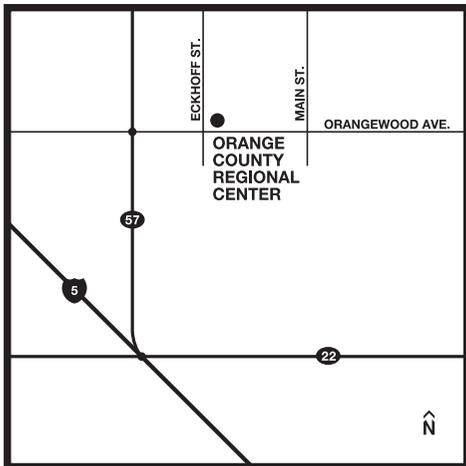
San Diego Regional Center

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



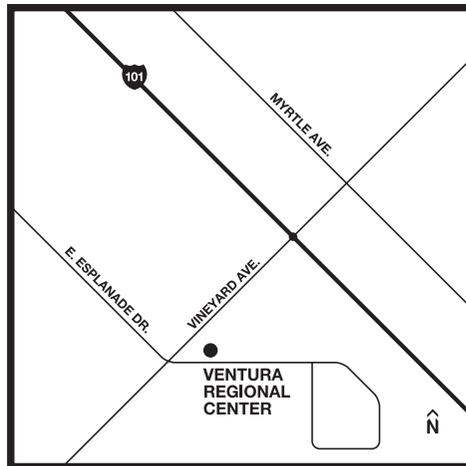
Orange County Regional Center

1915 Orangewood Ave., Ste. 100
 Orange, CA 92868-2046
 (714) 935-0260
 (800) 272-0111
 Fax: (714) 935-0356
 orangecounty@apu.edu
 www.apu.edu/orange
 Center Director: Deanna Brady, Ed.D.



Ventura County Regional Center

445 E. Esplanade Dr., Ste. 200
 Oxnard, CA 93036-2145
 (805) 988-1267
 (877) 210-8840
 Fax: (805) 604-1581
 ventura@apu.edu
 www.apu.edu/ventura
 Center Director: Dennis Zuber, M.A., M.Div.



University Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (East Campus), the Hugh and Hazel Darling Library (West Campus), the James L. Stamps Theological Library (West Campus), and seven Regional Center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Murrieta, High Desert, and Ventura. The libraries' collections include 215,000 books, 1,900 print serial titles, more than 15,000 electronic full-text serial titles, 120 electronic databases, media items, and a collection of 700,000 microforms that includes the Library of American Civilization, Library of American Literature, New York Times, and Educational Resources Information Center collections. The APU community has access to 60 million resources through LINK+ and Interlibrary Service.

Regular hours for the three campus facilities are as follows:

William V. Marshburn Memorial Library

Monday–Thursday	7 a.m.–3 a.m.
Friday	7 a.m.–4 p.m.
Saturday	11 a.m.–6 p.m.
Sunday	2 p.m.–3 a.m.

Hugh and Hazel Darling Library

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–4 p.m.
Saturday	9 a.m.–8 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/.

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 24/7 study area adjacent to the Cornerstone Café, an information commons, and group-study rooms. It also houses the Media Center, the Sakioka Technology Training Center, Interlibrary Services, the children's literature collection, and the Writing Center.

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, physical therapy, and psychology. This library houses the Special Collections of Azusa Pacific University, the ECF Academic Hall of Honor, Stamps Rotunda, and the Ahmanson Information Center with scholar study rooms, group-study rooms, conference rooms, and the Special Collections Reading Room. The Berger Technology Training Center is located here adjacent to the Department of Technical Services for University Libraries.

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 Regional Centers' libraries support the academic programs at each center. For more information about Regional Center library services, call (626) 815-6000, Ext. 3220.

Library Use

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

SoulQuest Ministry

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

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

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

Graduate students can participate in SoulQuest through:

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

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

Learning Enrichment Center

Mission Statement

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

Accommodations for Individuals with Disabilities

The LEC is the designated office for:

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

Disability verification and accommodations include students in the undergraduate and graduate programs as well as adult professional programs such as C.A.P.S. and S.C.A.N.

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

Request for Disability Accommodations

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

Note that academic accommodations at APU do not include:

- Diagnostic testing or evaluation
- Special program for learning disabled students
- Personal care assistance or equipment
- Separate or special tutorial programs
- Reduced standards of academic performance
- Waiver of academic courses or requirements

Continuing Term/Semester Accommodations for Students with Disabilities

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

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

Parking Accommodations for Mobility Limitations

Students with Temporary Mobility Limitations

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

Students with Permanent or Chronic Conditions

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

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

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

Writing Center

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

The Writing Center also equips its staff members (included are undergraduate and graduate students) with valuable instruction in the theories of writing and writing assistance

in one-on-one and small group situations. Staff training emphasizes the collaborative nature of writing and the interpersonal skills necessary for successful writing conferences.

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

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

University Bookstore

Located on West Campus, across from the Hugh and Hazel Darling Library, the University Bookstore offers a wide range of merchandise and services. In addition to all the materials needed for students' courses, a broad selection 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 and badges, as well as purchase art and office supplies. For the students' convenience, a fax sending and receiving service is offered. Special orders for books that are not carried by the University Bookstore are available. In addition, imprinting, balloon bouquets, and complimentary gift wrapping are available.

Online textbook ordering and reservations are available (www.bookstore.apu.edu), or call (800) 933-1950 or (626) 815-5044 to order by phone. The regular University Bookstore hours are:

Monday–Thursday	8:30 a.m.–8 p.m.
Friday	8:30 a.m.–4:30 p.m.
Saturday	11 a.m.–4:30 p.m.

University Counseling Center

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

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. (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 include: Black and white copies, color copies, poster printing, poster lamination, lamination, binding, construction paper, cardstock, transparencies, poster board, foam core, T-shirt press, hat press, 8.5x11 transfers, video editing stations, scanners, button maker, sticker maker, and fax machine. PC and Macintosh computers available with Adobe Photoshop, Illustrator, InDesign, QuarkXpress, Microsoft Office, PageMaker, and more.

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.

Campus Safety

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

If a crime occurs, Campus Safety officers act in accordance with established policy and assist the police as required. The Campus Safety officer's primary concern is the protection of Azusa Pacific people and property. Any and all incidents of stolen property or theft should be promptly reported to the Department of Campus Safety. An officer will assist in filing a report with the local law enforcement agency. This coordinated effort is invaluable when solving these types of crimes and for raising community awareness.

In life-and-death situations, call 911 first, then the Department of Campus Safety. In all other cases of injury or sickness, the Department of Campus Safety should be the first agency notified. Personnel will notify the proper emergency aid agency for assistance. The Department of Campus Safety also enforces university traffic and parking regulations. All vehicles driven on campus must be registered with the Department of Campus Safety and display an APU vehicle registration decal. Students who are unfamiliar with the university Vehicle Code should acquire a copy from the Department of Campus Safety website www.apu.edu/campussafety/.

In addition, a free "American Defender" whistle is available to all women on campus and should be used in case of an emergency. It can signal for help, frighten away someone who intends harm, or alert others to call the Department of Campus Safety. The whistle should only be used if a student is in distress or sees another in distress.

APU men can also participate in the whistle program. When the whistle is blown on campus, anyone within earshot is encouraged to go directly to that area. This does not mean that a student should run into an unsafe situation. Students should not put themselves in jeopardy; instead, the student should observe the situation and make a report if necessary.

To prevent abuse of the whistle, there is a \$250 fine for misuse on campus. Questions should be directed to (626) 815-3898.

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

Campus Safety personnel are on duty every day of the year, 24 hours a day.

Health Services on the Azusa Campus

The Student Health Center supports the university by evaluating, treating, maintaining, and promoting optimal physical, mental, and spiritual well-being of the APU student body. The Health Center staff serve as advocates for patient care and promote empowerment to patients to enhance healthy lifestyle choices. The Health Center offers

services for preventative medicine as well as treatment of illness, minor emergencies, first aid, wart and mole removal, pap smears, STD testing, and disease management. Visits to the Health Center are by appointment only.

Hours vary during the semester and summer and are posted on the website as well as at the Health Center. A 24-hour nurse advice hotline is available for consultation and referral at (877) 643-5130. Students referred to urgent care or an emergency room are responsible to contact the Health Center the following business day to report referrals and avoid a deductible charge from the insurance.

Graduate students who have purchased the student health insurance through APU can be seen for an office visit at no charge. Self-insured and those not participating in APU's student insurance pay \$20 for an office visit. Medications, injections, immunizations, procedures, blood draws, and treatments are provided by the attending physician, nurse practitioners, physician's assistants, and registered nurses for a nominal fee. If students need further treatment or evaluation, an excellent referral base to specialists in the Azusa community is available as well as a hospital in close proximity to the Azusa campus for emergencies.

Health Insurance

Graduate students may apply for health insurance (optional for graduate domestic students) at registration.

Information regarding coverage and usage may be obtained at the Student Health Center on East Campus by calling the center at (626) 815-2100 or visiting the website.

University health insurance is considered *secondary* coverage with benefits payable only to the extent that such expense is not covered by any other insurance policy (i.e., spouse, parents, individual, or group plan).

Student must present the insurance card at the place of service and pay the portion of the medical bill not covered by the policy. The \$100 deductible is waived by coming to the Health Center first and then being referred to an outside provider.

APU students without insurance may schedule an office visit at the Health Center for a minimal charge.

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 the time of registration twice a year with a total of 12-month coverage. All students with this coverage may use the APU Health Center for little or no cost. Insurance coverage terminates when the student terminates his/her study.

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

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

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

Information and Media Technology (IMT)

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

- **Support Desk** – The support desk provides assistance with Cougars' Den accounts and All Access (wireless) connections.
- **APU's Intranet** – is a free service offered to every student, providing the necessary tools to communicate with other students and faculty. This intranet provides an email account, instant messaging, server disk space for webpages, and access to critical campus resources such as grades, financial information, and online library resources.
- **Antivirus Protection** – Antivirus protection is provided through a corporate license with Symantec. 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.
- **All Access** – 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, and search library resources from various locations on campus, including outdoor green spaces without using cables. Please contact the IMT Support Desk for connection services. In order for students to enjoy the benefits of APU's wireless network, students must bring or purchase their own wireless network interface card.

Additionally, the IMT Computer Store located on West Campus inside Heritage Café provides students with the opportunity to purchase an 802.11b or 802.11g wireless card. Any 802.11b or 802.11g wireless card is compatible with APU's All Access wireless network.

- **Computer Facilities** – Computers can be found clustered in the libraries and the Student Union. These computer facilities 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 operation hours.

Computers

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

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

The following may be used as a guide for *minimum* standards when purchasing a computer for use at APU (recommended configuration in parentheses):

PC – Celeron (Core2 Duo) 1.0 GHz (2 GHz) processor; 512 MB (2 GB) RAM; 30 (100) GB hard drive; 56K modem; 10/100 Base-T Ethernet card; CDRW/DVD (DVDRW); 802.11b (802.11 g) compatible wireless card; Windows XP (Vista) operating system (excluding 64 bit versions).

MAC – G4 (Core2 Duo) or iBook (Macbook Pro) - 700MHz (1 GHz) processor; 512 MB (2 GB) RAM; 30 (100) GB hard drive; 56K modem; 10/100 Base-T Ethernet card; CDRW/DVD (DVDRW); Airport or 802.11 b (Airport Extreme or 802.11g) compatible wireless card; as x 10.3 (OS X 10.5) operating system.

Internet Acceptable-use Policy

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

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

User Requirements

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

Acceptable Uses

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

Unacceptable Uses

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

Enforcement and Violations

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

Center for e-Learning and Teaching**Online Courses: online.apu.edu**

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

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

APU offers four fully online programs: the Master of Arts in Education: School Librarianship, the Master of Arts in Educational Technology, the Bachelor of Science in Organizational Leadership (accelerated), and the RN to Bachelor of Science in Nursing (accelerated). Other individual online classes are offered that can be taken as part of traditional face-to-face graduate programs. For information, call (626) 815-5038.

Study Abroad Programs

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

International Center

Location: East Campus

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

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

The International Center consists of three departments:

International Enrollment Services (IES)

Office contact: (626) 812-3055

This office has the responsibility of both recruiting international students from around the world and providing admission services to them for various APU graduate programs.

**International Student Services (ISS):
“Their Potential is Our Priority”**

Office contact: (626) 812-3055

The office of International Student Services exists to provide relevant services to international students/scholars from over 50 countries. Services include a mandatory International Student Orientation, immigration services, and cross-cultural support services. Upon initial arrival into the U.S., airport pick-up service is provided as well as help obtaining a bank account, Social Security number, and housing. ISS sponsors an International Chapel once a week which is open to international and domestic students alike. Numerous activities are provided throughout the year to introduce students to Southern California.

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

American Language and Culture Institute (ALCI)

Office contact: (626) 812-3069

In addition to implementing the six-level, year-round academic ESL program, ALCI encompasses a variety of other academic programs offered or developed within the department to serve the needs of international students, American students, faculty, and staff at APU. These programs include the International Writing Center which offers writing consultation by appointment. Graduate students may also join the AIM mentoring program to meet with a peer partner weekly. Please contact the International Center to sign up for these programs.

International Campus Fellowships

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

Financial Aid

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

International Leadership Scholarship

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

U.S. Immigration

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

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

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

To maintain legal status, the international student* must:

1. **Be full time:** For master's students in a 15-week term, 9 units are considered full time. For the 9-week term, 9 units over two 9-week terms are required. Doctoral students must carry a minimum of 6 units of weekly professor contact hours to maintain full-time status. Master's students may not take more than one online class for every 9 units of coursework. For any exceptions to this policy, please make an appointment in the International Center for counsel.
2. **Work only on campus:** U.S. regulations allow F-1 and J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students should make an appointment in the International Center for counsel. J-1 research scholars have different employment regulations. See immigration advisor for details.
3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. Students must report the location of their physical residence (not a post office box) to:
 - The U.S. government using Form AR-11 (forms available in ISS or online: www.uscis.gov/).
 - The International Center at APU.
 - The Office of the Registrar
4. **Obey all laws of the United States:** For details of other specific immigration laws which could affect F-1 or J-1 status, please contact the International Center.

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

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

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

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

Academic Research and Grants

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

Office of Research

The Office of Research assists faculty and doctoral students with their research and dissemination endeavors and promotes an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers. Research is promoted through faculty colloquia and luncheon presentations, a monthly publication containing reviews of faculty's books and articles, faculty interdisciplinary seminars, and faculty writers' retreats. Graduate students may apply for grants to help them present their research at conferences.

Office of Sponsored Research and Grants

This office supports faculty seeking external grants to fund academic research, program services, and equipment. The office assists faculty with identifying funding sources, reviewing drafts, and processing grants through APU's budget, operations, space, personnel, technology, and legal reviews. The office submits grants to funding sources including electronic submissions.

Center for Research in Ethics and Values

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

Center for Academic Service-Learning and Research

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

The Noel Academy for Strengths-Based Leadership and Education

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

Alpha Chi Honor Society

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

Disaster Preparedness Information

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

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Graduate Admission to the University

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

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

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

To be considered for university graduate admission, the applicant must have a bachelor's or master's degree from a regionally accredited college or university. An earned baccalaureate or master's degree from an ATS- or ABHE-accredited institution will be considered only for admission to C.P. Haggard Graduate School of Theology and Operation Impact programs.

The grade-point average (GPA) from the highest earned degree is used for admission consideration. Applicants with an earned master's degree from a regionally accredited college or university with a 3.0 GPA or higher qualify for university graduate admission consideration. A master's degree with a 3.0 GPA from an ATS- or ABHE-accredited institution qualifies an applicant for university admission consideration in C.P. Haggard Graduate School of Theology. Proof of the baccalaureate degree is also required. Specific program admission requirements may be more stringent.

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

Those with baccalaureate grade-point averages below a 2.5 will be denied admission to the university.

Applicants denied admission based on GPA may be considered by department exception for university admission by meeting one of the following options as appropriate for program of application:

- **Option 1:** A teaching and/or service credential
- **Option 2:** CBEST scores and one of the following: CSET, MSAT, GRE, or PRAXIS/SSAT scores (All scores must meet California passing standards.)
- **Option 3:** A minimum combined score of 1,000 for the verbal and quantitative sections of the Graduate Record Examination (GRE) (The GRE must be taken within the previous 12 months prior to application.)

- **Option 4:** Post-baccalaureate evidence of ability for graduate study may be established through the completion of at least 12 semester units of upper-division undergraduate or 6 semester units of graduate coursework from a regionally accredited college or university. The relevance of this coursework to the program to which application is being made must be demonstrated, and a grade of B or better must be achieved in each course.

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

Forms and procedures are available from the Graduate Center.

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

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

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

Mailing Address:

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

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

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

Application and Fee

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

The application fee is waived for Operation Impact students and alumni who have earned a degree from APU.

Conditional-Incomplete Admission (CIA)

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

The following must be submitted before consideration for CIA status:

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

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

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

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

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

A student must clear the CIA status by the last day to register for the following term, as published in the Graduate Academic Calendar, in order to enroll in further graduate coursework.

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

Graduate Program Application Requirements

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

College of Liberal Arts and Sciences

www.apu.edu/clas

Department of Art

Master's Program

- Master of Fine Arts in Visual Art

Department of Global Studies, Sociology, and TESOL

Master's Programs

- Master of Arts in Teaching English to Speakers of Other Languages (TESOL), campus and online
- Master of Arts in TESOL/Christ's College
- Master of Arts in TESOL/Field-based
- Master of Arts in Transformational Urban Leadership (MATUL)

Certificates

- Certificate in TESOL
- Certificate in TESOL/Field-based
- Certificate in TEFL

School of Behavioral and Applied Sciences

www.apu.edu/bas

Department of College Student Affairs and Organizational Leadership

Master's Programs

- Master of Arts in Global Leadership (formerly Operation Impact)
- Master of Arts in Leadership

Emphases in:

- Organizational Leadership
- Leadership Development
- Leadership Studies
- Master of Science in College Counseling and Student Development

Department of Doctoral Higher Education

Doctoral Programs

- Doctor of Education in Higher Education Leadership
- Doctor of Philosophy in Higher Education

Certificate

- Certificate in Strengths-Oriented Higher Education

Department of Graduate Psychology

Master's Program

- Master of Arts in Clinical Psychology: Marriage and Family Therapy

Doctoral Programs

- Pre-Psy.D.
- Doctor of Psychology in Clinical Psychology: Family Psychology

Department of Physical Therapy

Master's Program

- Master of Science in Human Physiology

Doctoral Program

- Doctor of Physical Therapy

Department of Social Work

Master's Program

- Master of Social Work

Center for Adult and Professional Studies

www.apu.edu/caps

Master's Programs

- Master of Arts in Leadership and Organizational Studies (accelerated)
- Master of Arts in Leadership and Organizational Studies (Online)

School of Business and Management

www.apu.edu/sbm

Master's Programs

- Master of Business Administration:
 - Entrepreneurship
 - Finance
 - Human Resources and Organizational Development
 - International Business
 - Marketing
 - Strategic Management
- Master of Arts in Management
 - Organizational Development and Change
 - Diversity for Strategic Advantage
 - Human Resource Management
 - Nonprofit Management
 - Public Administration
 - Strategic Management

School of Education

www.apu.edu/education

Department of Foundations and Trans-Disciplinary Studies

Master's Programs

- Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts

Department of Educational Leadership

Master's Programs

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

Master of Arts and Credential Programs

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

Credentials

- Preliminary Administrative Services Credential (Tier I)
- Preliminary Administrative Services Internship Credential (Tier I)
- Professional Administrative Services Credential (Tier II)

Department of Innovative Educational Technology and Physical Education

Master's Programs

- Master of Arts in Educational Technology and Learning
- Online Master of Arts in Educational Technology
- Master of Science in Physical Education

Master of Arts and Credential Programs

- Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)
- Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)
- Master of Arts in Education: Digital Teaching and Learning and Multiple-Subject Teaching Credential (Track A)
- Master of Arts in Education: Digital Teaching and Learning and Multiple-Subject Internship Teaching Credential (Track B)
- Master of Arts in Education: Digital Teaching and Learning and Single-Subject Teaching Credential (Track A)
- Master of Arts in Education: Digital Teaching and Learning and Single-Subject Internship Teaching Credential (Track B)
- Master of Arts in Education: Physical Education and Single-Subject Teaching Credential (Track A)
- Master of Arts in Education: Physical Education and Single-Subject Internship Teaching Credential (Track B)
- Master of Arts in Education: School Librarianship (Online) (with an embedded Teacher Librarian Services Credential)

Credential

- Teacher Librarian Services (Online)

Department of School Counseling and School Psychology

Master's Programs

- Master of Arts in Education: Educational Counseling (with embedded School Counseling credential)
- Master of Arts in Education: Educational Psychology (with embedded School Psychology credential)

Credentials

- PPS: School Counseling
- PPS: School Psychology

Department of Special Education

Master's Programs

- Master of Arts in Education: Special Education (non-credential)
- Master of Education in Special Education and Educational Technology (non-credential)

Master of Arts and Credential Programs

- Master of Arts in Education: Special Education and Mild/Moderate Disabilities (K–12) Specialist Preliminary Credential (Track A)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities (K–12) Specialist Preliminary Credential (Track B)
- Master of Arts in Education: Special Education and Moderate/Severe Educational Specialist Preliminary (Track A)
- Master of Arts in Education: Special Education and Moderate/Severe Educational Specialist Preliminary (Track B)
- Master of Arts in Education: Special Education and Mild/Moderate Educational Specialist Professional Clear
- Master of Arts in Education: Special Education and Moderate/Severe Educational Specialist Professional Clear

Credentials

- Mild/Moderate Disabilities (K–12) Specialist Preliminary Credential (Track A)
- Mild/Moderate Disabilities (K–12) Specialist Preliminary Credential (Track B)
- Mild/Moderate Educational Specialist Professional Clear Credential
- Moderate/Severe Educational Specialist Professional Clear Credential

Authorization

- Added Authorization in Special Education: Autism

Department of Teacher Education

Master of Arts and Credential/Concentration Programs

- Multiple-Subject Teaching Credential/ Master of Arts in Education: Teaching (Track A)
- Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching (Track B)
- Single-Subject Teaching Credential/ Master of Arts in Education: Teaching (Track A)
- Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching (Track B)
- Multiple-Subject Teaching Credential/ Master of Arts in Education: Digital Teaching and Learning (Track A)
- Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track B)
- Single-Subject Teaching Credential/ Master of Arts in Education: Digital Teaching and Learning (Track A)
- Single-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track B)
- P–12 Teaching with Concentration in Gifted and Talented Education
- P–12 Teaching with Concentration in Gifted and Talented Education (Optional, Child Center Permit)
- P–12 Teaching with Multiple- and Single-Subject Clear Credential

Certificate

- English Language Learner (ELL)/Cross-Cultural Language and Academic Development (CLAD)

Department of Doctoral Studies in Education

Doctoral Program

- Doctor of Education in Educational Leadership
Emphases in:
Leadership
Teaching and Learning
School Psychology

School of Music

www.apu.edu/music

Master's Programs

- Master of Music in Composition
- Master of Music in Conducting
- Master of Music in Performance
- Master of Music Education

Emphases in:

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

School of Nursing

www.apu.edu/nursing

Master's Programs

- Second Careers and Nursing
- Master of Science in Nursing

Clinical Specialization in:

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

Optional Additional Emphases in:

- Nursing Administration
- Nursing Education

Combined Master's and Credential Program

- Master of Science: Nursing and School Nurse Services Credential

Post-bachelor's Credential

- School Nurse Services (non-degree)

Post-master's Credentials

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

Doctoral Program

- Doctor of Philosophy in Nursing

Emphases in:

- Health of the Family and Community
- International Health
- Nursing Education

C.P. Haggard Graduate School of Theology

www.apu.edu/theology

Master's Programs

- Master of Arts in Pastoral Studies
Church Leadership and Development
Urban Studies
Worship Leadership
Youth and Family Ministry
- Master of Arts (Theological Studies)
Biblical Studies
Theology and Ethics
- Master of Arts in Youth Ministry
- Master of Divinity
- Master of Divinity: Anglican Studies
- Master of Divinity: Biblical Studies

Doctoral Program

- Doctor of Ministry

Transcripts

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

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

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

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

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

False Information Policy

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

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

Change of Program

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

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

International Graduate Admissions

Azusa Pacific University is authorized under federal law by the U.S. CIS and the U.S. Department of State to enroll nonimmigrant, alien undergraduate and graduate students, as well as intensive English students. APU issues and administers both the I-20 and DS 2019 (F-1 and J-1 status documents respectively). To apply to be a graduate student at Azusa Pacific, please submit the following:

1. Application for International Graduate Admission
2. \$65 nonrefundable application fee
3. Affidavit of Financial Support (included in application form) and bank statement* proving ability to pay for educational costs through personal, family, or sponsor resources
4. Certified English proficiency (See "English Proficiency Requirements" section of this catalog.)
5. Letters of recommendation (included in International Graduate Admissions Application)
6. Letter to the dean (statement of educational and professional goals)
7. Résumé
8. Official transcripts sent directly from the previous school(s) attended to APU. Official transcripts submitted directly from the student may be accepted at the discretion of the admissions officer if received in an envelope sealed by the university/college. Transcripts must be translated officially into English and include the degrees earned by the student. Both English and original language transcripts must be submitted.
9. One photo

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

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

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

In addition, all international applicants are expected to read and comply with the policies listed in this catalog.

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

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

English Proficiency Requirements

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

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

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

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

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

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

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

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

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

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

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

Provisional Admission based on English Level

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

American Language and Culture Institute (ALCI)

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

FINANCIAL INFORMATION

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Graduate Student Financial Services

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

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

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

Cost of Attendance – 2010–11 (effective fall 2010)

Master's

Audit (per unit)	half-tuition
ALCI Pre-Graduate: Level I–V (no health fee included)	\$4,900
ALCI Pre-Graduate: Level VI (no health fee included)	\$2,700
College Counseling and Student Development (per unit)	\$550
Education Programs (per unit)	\$535
Leadership (per unit)	\$550
Master of Fine Arts (per unit)	\$555
MBA, YEMBA (per unit)	\$660
MAM, YEMBA (per unit)	\$660
Millennium MBA (per unit)	\$660
Music (per unit)	\$510
Nursing Master's Programs (per unit)	\$545
Operation Impact (U.S. Resident, per unit)	\$550
Operation Impact (Continuing U.S. Resident, per unit)	\$275
Operation Impact (Non-U.S. Resident or U.S. Resident living more than 180 days outside of the U.S., per unit)	\$138
Psychology M.A., MFT (per unit)	\$562
MSW/Master of Social Work (per unit)	\$550
TESOL (per unit)	\$470
TESOL Field based (per unit)	\$270
Theology (per unit)	\$415
All other Graduate Programs (per unit)	\$535

Doctorate

Education Doctorate (per unit)	\$715
Ed.D. in Higher Education Leadership and Ph.D. in Higher Education Pre-2007 Cohort (per unit)	\$685
Ed.D. in Higher Education Leadership and Ph.D. in Higher Education 2007 Cohort (per unit)	\$750
Ed.D. in Higher Education Leadership and Ph.D. in Higher Education 2008 Cohort (per unit)	\$800
Ed.D. in Higher Education Leadership and Ph.D. in Higher Education 2009 Cohort (per unit)	\$810
Ed.D. in Higher Education Leadership and Ph.D. in Higher Education 2010 Cohort (per unit)	\$815

Psy.D./Psychology Doctorate (per unit)	\$798
DPT/Physical Therapy Doctorate (per unit)	\$556
D.Min./Doctorate in Ministry (per unit)	\$425
Nursing Ph.D. (per unit)	\$800

Other Mandatory Fees

Graduate Parking Fee (All Graduate Students) (per semester)	\$100
Health Fee (per semester) <i>(Mandatory for all on-campus and international students on APU I-20 and DS 2019)</i>	\$250
International Study Abroad Health Fee (per semester)	\$340
American Language and Culture Institute (ALCI) Summer Health Fee (May–August)	\$200

Special Fees

Doctorate of Ministry Continuation Fee (per course)	\$425
Independent Study (per unit)	\$125
Late Registration Fee (per term)	\$125
MBA Proposal Capstone Fee	\$200
MFA Lab Fee (per lab course)	\$50
Music: Private Voice or Instrument (per unit)	\$335
Music Choir Outfit: Bel Canto	\$350
Music Choir Outfit: University Choir, Men's Chorale	\$475
Music Choir Outfit: Chamber Singers, Gospel Choir	\$375
Nursing Clinical (per course – includes malpractice insurance)	\$200
Online Class Fee (per unit)	\$40
Other Music Performance groups: Concert, Marching, or Jazz Band, Wind Ensemble, Hand Bells, and Orchestra	\$40
Overnight Transcripts (Continental US only) (plus Transcript fee)	\$35
Overnight Transcripts (International) (plus transcript fee)	\$45
Psy-Educational Assessment/Lab Fee	\$50
PT Lab Fee (per lab course)	\$100
Return Check Fee (per check)	\$30
Rush Transcripts (plus transcript fee)	\$20
Teacher Proficiency Assessment (Student Teaching) (per student)	\$535
Transcript Fee (per copy)	\$5

Matriculation Fees

Application fee for U.S. Students	\$45
Application fee for International Students	\$65

Graduation Fees

Graduate Students	\$80
Placement Files: Set-up and 10 mailings	\$60

Prices subject to change without notice.

Payment Terms and Conditions

All past balances must be paid in full prior to the opening of the next session's registration period. Late registrations will incur a \$125 late charge as well as the current session's prices. International students are required to pay in full at the time of registration.

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

Federal Stafford Loan Payment Plan

Students who apply for a Federal Stafford Loan should apply early, complete their Offer of Assistance paperwork, and turn it in to Student Financial Services in the Graduate Center prior to registration. Incomplete paperwork may result in an unprocessed registration being returned. Registrations will be accepted based on a zero student account balance.

Students with a Federal Stafford Loan that covers tuition and fees for the academic year will not be charged a service charge. All charges for the term (i.e., Fall, Fall I, and Fall II) must be paid in full before a refund of excess loan funds will be given.

Company Reimbursement Payment Plan

Students whose employers pay partial or full tuition and fees must:

- Submit a letter of specific eligibility (each academic year).
- Submit a copy of the company policy indicating conditions for payment (once per academic year).
- Submit a Company Reimbursement/Remission form with each registration available at www.apu.edu/graduatecenter/sfs/forms or from the Graduate Center.

Petition Process

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

Refund Policy

Institutional Policy for Students Withdrawing from All Units

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

Tuition excluding fees (*fees are not refundable*):

15–26 Week Semester Policy

1–2 week(s)	90-percent refund
3–4 weeks	50-percent refund
5–7 weeks	25-percent refund

6–9 Week Term Policy

First week	90-percent refund
Second week	50-percent refund
3–4 weeks	25-percent refund

Summer and Special Terms

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

Federal Refund Policy

Policy for students with financial aid completely withdrawing from a term:

In the event a student withdraws from all classes within a term, the Office of Graduate Student Financial Services in the Graduate Center will then calculate on a per diem basis all financial aid and refund amounts. If the net calculates to 60 percent or greater of the term, then NO adjustments will be made.

Student Employment

The Office of Student Employment is a job referral service for APU students. Employment is a vital part of college life for the many Azusa Pacific graduate students who work as a partial means of meeting college costs. Numerous part- and full-time jobs are posted on the Internet. Contact the Office of Career Services for more information (626) 815-2103.

Financial Agreement

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

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

Financial Aid Application

Online Application for Financial Assistance

1. Apply for a PIN Number at www.pin.ed.gov. (The PIN acts as an electronic signature on the FAFSA as well as an identifier for other student-specific websites.)
2. Complete the FAFSA at www.fafsa.ed.gov.

Early application is recommended, since receipt of loans can take several months.

An application for student assistance will be considered for a financial aid package only after the student has been admitted to the university and the processed FAFSA have been received.

Application Priority Date

Admitted students who have completed the FAFSA by **May 1** will receive loan processing priority over other applicants.

Financial Aid Policies

Satisfactory Academic Progress

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

Graduate students are evaluated at the end of each semester (Fall II and Spring II) and summer (Summer III). The following minimum academic standards must be met.

Qualitative Measure: Graduate students must maintain a minimum cumulative grade-point average (GPA) of at least 3.0 in order to be eligible for federal, state, and institutional funds.

Quantitative Measure: Graduate students must complete 67 percent (approximately two-thirds) of all units in which they originally enroll. Thus, a first-term graduate student who originally enrolls in nine units, withdraws from three units, and successfully completes the remaining six units, would meet the quantitative measure requirement since the student passed at least 67 percent of the units in which he or she originally enrolled.

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

Time Limit for Graduate Student Financial Aid:

Credential-only students must complete their educational objectives within a reasonable period of time. To accommodate all students and their schedules, this “reasonable period” is not measured chronologically, but by the number of units in which a student originally enrolls. The time limit is based on the number of units required for graduation multiplied by 150 percent. For instance, students who are required to earn 30 units for graduation can apply for financial aid for the first 45 units in which they enroll (30 x 150 percent).

This policy refers to all units in which a credential-only student enrolls. Thus, a student who enrolls in 9 units but withdraws from 3 would be considered to have utilized 9 units of the maximum number allowed.

The time limits for receiving federal financial aid for students in graduate and doctoral programs are:

- 5 years for School of Business and Management degrees
- 10 years for the Master of Divinity
- 8 years for all other master’s and doctoral degrees.

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

Reinstatement:

Students who fail to maintain a minimum cumulative GPA will be given one semester of “Aid Probation” in which they must earn a 3.0 GPA. Additional terms of probation may be extended if the student earns a 3.0 term GPA but the cumulative GPA is below a 3.0. Otherwise, they will be placed on “Aid Suspension” and be ineligible for all financial aid (federal, state, and institutional).

Students who do not successfully complete 67 percent of all the units in which they originally enrolled will be placed on “Aid Suspension” for the following semester. They will have their aid reinstated when they achieve completion of at least 67 percent of all the graduate classes they have taken.

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

An appeal must be made within 30 days of the date the notice of ineligibility is mailed to the student by the Office of Graduate Student Financial Services. A Financial Appeals Committee will make a ruling on the appeal. Appeals must be in writing.

Financial Aid Deadline

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

Financial Aid Packaging

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

Equitable Treatment

Azusa Pacific University 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. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the director of Student Financial Services for further information.

Release of Records

It is understood that by signing the Graduate Stafford Loan Worksheet, the student grants Graduate Student Financial Services the right to release the student's grades and enrollment records to scholarship and loan agencies as needed.

Keeping in Touch

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

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

Outside Aid Resources

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

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

Overawards

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

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

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

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

Types of Financial Aid

Federal Aid

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

Federal Stafford Loan

The Federal Stafford Loan is a long-term, low-interest loan designed to provide students with additional funds for school. The loan comes in two forms:

Subsidized: The interest is paid by the government while the student is in school and during the grace period. The Subsidized Stafford is a need-based loan as determined by the FAFSA.

Unsubsidized: The student is responsible for the interest on this loan. However the interest may be capitalized and paid with the principle at repayment. The Unsubsidized Stafford is a non-need based loan as determined by the FAFSA.

Loan Limits:

- Teaching and Advanced Credentials, \$12,500 annually up to aggregate
- Master's and Doctoral, \$20,500 annually up to aggregate

The interest rate on the Federal Stafford Loan is fixed at 6.8 percent.

Repayment on the Federal Stafford Loan begins six months after the student graduates, completes program, or drops below halftime. All students applying for the Federal Stafford Loan must be admitted to a degree- or credential-seeking program and complete the FAFSA. All students receiving a Federal Stafford Loan must complete a loan entrance before receiving loans and a loan exit upon dropping below halftime, graduating, or exiting school. Entrance, exit processes, and Master Promissory Notes can be accessed at www.studentloans.gov.

Graduate PLUS Loan

The Federal Graduate PLUS Loan is a federal education loan available for graduate students enrolled at least half time in an eligible program. Students are encouraged to apply for the Federal Stafford Loan first and then may borrow up to the cost of attendance (minus other aid) for the Graduate PLUS Loan.

Loan Exit Requirements

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

State Aid

Cal Grant A and B

Students who received Cal Grant A and Cal Grant B as undergraduates have 15 months to enroll in a teacher education program to renew this funding. A FAFSA must be filed and a G-44 form (available in the Graduate Center) sent to the California Student Aid Commission to continue receipt of these funds.

Cal Grant B Access

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

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

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

Please note: Outstanding balances on student accounts prevent processing of future registrations.

The student must:

- Be admitted into a teaching credential program.
- Be enrolled in a teaching credential program: Multiple-Subject Traditional or Internship, Single-Subject, or Special Education. (Students must be admitted to a credential or combination program, not the master's program only.)
- Be taking courses that are required for an initial CA or Level I Teaching Credential only (see the Department of Teacher Education).
- Not already hold a preliminary or clear credential.
- Submit FAFSA.

School of Behavioral and Applied Sciences

Fellowships

College Counseling and Student Development Assistantships

Graduate students in the College Counseling and Student Development Program (M.Ed.) are eligible for consideration of graduate assistantships valued at \$6,000 for first-year students and \$6,500 for second-year students. Students awarded graduate assistantships also receive a 50-percent tuition scholarship and are expected to complete 600 supervised hours of work in a program or department on campus. For more information, contact Anita Henck at (626) 815-5785 or ahenck@apu.edu.

Ph.D. Doctoral Fellowships/Research Assistantships

Research assistantships are available for students in the Ph.D. program. These assistantships provide a stipend of \$4,500 per semester (fall and spring) and a 50-percent tuition reduction for the year. Doctoral research assistants are assigned to a doctoral faculty member to assist with research and are expected to work approximately nine hours per week. For more information and application process, contact Laurie Schreiner at (626) 815-5322 or lschreiner@apu.edu.

Pre-Psy.D. Doctoral Program Assistantships

Funds are allocated to provide up to two Teaching-Research Assistantships (TRAs) in each entering class of the Pre-Psy.D. Program. For the Pre-Psy.D. year of their program, TRAs receive 50-percent tuition remission plus an annual stipend of \$6,250. TRAs must provide 15 hours of service per week in the Department of Graduate Psychology during September through June of their Pre-Psy.D. academic year. The Department of Graduate Psychology reserves the option to, in certain circumstances, divide the TRA positions into eight-hour per week positions (each student receiving one-half of the benefits) in order to assist more students.

Students who are awarded a TRA position during their Pre-Psy.D. year are welcome to reapply for each of the first three years of their doctoral program as well. Decisions are made yearly based upon the needs of the faculty and the program.

Preference is given to applicants who evidence strong academic credentials (high GPA and GRE scores, in particular) and financial need. Cultural knowledge and language skills that facilitate the provision of psychological services in an underserved community and commitment to provide psychological services in an underserved community following graduation are also taken into consideration. Applications for the assistantships and criteria for evaluation of applications are available in the Department of Graduate Psychology.

Psy.D. Doctoral Program Assistantships

Funds are allocated to provide six Teaching-Research Assistantships (TRAs) each academic year. Students may apply each year for the first three years of their program. TRAs receive 50-percent tuition remission plus an annual stipend of \$6,250. TRAs must provide 15 hours of service per week in the Department of Graduate Psychology during September through June of the academic year. The director of the Psy.D. Program determines the roles and responsibilities of the TRAs. The Department of Graduate Psychology reserves the option to, in certain circumstances, divide the TRA positions into eight-hour per week positions (each student receiving one-half of the benefits) in order to assist more students.

Students must reapply for the positions each year. Students who are awarded a TRA position during any year are welcome to reapply for each of the first three years of their doctoral program. Decisions are made yearly, based upon the needs of the faculty and the program.

Preference is given to applicants who evidence strong academic credentials (high GPA and GRE scores, in particular) and financial need. Cultural knowledge and language skills that facilitate the provision of psychological services in an underserved community and commitment to provide psychological services in an underserved community following graduation are also taken into consideration. Applications for the assistantships and criteria for evaluation of applications are available in the Department of Graduate Psychology.

Scholarships

Pi Lambda Theta Scholarships

Applications and deadline information are online at www.pilambda.org or call (800) 487-3411 to receive information by mail. Awards vary from \$200 to \$1,000. A number of categories exist including music, physical education, counseling, psychology, and classroom teaching. Distinguished student scholar awards are also available.

School of Education Aid

Refer to the current *Financial Aid Options brochure from the School of Education for more information and other opportunities. Available at all APU campuses.*

State Aid

APPLE

The Assumption Program of Loans for Education (APPLE) is a non-competitive teacher-incentive program which encourages students to become teachers. Participants must intend to teach in 1 of 13 designated shortage areas as identified annually by the state. Student's loan balance must be in good standing. Annual payments are made to the lending agency over a four-year period, and awards range from \$11,000 to \$19,000.

The Federal Teacher Loan Forgiveness Program

This program can provide up to \$5,000 for teachers who have already taught for five years in an elementary or secondary school that is designated as a low-income school in the Annual Directory of Designated Low-income Schools for Teacher Cancellation Benefits. List is available at www.tcli.ed.gov. For more information and/or application, visit AES/PHEAA at www.aesSuccess.org.

Fellowships and Grants

AAUW – American Association of University Women

The AAUW offers teacher fellowships designed to provide professional development opportunities for female public school teachers, K–12. Go to www.aauw.org/fga for specific programs and funding amounts.

Cal Grant

Students who qualified for the Cal A or B as an undergraduate may receive Cal Grant as a credential student. To qualify, students must begin their credential coursework within 15 months of receiving their bachelor's degree. To extend the undergraduate Cal Grant for a credential program, complete a G-44 form, available from Chris Zeilenga at (626) 815-5479 or at www.csac.ca.gov.

Doctoral Fellowships

Fellowships are available for students in the Doctor of Educational Leadership (Ed.D.) program. These fellowships provide a stipend of \$4,500 per year and a 50-percent tuition reduction for the year. Doctoral research assistants are assigned to a doctoral faculty member to assist with research and are expected to work approximately nine hours per week. For more information and application process, contact Gaye Rigdon at (626) 815-5374 or grigdon@apu.edu.

James Madison Memorial Fellowship

Current and prospective secondary school teachers in the areas of social studies, American government, or American history may be eligible. This fellowship includes up to \$24,000 and a month-long summer institute in Washington, D.C. Visit www.jamesmadison.com.

Urban Education Research Fellows Program

Los Angeles Unified School District Program Evaluation and Research Branch has established this Fellows Program to provide intensive professional development and financial support for selected graduate student-researchers who have a commitment to urban education. Financial support includes full tuition reimbursement and half-time employment with a professional-level salary. Upon graduation, each fellow will work for the district in a full-time capacity for a minimum of three years. For more information, contact Jim Sass at (213) 241-8270 or jim.sass@lausd.net.

Scholarships

American School Counselor Association

Each year, ASCA awards \$1,000 scholarships for up to 10 deserving students enrolled full time in a master's-level counseling program. Applications are due October 15 and are available at www.schoolcounselor.org.

California School Library Association Southern Section Scholarship (CSLA)

These scholarships are for students working on a library certificate. Applications are available on the CSLA website at www.schoollibrary.org/awa/scholarships.htm under Southern Section Scholarship. The deadline is January 31.

Congressional Hispanic Caucus Institute

This scholarship offers awards of \$1,000, \$2,500, and \$5,000 to Latino students who have a history of performing public service-oriented activities in their communities and who plan to continue contributing in the future. The deadline is April 16, and applications are available at www.chciyouth.org.

Delta Kappa Gamma Scholarship

The Delta Phi Chapter Frances Maxson Sanchez Scholarship grants awards yearly for a minimum of \$500 each. Women enrolled in teacher preparation programs at APU in the San Gabriel Valley area, who have completed student teaching during the year of award application and have demonstrated dedication and professional achievement in teaching, academic success, and community service, are encouraged to apply. Applications must be received by March 1, and the scholarship is awarded in April. For applications or more information, contact Wendy Duncan at (626) 919-3988.

Ernest L. Boyer Teacher Scholarship

The Boyer Center offers annual awards of \$1,500 to teaching credential students who exemplify characteristics that Boyer believed essential to becoming a good teacher. Applications become available in early February and are available through Chris Zeilenga (626) 815-5479 or czeilenga@apu.edu. Applicants must still be enrolled in the Teacher Education Program the following fall.

Julie Jantzi and Jessamine Hopkins Hardcastle Encouragement Grant

Single parents enrolled in the Adult and Professional Studies Program or working toward a credential or master's degree in the fields of education or business at APU may apply for a Julie Jantzi and Jessamine Hopkins Hardcastle Encouragement Grant. This \$600 award will be given annually to three single parents. The deadline for applications is November 26; selections will be made in late November and presented in December. A written statement that 1) describes their goals after they complete their degree or credential, 2) provides evidence of their commitment to completing their studies, and 3) is no longer than a single page must be submitted to be considered for this award. Please submit the single-page statement to Peggy Cooney at pcooney@apu.edu.

Pi Lambda Theta Scholarships

Applications and deadline information are online at www.pilambda.org or call (800) 487-3411 to receive information by mail. Awards vary from \$200 to \$1,000. A number of categories exist including music, physical education, counseling, psychology, classroom teaching, and distinguished student scholar awards.

Alice V. Watkins Scholarship

Applicants for this \$500–\$1,000 annual award must be academically qualified and enrolled in a program leading to a graduate degree or credential program and have demonstrated financial need. Applications are available at all APU campuses and are accepted in October. Recipients will receive written notification of award.

Ethel Louise Armstrong (ELA)

The ELA Foundation awards scholarships each year to women with disabilities who are pursuing an advanced degree. Visit www.disabilityrights.org.

Gates Millennium Scholars Program

Funded by a grant from the Gates Foundation, scholarships are provided to outstanding minority students pursuing studies in math, science, education, or library science. For more information, visit www.gmsp.org. Materials must be submitted by January 11.

Hispanic Scholarship Fund (HSF)

The Hispanic Scholarship Fund is the largest Hispanic scholarship-granting organization in the nation. HSF provides financial assistance to outstanding Hispanic students in higher education. Visit www.hsf.net.

Minority Scholarships

A large variety of scholarships are available for all minorities, including women as a minority category. Visit www.minority-scholarships-guide.com.

Lillian B. Wehmeyer Scholarship for Doctoral Students in Education

Applicants for this award must be currently enrolled in the School of Education doctoral program on a half- or full-time basis evidencing satisfactory academic progress. The annual award(s) range from \$1,000 to \$3,500. Applicants must demonstrate academic ability, commitment to service, and financial need as determined by the Selection Committee. Applications are available through the Department of Doctoral Studies in Education and are to be received by May 1 for the following academic year. Recipients will be notified in writing of the award.

PEO Scholarship

Interested female students from all education programs may call Gail Bailey for more information at (760) 770-9309. Candidates must have one year of education remaining.

Polish University Club Scholarship

Students of Polish descent may visit www.pucla.org to request an application.

Simmerok Family Scholarship Fund

Applicants for this award must be graduate students pursuing a degree in education and/or enrolled in graduate online programs and demonstrate financial need. Applications are available at all APU campuses in September and January or through Chris Zeilenga (626) 815-5479 or czeilenga@apu.edu.

TELACU Education Foundation

Located in Los Angeles, the TELACU Education Foundation has supported APU since 1996. The annual contribution provides direct scholarships for first generation Hispanic student scholars who reside in Los Angeles. For more information, contact the Office of Multi-Ethnic Programs at (626) 815-6000, Ext. 3720.

Victress Bower Scholarship

Residents of Riverside or San Bernardino counties may qualify. Students must already be credentialed, teaching, and seeking an additional credential or master's in special education. Applications are available through Linda Scott at the Inland Empire Regional Center at (909) 888-9977.

William T. Grant Foundation Doctoral Studies in Education

This foundation helps fund interdisciplinary research that examines young people ages 8–25 in social, institutional, community, and cultural contexts, and addresses questions that advance both theory and practice. Every year, four to six scholars are selected, and each receives \$300,000 distributed over five years. The award is designed for early career researchers within seven years of receipt of their terminal degree at the time of application. Letters of inquiry are due April 6. Visit www.wtgrantfoundation.org.

World Impact

An inner-city missions organization offers a loan reduction program. Contact Tim Goddu at tgoddu@worldimpact.org or (323) 735-3400, Ext. 301.

For additional financial aid opportunities for School of Education students, refer to the School of Education section of this catalog.

School of Nursing Aid

Nursing Grants

Grant money may be available for nursing students. Please contact the School of Nursing for more information, (626) 815-5386.

C.P. Haggard Graduate School of Theology Aid

To be eligible for all the scholarships listed herein, students must fill out the FAFSA form available in C.P. Haggard Graduate School of Theology or the Graduate Center. For more information, contact C.P. Haggard Graduate School of Theology, (626) 815-5439.

The James L. Stamps Foundation Scholarship

This scholarship assists the pastoral staff of small churches. It is awarded to eligible students in all master's programs.

Earl E. Grant Scholarship

This scholarship is granted to students attending classes at the San Diego Regional Center.

Walter and Mary Hartley Scholarship

This scholarship is granted to students whose area of interest is biblical studies and who have a desire to minister in overseas or inner city missions.

Lou Ann Scott Scholarship

This scholarship is awarded to an outstanding C.P. Haggard Graduate School of Theology student.

The Kim Scholarship

This scholarship is for Asian students at the Los Angeles Regional Center.

The Hausman Scholarship

This scholarship offers \$900 and is divided between two or three students, with varying amounts.

The Watson-Wong Scholarship Fund

This scholarship offers \$1,500 to single parents (with at least one child under age 12) entering or continuing graduate studies in music and/or theology programs.

Denominational Scholarship Funds

Several denominations provide scholarships for students who attend C.P. Haggard Graduate School of Theology. The requests may be addressed to the following people at:

Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Brethren in Christ

C.P. Haggard Graduate School of Theology, (626) 815-5439

Friends Church

Kent Walkemeyer, D.Min., Director of Friends Center,
C.P. Haggard Graduate School of Theology, (626) 815-5077

Free Methodist Church

Karen Strand Winslow, Ph.D., Director of Free Methodist Center,
C.P. Haggard Graduate School of Theology, (626) 815-5655

Church of God, Anderson

C.P. Haggard Graduate School of Theology, (626) 815-5439

Wesleyan Church

Gordon Coulter, C.P. Haggard Graduate School of Theology,
(626) 815-6000, Ext. 5636

Additional Scholarship Searches

College Scholarship Search

Find money for college by conducting a free college scholarship search at www.10kscholarship.com. Scholarships, sweepstakes, and contests are available from \$5,000–\$10,000 and opportunities change each month.

Internet's Largest Scholarship Search

More than 600,000 scholarships and \$1 billion in aid are available. Applicants must search online at www.fastweb.com. This is a free search.

Tuition Search

Find \$24.3 billion in scholarships online at www.findtuition.com.

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Reservation of Rights

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

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

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

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

Standards of Conduct

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

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

Course Numbering System

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

College of Liberal Arts and Sciences

ART	Fine Arts
TESL	TESOL
TUL	Transformational Urban Leadership

School of Behavioral and Applied Sciences

CSA	College Student Affairs
GLDR	Global Leadership
HED	Higher Education
LDRS	Leadership
PPSY	Clinical Psychology
PT	Physical Therapy
SOCW	Social Work

Center for Adult and Professional Studies

MLOS	Leadership and Organizational Studies
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School of Business and Management

BUSI	Business Administration
HROD	Human Resources and Organizational Development
MGMT	Management

School of Education

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

School of Music

GMUS	Music
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School of Nursing

GNRS	Nursing
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C.P. Haggard Graduate School of Theology

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

Office of the Provost

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

Enrollment

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

Late Enrollment

Students who are unable to enroll before Returning Students' Registration due date may enroll late up until the Last Day to Enroll, as published in the Graduate Academic Calendar. A \$125 nonrefundable late enrollment fee and the current tuition and/or fees will be charged. The late fee may be waived for first-time students. Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. An Academic General Petition is required.

Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Add or Drop Classes or Independent Studies by submitting an Add/Drop form. Such changes may be made only during the dates listed in the Academic Calendar. International students must obtain approval from the International Center to add or drop a class.

Independent Study

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

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

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

Course Tutorial

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

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

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

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

Repeated Courses

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

Auditing

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

Withdrawal

Withdrawal from Courses

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

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

Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Office of the Graduate Registrar in the Graduate Center. International students must obtain approval from the International Center to withdraw from the university. The student must complete the Class Withdrawal form. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university must be submitted as well. If the student intends to return after some time, a Leave of Absence form should be submitted to extend the time limit for completing the degree. (See "Leaves of Absence" below and "Refund Policy" under "Financial Information.")

Leaves of Absence

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

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

Honorable Dismissal

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

General Enrollment Information

Credit Hours

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

Study Load

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

Deferment Information

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

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

Attendance Regulation

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

Final Examinations

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

Grading

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

Grade <i>A</i>	4.0 points
Grade <i>A-</i>	3.7 points
Grade <i>B+</i>	3.3 points
Grade <i>B</i>	3.0 points
Grade <i>B-</i>	2.7 points
Grade <i>C+</i>	2.3 points
Grade <i>C</i>	2.0 points
Grade <i>C-</i>	1.7 points
Grade <i>D+</i>	0 points
Grade <i>D</i>	0 points
Grade <i>D-</i>	0 points
Grade <i>F</i>	0 points
Grade <i>FN</i>	0 points
Grade <i>W*</i>	0 points
Grade <i>I*</i>	Incomplete
Grade <i>IN*</i>	Incomplete
Grade <i>K1*</i>	Incomplete
Grade <i>K2*</i>	Incomplete
Grade <i>K3*</i>	Incomplete

*Does not affect grade-point average.

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

Petitions for extension beyond the 12 weeks are subject to review by the faculty member and the dean of the school. An incomplete not made up within the 12-week period will be automatically changed to the grade agreed upon in the "Instructor and Student Agreement" section of the Incomplete form. An incomplete submitted without the proper form will automatically become an *F*.

Academic Probation and Dismissal

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

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

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

A student may be disqualified from further graduate work at APU if a 3.0 grade-point average is not maintained.

Transfer Credit

Appropriate transfer work may be accepted toward a master's degree. Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. A minimum of 30 units of the degree requirements must be taken in residence at APU. In addition, transfer units may not exceed 20 percent* of the units required for a master's degree. To be transferable, a course must meet the following requirements:

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

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

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

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

Waivers

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

Academic Advising

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

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

A student's ability to speak English with clear pronunciation is an important part of a graduate education. It is assumed that the student's spoken English will be at a high enough level to communicate and participate completely in classes. If, while in classes, it is determined that the student's ability to communicate orally and in writing in English is below the necessary standard, a teacher may refer him/her to the department chair who may require him/her to enroll in a noncredit program at the student's expense. This program is specifically designed to enable the student to raise his/her English communication ability.

Change of Program

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

An enrollment counselor will contact the student if further documentation or materials are required. No credit toward the new program will be granted before written program acceptance has been secured.

Application for Graduation

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

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

Normal Progress toward a Degree and Time Limit for Degree

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

Determining Degree Requirements

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

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

Degree Posting Dates

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

Grade-point Average Requirement

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

Residence Requirement

Individual programs may specify a minimum residence requirement; please see the specific program description for details.

Course Replacement and Substitution

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

Additional Degree Requirements

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

Thesis

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

1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested.
2. A thesis proposal must be submitted as evidence of writing ability. The student's effort will be judged by the appropriate academic department.
3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form.
4. The student must work with an Azusa Pacific University faculty member who has been approved by the department chair and dean to serve as a thesis advisor.
5. Details on the development of a thesis proposal and matters of style and format are available from the director of graduate publications in the University Libraries. The Master's Style and Format Handbook is located under Forms and Publications on home.apu.edu.
6. The final thesis must have the approval of the faculty advisor, department chair, dean of the appropriate school or college, and, with respect to final preparation for preservation in the library, the director of graduate publications.

Additional Master's Degree or Concurrent Graduate Programs

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

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

The additional master's or concurrent graduate program may not be an additional emphasis in the same degree. This policy does not apply to programs that are substantially different from the first degree program. When a second degree is taken in the same field, two-thirds of the required courses must be different from the first degree.

The student is required to submit an application form for the second program and be admitted to that program.

Commencement

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

Security Interest in Student Records

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

Student Records Policy

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

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

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

Release of Transcripts

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

Right of Access

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

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

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

Directory Information

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

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

Disclosure of Student Records

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

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

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

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

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

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

Notification of Rights under FERPA

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

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

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

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

3. The right to provide written consent before the university discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure

without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

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

This notice is not intended to fully explain students’ rights under FERPA. The Graduate Center Registrar maintains copies of the official Azusa Pacific University Student Records Policy, which contains detailed information and procedures with regard to these rights. Students may obtain a copy of the written policy upon request to the Graduate Center: Registrar, Azusa Pacific University, PO Box 7000, Azusa, California 91702-7000.

Academic Integrity

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be

academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program.

Academic dishonesty includes:

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

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

Petition Process

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

Grade-change Process

A graduate student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form.

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

After the form is routed to the student's instructor, his/her program director, department chair, and dean, a decision will be made and communicated to the student by the Graduate Registrar. Questions regarding the grade change process should be directed to the students' academic records counselor in the Office of the Graduate Registrar.

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

Graduate Student Grievance and Appeal Procedures

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

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

If a school's student handbook has a separate grievance procedure, it will supersede these procedures (with respect to matters covered by such handbooks) and the decisions which follow from that process are final.

I. Initial Grievance and Appeal Procedures

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

- In the area of academics, protocol requires that student concerns, or grievances, or appeals be taken up first with the faculty member within 15 business days after the incident occurred. Outside of academic matters, the student should first address his/her concerns with the head of the university department in which the employee that is the subject of the grievance works within 15 business days after the incident.

- Failure to resolve an academic grievance or appeal after meeting with the faculty member requires a meeting with the appropriate department chair, and finally, the dean of the school or college. The dean may request that the student's complaint be in a written form. Failure to resolve a non-academic grievance or appeal after meeting with the head of the relevant university department requires a meeting with the appropriate university vice president.

II. Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the vice provost responsible for graduate programs. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

- A. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his/her written statement.
- B. The grievance process is initiated by submission of a written statement to the vice provost responsible for graduate programs. The statement must include:
 1. Names of the parties involved.
 2. A clear statement of the nature of the grievance.
 3. A narrative of the incident including
 - i. What occurred
 - ii. When it occurred
 - iii. Where it occurred
 - iv. Who was present
 4. Evidence on which the grievance is based.
 5. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
 6. What has been done to resolve the grievance.
 7. The desired outcome(s).
 8. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student's education record.
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.
- D. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.
- E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the

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

- F. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.
- G. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
- H. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.

III. The Grievance Committee

- A. Appointment of Committee Membership:
- The provost will designate the vice provost responsible for graduate programs or other designee to appoint the Grievance Committee.
 - The vice provost responsible for graduate programs (or in the absence of such individual, such other individual designated by the provost) shall appoint the members of the Grievance Committee.
- B. Membership:
- The vice provost responsible for graduate programs or other individual designated by the provost will serve as chair (non-voting except in case of tie due to absent members)
 - An academic dean (not from school or college involved)
 - Two faculty members (or two staff members if the grievance is about staff)
 - Two graduate students
- C. Voting:
- All members (except the vice provost responsible for graduate programs or designee, who is non-voting) have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.

D. Meeting Time:

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

IV. Committee Process

- A. The grievance procedure shall act as a vehicle for communication and decision-making among students, staff, and faculty, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally within an appropriate department.
- B. The grievance process is initiated by submission of a grievance statement in writing to the vice provost responsible for graduate programs or designee. The statement must contain the names of the parties involved, narrative about the incident, and the remedies requested. The vice provost responsible for graduate programs will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
- C. The involved student and university employee may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be an university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.
- D. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.
- E. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.
- F. No printed materials or notes may be taken from the meeting (other than the official minutes).
- G. The parties and committee members may not discuss the case outside the meeting.
- H. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

V. Failure to File Grievance

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

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College of Liberal Arts and Sciences

Faculty

Dean and Professor: David L. Weeks, Ph.D.

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

Department of Art

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

Associate Professors: Kent Anderson Butler, MFA;

David Carlson, MFA; G. James Daichendt, Ed.D.;

Guy Kinnear, MFA; Rebecca Roe, MFA; Melanie Weaver, MFA

Assistant Professor: Amy E. Day, MFA

Department of Global Studies, Sociology, and TESOL

Chair and Professor: Richard Robison, Ph.D.

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

Associate Professor: Viv Grigg, Ph.D.

Lecturers (part time): Denzil Barnett, M.A.; Tasha Bleistein, M.A.;

Michael Chamberlain, M.A.; Daniel Choi, Ph.D.; Elizabeth Fang, M.A.;

Cassandra Fawcett, M.A.; Lynn Santoro-Harvey, M.A.;

Abigail Kleier, M.A.; Carolyn Kristjansson, Ph.D.;

Stephanie Sanford, M.A.; Don Snow, Ph.D.;

Jennifer Thomas, M.A.; Francis Wu, Ph.D.

Introduction

Azusa Pacific University's College of Liberal Arts and Sciences, commonly referred to as CLAS, offers academic programs in the arts, humanities, social sciences, and natural sciences. It includes 11 academic departments, with nearly 120 full-time faculty offering 26 undergraduate majors and an accelerated undergraduate degree program in computer science. The college also houses four centers (the Learning Enrichment Center, the Writing Center, the Math Center, and the Center for Research in Science), along with two programs (Humanities and Liberal Studies/Undergraduate K-8), and the American Language and Culture Institute (ALCI). CLAS also houses the yearbook, student newspaper, forensics program, drama program, and campus radio station.

CLAS offers graduate programs in fine arts, transformational urban leadership, and TESOL, including a TESOL or TEFL certificate and a Master of Arts in TESOL offered online, on campus, or field based.

Center for Research in Science

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

Department of Art

Faculty

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

Associate Professors: Kent Anderson Butler, MFA;
David Carlson, MFA; G. James Daichendt, Ed.D.;

Guy Kinnear, MFA; Rebecca Roe, MFA; Melanie Weaver, MFA

Assistant Professor: Amy E. Day, MFA

To view a complete list of APU's art faculty,
visit www.apu.edu/clas/art/faculty/.

Program Offered

- Master of Fine Arts in Visual Art

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The Department of Art is accredited by the National Association of Schools of Art and Design (NASAD).

For more detailed information about the Department of Art, please visit www.apu.edu/clas/art/.

Master of Fine Arts in Visual Art

Program Director
William Catling, MFA
(626) 387-5726
bcatling@apu.edu

This MFA Program helps graduate art students integrate the essential elements of the Christian faith into their lives, while developing a community among faculty and students.

Mission Statement

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 a reflector of the creative and transformative nature of God.

Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change.

Program Format

APU's 37-month MFA Program accommodates the working artist/educator by offering a program that requires students to be on campus for only four consecutive Julys and one weekend in January for three years. During the one month on campus, students advance with the same cohort for the MFA Program duration, learning and growing together. Additionally, during this on-site time, students partner with MFA professors, visiting artists, and speakers who serve as artist mentors, pushing and encouraging students to explore and develop beyond their current aesthetic and stylistic positions.

Individual studio time comprises an essential aspect of the program and offers the opportunity to retreat and augment on-campus interaction (e.g., classroom instruction, guest lectures, peer reviews, mentor direction, and critiques) and emerge with a cohesive and thoughtful perspective on art and faith. Through the consistency that studio time provides, students cultivate the discipline that lays the ground work for excellence and inspiration. Ultimately, students graduate as artists who naturally integrate their art-making with the major facets of their lives.

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

Admission

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

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

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

Additional Requirements

Students must complete at least 33 semester units in residence at Azusa Pacific University, as described in the following Program of Study. Courses are scheduled so that the program can be completed during four summers. Classes, critiques, and workshops are held throughout the day and evening for four weeks in July and one weekend in January. A maximum of eight years is allowed for the completion of the degree.

Both the MFA July Summer Session and the MFA January Residency Session are required with no exceptions.

The Master of Fine Arts in Visual Art Program administers a probation system in addition to the university's policy on probation and dismissal. See the department's handbook for specifics.

Master of Fine Arts in Visual Art Program of Study: Low-Residency/Four-Summer Program

Year I		17 units
Summer		
ART 501	Integration: Theory and Practice I	2
ART 510	Introduction to Graduate Studies/ Critical Issues in Art I	2
ART 530	Graduate Studio: Special Topics I	2
ART 580	Critique	1
Fall		
ART 590	Independent Studio	5
Spring		
ART 581	Critique	1
ART 591	Independent Studio	4
Year II		17 units
Summer		
ART 502	Integration: Theory and Practice II	2
ART 520	Critical Issues in Art II	2
ART 540	Graduate Studio: Special Topics II	2
ART 582	Critique	1
Fall		
ART 592	Independent Studio	5
Spring		
ART 583	Critique	1
ART 593	Independent Studio	4
Year III		17 units
Summer		
ART 584	Critique	1
ART 601	Integration: Theory and Practice III	2
ART 610	Critical Issues in Art III	2
ART 690	Creative Work Project	2
Fall		
ART 594	Independent Studio	5
Spring		
ART 585	Critique	1
ART 595	Independent Studio	4
Year IV		9 units
Summer		
ART 602	Integration: Theory and Practice IV	3
ART 620	Critical Issues in Art IV	3
ART 695	Exhibition Preparation	3
Total		60 units

Course Descriptions

ART 501 Integration: Theory and Practice I (2)

This seminar course stimulates students' thinking regarding the relationship between the life of art making and the personal development of faith issues.

ART 502 Integration: Theory and Practice II (2)

In this second-semester course, students write a comprehensive artist's statement reflecting both artistic issues and faith concerns. It forms the basis for future renditions, wall statements, and concept statements for proposed projects.

ART 510 Introduction to Graduate Studies/Critical Issues in Art I (2)

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 520 Critical Issues in Art II (2)

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 525 Professional Practice (3)

This seminar course discusses the intricacies and responsibilities of the professional artist as students prepare their portfolios.

ART 530 Graduate Studio: Special Topics I (2)

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 540 Graduate Studio: Special Topics II (2)

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 545 Directed Experience (3)

This course requires one semester of field experience, either as a teaching assistant for a member of the studio faculty or as an intern in an arts-related organization. Discussion addresses the growing number of roles in which artists often participate in addition to or in conjunction with art making. The class includes meetings in a seminar format.

ART 580 Critique (1)

This critique course is to be taken the first term in residence and consists of in-depth processing of the artist's work. Both student and faculty evaluation are the primary content of the class.

ART 581 Critique (1)

This second critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 580 and ART 590*

ART 582 Critique (1)

This third critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 581 and ART 591*

ART 583 Critique (1)

This fourth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 582 and ART 592*

ART 584 Critique (1)

This fifth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 583 and ART 593*

ART 585 Critique (1)

This sixth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class. *Prerequisites: ART 584 and ART 594*

ART 590 Independent Studio (5)

This independent studio course is required following the first term in residence. A faculty mentor is selected to supervise the development of the student's work. *Prerequisite: ART 580*

ART 591 Independent Studio (4)

This is the second required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 581 and ART 590*

ART 592 Independent Studio (5)

This is the third required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 582 and ART 591*

ART 593 Independent Studio (4)

This is the fourth required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 583 and ART 592*

ART 594 Independent Studio (5)

This is the fifth required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 584 and ART 593*

ART 595 Independent Studio (4)

This is the final required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work. *Prerequisites: ART 585 and ART 594*

ART 601 Integration: Theory and Practice III (2)

This thesis course encourages and trains students to write about art and faith through the development of critical writing skills essential to drafting successful grant applications, and foundational to the larger literary demands of an artist's career.

ART 602 Integration: Theory and Practice IV (3)

This culminating seminar course allows students to articulate the philosophical basis for their life's work as artists with a spiritual understanding and how they plan to interact with the contemporary art world.

ART 610 Critical Issues in Art III (2)

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 620 Critical Issues in Art IV (3)

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 630 Graduate Studio III (3)

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 640 Graduate Studio IV (3)

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 690 Creative Work Project (2)

Students use this course for the creation or completion of the culminating body of art, while engaging in regular critique with their graduate committee.

ART 695 Exhibition Preparation (3)

Under the direction of the graduate art faculty, students plan, publicize, and install their graduate exhibition. The course focuses on exhibition design, execution, and documentation.

Department of Global Studies, Sociology, and TESOL

Faculty

Chair and Professor: Richard Robison, Ph.D.

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

Associate Professor: Viv Grigg, Ph.D.

*Lecturers (part time): Denzil Barnett, M.A.; Tasha Bleistein, M.A.;
Michael Chamberlain, M.A.; Daniel Choi, Ph.D.; Elizabeth Fang, M.A.;
Cassandra Fawcett, M.A.; Lynn Santoro-Harvey, M.A.;
Abigail Kleier, M.A.; Carolyn Kristjansson, Ph.D.;
Stephanie Sanford, M.A.; Don Snow, Ph.D.;
Jennifer Thomas, M.A.; Francis Wu, Ph.D.*

Programs Offered

- Master of Arts in Teaching English to Speakers of Other Languages (TESOL): On Campus, Field Based, and Online
- TESOL Certificate (18 units)
- TEFL Certificate (6 units)
- Master of Arts in Transformational Urban Leadership (MATUL)

Accreditation

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

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

Admission

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

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

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

Master of Arts in TESOL, Certificate in TESOL, and TEFL Certificate

Teaching English to Speakers of Other Languages

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

The 6-unit TEFL certificate is designed for students who seek minimal qualifications to teach English abroad. The 18-unit Certificate in TESOL Program is designed for post-baccalaureate students who desire more specialized skills in TESOL but do not wish to pursue the entire graduate degree.

Mission Statement for TESOL Programs

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

Corequisites

1. For the M.A., prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also establish proficiency via an exam.
2. All students graduating from non-English speaking institutions must satisfy the "English Proficiency Requirements" in the "Graduate Admission to the University" section of this catalog. In addition, the following scores on the Internet-based TOEFL are required for admission to the Online or Field-based TESOL programs.

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

M.A. in TESOL/Certificate in TESOL/TEFL Certificate On-campus Programs

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

Program Coordinator: (626) 815-3844

Requirements for the On-campus Master of Arts in TESOL

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

Required Courses	27 units
TESL 505 Second-language Acquisition	3
TESL 515 Teaching English Grammar	3
TESL 525 Teaching English Pronunciation	3
TESL 545 Second-language Pedagogy I*	3
TESL 550 Second-language Pedagogy II	3
TESL 557 Reflective Teaching*	3
TESL 560 Language Program Design	3
TESL 570 Second-language Assessment	3

Select one of the following:

TESL 530 Intercultural Communication and Language Teaching	3
TESL 535 Sociolinguistics and Language Teaching	3

*Required course for the TEFL Certificate

Elective Courses	9 units
<i>Students select three courses from a variety of electives. Options include:</i>	
TESL 509 Special Topics in TESOL	1-3
TESL 537 Critical Perspectives on Christianity and ELT	3
TESL 548 Teaching EFL with Children	3
TESL 589 Research Methods in TESOL	3
TESL 590 Thesis Preparation	3
TESL 599 Readings in TESOL	1-3
Total	36 units

Professional Development

Students are required to provide evidence of the following prior to completion of the program:

1. Membership in a professional organization for teachers of English as a second or foreign language, such as TESOL (Teachers of English to Speakers of Other Languages) or IATEFL (International Association of Teachers of English as a Foreign Language)
2. Attendance at a national, state, or regional conference sponsored by one of these organizations

Thesis or Comprehensive Examinations

Students may choose either to take comprehensive examinations or to write a thesis to complete the program. Students who choose to write a thesis must enroll in TESL 589 Research Methods in TESOL, or a comparable course in research methods, as one of their electives; most will also enroll in TESL 590 Thesis Preparation as their second elective. After completing the thesis, students must provide an oral defense. Students who opt to finish the program by coursework take both oral and written comprehensive examinations.

Time Requirements

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

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

Requirements for the Certificate in TESOL

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

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

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

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

M.A. in TESOL/Certificate in TESOL/TEFL Certificate Field-based Programs

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

The TESOL Field-based Program offers in-service teachers the opportunity to earn either an 18-unit certificate or a 36-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) while teaching abroad. A 40-percent tuition discount applies.

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

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

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

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

*TESL 537 and 557 are online courses. In lieu of face-to-face instruction, students engage in weekly interaction with their peers and instructor online for four months.

**TESL 537 is an elective and may be replaced with a course that is transferred in from an MA/TESOL program at an accredited university.

***TESL 545 and 557 are required for the TEFL Certificate.

Required Courses for the Field-based Certificate in TESOL

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

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

M.A. in TESOL/TEFL Certificate Online Programs

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

Program Coordinator: (626) 815-3844

In the online program, students can complete coursework for the 36-unit M.A. in TESOL degree in one and a half years via online delivery from anywhere in the world. Students take one course at a time, five weeks in length, with a week break between each course.

Students complete each course sequentially in a cohort model, which provides participants a community of learners with a diversity of experiences. Students are encouraged to travel to the international TESOL convention to meet their cohort and professors face to face. If they are unable to meet at the annual TESOL convention with their cohort, they may attend a local conference on their own and submit proof of attendance.

Time Requirements

The online program is offered in 17-week terms, each term consisting of three consecutive five-week courses. Students can complete the entire program in approximately one and a half years.

Other Requirements

In addition to the co-requisites on page 57, students must submit proof of attendance at a TESOL-related conference. Students must also have a computer, reliable online access, and an email account. Prior to graduation, students must complete an online portfolio that displays selected student work completed during the program and provides evidence that the student has met and reflected upon each of 15 competencies required in the field of TESOL. The 15 competencies are reviewed in TESL 501 where students begin to construct their online portfolios. Students complete their portfolios in the final course and then submit them for review. The program director and selected faculty members evaluate each portfolio at the end of the program and either suggest specific revisions or approve the portfolio during the final course, TESL 580 TESOL Portfolio.

Required Courses for the Online Master of Arts in TESOL

Fall Term		
TESL 545	Second-language Pedagogy I*	3
TESL 557	Reflective Teaching*	3
TESL 550	Second-language Pedagogy II	3
Spring Term		
TESL 505	Second-language Acquisition	3
TESL 530	Intercultural Communication and Language Teaching	3
TESL 537	Critical Perspectives of Christianity and ELT**	3

Summer Term

TESL 515	Teaching English Grammar	3
TESL 501	Language Learning through Technology	3

Fall Term

TESL 525	Teaching English Pronunciation	3
TESL 560	Language Program Design	3
TESL 570	Second-language Assessment	3

Spring Term

TESL 580	TESOL Portfolio	3
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*Required courses for the six-unit TEFL certificate

**TESL 537 is an elective and may be replaced with an approved course transferred from an accredited M.A. program.

Course Descriptions

TESOL

TESL 500 English for Internationals (3)

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

TESL 501 Language Learning through Technology (3)

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation and create an online portfolio template which they develop later to demonstrate acquisition of the required TESOL competencies. *Offered only in online program.*

TESL 503 Language and Culture Learning (3)

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. *(This course is offered in the field-based program only.)*

TESL 505 Second-language Acquisition (3)

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

TESL 509 Special Topics in TESOL (1-3)

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

TESL 515 Teaching English Grammar (3)

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

TESL 525 Teaching English Pronunciation (3)

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

TESL 530 Intercultural Communication and Language Teaching (3)

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

TESL 535 Sociolinguistics and Language Teaching (3)

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

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

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

TESL 545 Second-language Pedagogy I (3)

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

TESL 548 Teaching EFL with Children (3)

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

TESL 550 Second-language Pedagogy II (3)

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

TESL 557 Reflective Teaching (3)

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

TESL 560 Language Program Design (3)

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

TESL 570 Second-Language Assessment (3)

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

TESL 580 TESOL Portfolio (3)

This course supports students in completing their professional portfolio, which contains evidence of the 15 competencies upon which the program is built. *Prerequisite: Completion of all required courses in the M.A. TESOL program*

TESL 589 Research Methods in TESOL (3)

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

TESL 590 Thesis Preparation (3)

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

TESL 595A Action Research Project (2)

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

TESL 595B Action Research Project (1)

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

TESL 599 Readings in TESOL (1-3)

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

Master of Arts in Transformational Urban Leadership (MATUL)

International Director: Viv Grigg, Ph.D.
(626) 812-3046, vgrigg@apu.edu

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

The M.A. in Transformational Urban Leadership (MATUL) degree program includes two and a half years of residence with the urban poor, study with senior leaders of urban poor movements in church growth, urban spirituality and entrepreneurship, and supervised internships in specialist community development areas including advocacy, land rights, community health care, small business development, educational center development, and service to marginalized populations (e.g., sex workers or street children).

The entirely overseas-based degree program is co-sponsored by entrepreneurial institutions on four continents (Asia, Africa, Latin America, and North America). APU-enrolled students (both U.S. citizens and foreigners) complete coursework side-by-side with "national" (e.g., Indian, Filipino) leaders enrolled through the partner institution.

Mission Statement for MATUL Program

The MATUL may be the only global program focused on religious and social transformative movements among the one billion living in slums and shantytowns. Its goal is the training of leaders in entrepreneurial multiplication of grassroots initiatives (evangelism, churches, community and advocacy organizations) which instill hope, bring family transformation, set free those trapped in poverty and sin, create jobs, establish educational centers, initiate advocacy for land and justice, improve community health care, and promote sound planning policies.

Distinctive Features of the APU MATUL Partnership:

Overseas-based – Students are expected during the spring to relocate to partner program sites, find housing with local families of urban poor churches in or adjacent to slum communities, and begin intensive language learning three-four months prior to commencing formal coursework through the hosting institution.

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

Holistic and Blended Delivery – Courses balance a quadruplet of transformative action, social analysis, character and spiritual development, and theological reflection. Global literature and resources are accessible online complemented by local literature, extensive topical discussion and problem solving take place face to face with faculty and national leader-students in classroom modules, and character and skills development occur through mentoring by practitioners in the larger community.

Field Support – The challenge of living and learning in distressed environments is balanced with a high level of practical support. Students live with families from supportive faith communities and regularly participate in retreats together under the direction of an assigned field supervisor.

Admission Requirements

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

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

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

Applicants for the MATUL Program must submit the following:

- Evidence of substantial urban ministry experience
- Evidence of academic capacity and personal maturity for graduate field study in resource-poor communities as communicated through GPA, personal references (one academic reference and one pastoral reference), and the applicant's spiritual autobiography
- Evidence of sufficient oral proficiency in the field language (e.g., Tamil, Tagalog) to interact with community members through fieldwork and professional service activities (Students fulfill this final admissions requirement at their field site after three-four months of intensive language study and practice and passing an ACTFL proficiency exam in the local language at the high beginning level.)
- Evidence of sufficient English written and oral ability to make progress in the degree program. For native speakers of languages other than English, this requirement is fulfilled either by (a) submitting a test score of the Test of English as a Foreign Language (TOEFL) taken within the past five years (with a minimum score of 587 on the paper test, 240 on the computer test, or 94 on the Internet-based test) or the International English Language Testing System (IELTS) Academic Format taken within the past five years (with a minimum score of 6.0), or (b) by submitting a university transcript that demonstrates successful study at an English-medium university for at least four years prior to applying to APU.
- APU graduate application form with application fee attached

Required Courses for the MATUL Program

Core Courses

TUL 500	Writings, Reign, and Urban Reality	3
TUL 505	Language and Culture Learning	6
TUL 520	Urban Spirituality	3
TUL 530	Building Faith Communities	3
TUL 540	Urban Reality and Theology	3
TUL 620	Leadership in Urban Movements	3
TUL 630	Community Transformation	3
TUL 640	Entrepreneurial and Organizational Leadership	3
TUL 670	Integration Seminar (Capstone Project)	3

Internship Courses

TUL 550	Service to the Marginalized	3
TUL 555	Educational Centre Development	3
TUL 560	Theology and Practice of Community Economics	3
TUL 650	Primary Health Care	3
TUL 655	Advocacy and the Urban Environment	3

Total **45 units**

Course Descriptions

MATUL

TUL 500 Writings, Reign, and Urban Reality (3)

This course relates the biblical motif of the Kingdom of God to issues of leadership development in resource-poor urban communities.

TUL 505 Language and Culture Learning (6)

This course guides students in acquiring the knowledge and skills for independent language and culture learning within urban-poor communities.

TUL 520 Urban Spirituality (3)

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

TUL 530 Building Faith Communities (3)

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

TUL 540 Urban Reality and Theology (3)

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

TUL 550 Service to the Marginalized (3)

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

TUL 555 Educational Center Development (3)

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

TUL 560 Theology and Practice of Community Economics (3)

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

TUL 620 Leadership in Urban Movements (3)

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

TUL 630 Community Transformation (3)

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

TUL 640 Entrepreneurial and Organizational Leadership (3)

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

TUL 650 Primary Health Care (3)

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

TUL 655 Advocacy and the Urban Environment (3)

Students examine the relations between urban poor communities, the land, and broader environmental problems including natural disasters. Fieldwork focuses on advocacy for adequate housing, infrastructure services, and effective disaster response.

TUL 670 Integration Seminar (Capstone Project) (3)

Students apply analytic frameworks and practical skills acquired through the program to an investigation of a specific issue on behalf of a community organization. Qualitative research methods are used to gather and organize pertinent information, culminating in the writing and oral presentation of a professional report that involves local residents in specific improvement efforts.

SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

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School of Behavioral and Applied Sciences

Faculty

Interim Dean and Professor Emerita: Rosemary M. Liegler, Ph.D.
Associate Dean and Professor: Stephanie Juillerat, Ph.D.

Department of Leadership and College Student Development

Chair, Department of Leadership and College Student Development;
Program Director, M.A. in Leadership; and Associate Professor:
Anita Fitzgerald Henck, Ph.D.

Director of Student Services, Leadership Programs:
Peggy Hunker, M.A.

Program Director, M.A. in Global Leadership: (Vacant)

Program Director, College Counseling and Student Development;
and Associate Professor: Sharyn Slavin Miller, Ph.D.

Professors: Gary Lemaster, Ph.D.; Carol Lundberg, Ph.D.;
Dave McIntire, Ed.D.

Associate Professor: Mari Luna De La Rosa, Ph.D.

Assistant Professor: Paul Kaak, Ph.D.

Affiliated University Faculty

Professor: Jim J. Adams, Ed.D.

Associate Professor: Mark Dickerson, J.D., Ph.D.

Assistant Professor: Shawna Lafreniere, Ph.D.

Department of Doctoral Higher Education

Chair, Department of Doctoral Higher Education;
and Professor: Laurie Schreiner, Ph.D.

Professors: Alexander Jun, Ph.D.; Karen Longman, Ph.D.

Associate Professor: Eileen Hulme, Ph.D.

Lecturer (part time): Dennis Sheridan, Ph.D., Ed.D.

Department of Graduate Psychology

Chair, Department of Graduate Psychology;
Director, Psy.D. Program; and Associate Professor:
Robert Welsh, Ph.D., ABPP

Director of Clinical Training (Psy.D. Practicum); and Professor:
Sheryn T. Scott, Ph.D.

Director, M.A. Program; and Assistant Professor:
Vicki Ewing, M.A., M.F.T.

Director, San Diego M.A. Program; and Assistant Professor:
Aimee Vadnais, Psy.D., L.M.F.T.

Director of Clinical Training (Psy.D. Internship); and Associate Professor:
Marjorie Graham-Howard, Ph.D.

Director of Clinical Training (M.A.); and Assistant Professor:
Roberta Thomas, M.S., M.F.T.

Director of Clinical Training (San Diego M.A. Program);
and Lecturer: Rebecca Kenyon, Psy.D., M.F.T.

Executive Director, Community Counseling Center
and Pediatric Neurodevelopment Institute: Vacant

Professors: David Brokaw, Ph.D., ABPP; Marv Erisman, Ph.D.;
Kevin Reimer, Ph.D.; Theresa C. Tisdale, Ph.D.

Associate Professors: Joy Bustrum, Psy.D.; Stephen Cheung, Psy.D.;
Hollie Eaton, Psy.D.

Assistant Professors: Ted Scott Bledsoe, Psy.D.;
Charles Chege, Psy.D.

Department of Physical Therapy

Chair and Professor:

Michael Laymon, PT, DSc, O.C.S., CCD

Professors: Jerrold Petrofsky, Ph.D., JD; Susan Shore, PT, Ph.D.

Associate Professors: Wendy Chung, PT, DSc;

Michael Wong, PT, DPT, O.C.S.

Assistant Professor: Kathy Kumagai, PT, DPT, N.C.S., O.C.S.

Instructor: Grace Matsuda, PT

Lecturers: Mark Baker, PT, DPT, O.C.S.; Michael Holm, C.P.O.;

Dee Lily, PT, Ph.D.; Bruce Prins, Ph.D.; David A. Schneider, DC, PTA;

Jan Snell Kodat, PT, DSc, CNS; Jim Syms, PT, DSc, O.C.S.;

Dianne Whiting, PT, M.Div.

Department of Social Work

Department Co-chair; MSW Program Director; and Professor:

Katy Tangenberg, Ph.D., MSW

Director of Field Education, and Assistant Professor:

Kimberly Setterlund, MSW, L.C.S.W.

Director of Student Services, and Assistant Professor:

Karen Maynard, M.A.

Assistant Professors: Stephen Brown, Ed.D., MSW;

Catherine Miller, MSW, L.C.S.W.; Shaynah Neshama, Ph.D., MSW;

Olivia Sevilla, MSW, L.C.S.W.; Jeanie M. Thorndike, Ph.D., MSW

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

Introduction

The School of Behavioral and Applied Sciences (BAS) comprises 15 programs within six departments. The graduate departments include the Department of Graduate Psychology (Master of Arts in Clinical Psychology: Marriage and Family Therapy; Doctor of Psychology in Clinical Psychology: Family Psychology–Psy.D.), the Department of Leadership and College Student Development (Master of Science in College Counseling and Student Development; Master of Arts in Leadership; Master of Arts in Global Leadership); the Department of Doctoral Higher Education (Doctor of Philosophy in Higher Education–Ph.D.; Doctor of Education in Higher Education Leadership–Ed.D.), the Department of Physical Therapy (Master of Science in Human Physiology; Doctor of Physical Therapy–DPT; Transitional Doctor of Physical Therapy), and the Department of Social Work (Master of Social Work). Undergraduate programs are included in the Department of Exercise and Sport Science and the Department of Social Work.

Students pursuing careers in clinical psychology enroll in APU's Department of Graduate Psychology for its unique environment that fosters invaluable self-discovery and promotes extensive practical experience. The psychology degree programs prepare students for licensure with the state of California and offer an interdisciplinary approach to the field of psychology.

The Department of Leadership and College Student Development graduates earn key leadership roles in colleges and universities, churches, national and international mission and ministry organizations, government, business, health care, public service, and the nonprofit sector.

The Department of Doctoral Higher Education programs focus on preparing values-driven scholars and leaders to have a positive impact on student learning and social justice in higher education.

The Department of Physical Therapy graduates professionals with a solid generalist perspective of patient care in a variety of professional treatment settings and a strong foundation for post-professional specialization and lifelong learning.

The Department of Social Work offers the Master of Social Work for students seeking careers in settings such as foster care facilities, counseling centers, hospitals, schools, and other helping agencies that advocate for vulnerable populations and advance social justice.

All programs within the school carry a distinctly Christian perspective that challenges students both intellectually and spiritually while remaining flexible and student-oriented. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty, held both on APU's Azusa campus and in regionally located community centers.

Professional Accreditation

Professional programs in the School of Behavioral and Applied Sciences have earned the following accreditations:

- The APU Psy.D. Program is accredited by the American Psychological Association (APA)* Committee on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.
- The DPT Program is accredited by the Commission on Accreditation in Physical Therapy Education.
- The BSW is accredited by the Council on Social Work Education.
- The MSW Program has obtained Candidacy Status with the Council on Social Work Education.
- The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education.

*Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, D.C., 20002-4242, (202) 336-5979.

Campuses

Programs offered by the School of Behavioral and Applied Sciences may be taken on the Azusa campus located in Azusa, California, or at the regional center below. Check with the regional center for specific programs offered.

Orange County Regional Center

1915 Orangewood Ave., Ste. 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111
orangecounty@apu.edu

San Diego Regional Center

5353 Mission Center Rd., Ste. 300
San Diego, CA 92108-1306
(619) 718-9655
(877) 210-8839
sandiego@apu.edu

Support Services

The Community Counseling Center

The Community Counseling Center, a Christian-based counseling center, provides quality counseling and consulting services at a low cost to the community. Families utilize the center's resources, resolve life transition dilemmas, and find harmony between their values and actions. The center also enables students in APU's Clinical or Family Psychology programs to develop the necessary skills to become effective therapists and/or psychologists. Call (626) 815-5421.

The Pediatric Neurodevelopment Institute

The Pediatric Neurodevelopment Institute is a multidisciplinary diagnostic, treatment, and research center for children and adolescents with learning challenges, children and adolescents with emotional and behavioral difficulties, gifted children and adolescents, and those with special physical needs.

Students and faculty from APU's graduate programs in clinical and family psychology, physical therapy, nursing, social work, school psychology and special education provide interdisciplinary and research-based assessment and treatment through the institute. Call (626) 815-5421 or visit www.apu.edu/pni/.

Department of Leadership and College Student Development

Faculty

*Chair, Department of Leadership and College Student Development;
Program Director, M.A. in Leadership; and Associate Professor:
Anita Fitzgerald Henck, Ph.D.*

*Director of Student Services, Leadership Programs:
Peggy Hunker, M.A.*

Program Director, M.A. in Global Leadership: (Vacant)

*Program Director, College Counseling and Student Development;
and Associate Professor: Sharyn Slavin Miller, Ph.D.*

*Professors: Gary Lemaster, Ph.D.; Carol Lundberg, Ph.D.;
Dave McIntire, Ed.D.*

Associate Professor: Mari Luna De La Rosa, Ph.D.

Assistant Professor: Paul Kaak, Ph.D.

Affiliated University Faculty

Professor: Jim J. Adams, Ed.D.

Associate Professor: Mark Dickerson, J.D., Ph.D.

Assistant Professor: Shawna Lafreniere, Ph.D.

Programs Offered

- Master of Science in College Counseling and Student Development
- Master of Arts in Leadership: Leadership Development
- Master of Arts in Leadership: Leadership Studies
- Master of Arts in Leadership: Organizational Leadership
- Master of Arts in Global Leadership (formerly Operation Impact)

Accreditation

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

For more detailed information about the Department of College Student Development/Organizational Leadership, please visit www.apu.edu/bas/csdol/.

Admission

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

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

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

Master of Science in College Counseling and Student Development

**Program Director
Sharyn Slavin Miller, Ph.D.
sharynmiller@apu.edu**

The master's program in college counseling and student development (CCSD) focuses on developing student affairs professionals who can work effectively with college students at a diversity of institutions. The CCSD program encourages students to integrate their academic learning with their life experience in order to grow personally and professionally. The curriculum of the program is based on developing competence in 12 areas through academic coursework, internship experience, and research opportunities.

Mission Statement

The graduate program in College Student Affairs at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and scholar-students.

Program Delivery

The program is a two-year on-campus program for students attending graduate school full time. Classes are held on a weekly basis utilizing the university's nine-week term schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

Career Opportunities

Graduates from the M.S. program in college counseling and student development pursue career opportunities in residential life, career development, campus ministries, admissions, counseling, academic support services, student activities, student financial services, service learning, and many other co-curricular campus programs.

Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institutional types, this graduate program seeks to prepare student affairs educators who have a generalist perspective of the profession and who possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the graduate program, students should be able to demonstrate competence in these areas:

- A well-defined moral, ethical, and spiritual compass
- Visionary leadership
- Quality programming
- Assessment and evaluation
- Counseling and advising
- Budgeting and fiscal management
- Fostering student learning
- Legal and ethical issues
- Effective campus and community relationships
- Managing conflict and crisis
- Multicultural awareness, knowledge, and skills
- Technology

Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Three references: two faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language, must provide the minimum TOEFL score of 550/213.

Requirements

The College Counseling and Student Development Program consists of a total of 42 semester units of coursework. Of this total, at least 34 must be taken at APU. Up to 8 semester units of appropriate graduate work may be transferred into the program with department approval.

The coursework is divided into three major components: foundational studies, professional studies, and integration.

Foundational studies are those which explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assisting students in the assessment of their personal leadership skills. *Professional studies* are those which assist students in developing competencies in program design and evaluation, administration, counseling, and research. The *integration* of the theoretical and practical is provided through supervised experiences and the Capstone Project.

Foundational Studies		12 units
CSA 551	Introduction to College Student Affairs	3
CSA 567	The Role of Diversity in Student Affairs Practice	3
CSA 575	Quantitative Analysis in College Student Affairs	3
CSA 581	Foundations of Higher Education	3

Professional Studies		30 units
CSA 543	Legal and Ethical Issues in College Student Affairs	3
CSA 552	The Process of Adult Development	3
CSA 553	Administration in College Student Affairs	3
CSA 562	Today's College Students	3
CSA 563	Counseling: The Helping Relationship	3
CSA 571	Student Learning in the Cocurriculum	3
CSA 573	Career Counseling and Development	3
CSA 583	Counseling Issues and Practice	3
CSA 592	Program Evaluation in College Student Affairs	3
CSA 595	Capstone Project in College Student Affairs	3

Integration and Supervised Practice

- Capstone Project and Colloquium
- 600 hours of supervised field placement in two practice areas

Total **42 units**

Fieldwork

All students are required to complete a minimum of 600 hours of supervised fieldwork in student affairs practice in a college or university. This fieldwork must be completed in at least two distinct areas with at least 150 hours of supervised fieldwork in each.

Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the College Counseling and Student Development Program. A student who receives a graduate assistantship is required to enroll in 3 units of graduate coursework in the program each term. Graduate assistants are expected to work 600 hours over the academic year, for which they receive a stipend and a 50-percent tuition scholarship. Other assistantships are available at off-campus locations through fieldwork placements (see above).

Capstone Project

During the final semester, students are required to complete a professional portfolio which contains evidence of competence in 12 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

Course Descriptions

College Counseling and Student Development

CSA 543 Legal and Ethical Issues in College Student Affairs (3)

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

CSA 551 Introduction to College Student Affairs (3)

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CSA 552 The Process of Adult Development (3)

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

CSA 553 Administration in College Student Affairs (3)

Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

CSA 562 Today's College Students (3)

Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to assessment methods and policy/program implications.

CSA 563 Counseling: The Helping Relationship (3)

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques with culturally diverse populations as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CSA 567 The Role of Diversity in Student Affairs Practice (3)

This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations.

CSA 571 Student Learning in the Cocurriculum (3)

Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

CSA 573 Career Counseling and Development (3)

This course provides a comprehensive review of career theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling are emphasized. A focus on the relationship of career to other issues of counseling and development is addressed.

CSA 575 Quantitative Analysis in College Student Affairs (3)

Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CSA 592 Program Evaluation in College Student Affairs.

CSA 581 Foundations of Higher Education (3)

Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

CSA 583 Counseling Issues and Practice (3)

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to student populations, including prejudice, substance abuse, suicide, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CSA 592 Program Evaluation in College Student Affairs (3)

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

CSA 595 Capstone Project in College Student Affairs (3)

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CSA 598 Special Topics (3)

This course examines in depth a topic of current interest or need. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

CSA 599 Readings in College Student Affairs (3)

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

Master of Arts in Leadership

Department Chair and Program Director
Anita Fitzgerald Henck, Ph.D.
 (626) 815-5483
 ahenck@apu.edu

The Master of Arts in Leadership focuses on equipping individuals with the leadership skills they need for their lives, areas of community service, and chosen work environments. The program is interdisciplinary in scope, emphasizing foundational preparation through core courses, a select area of emphasis and study, and a culminating project giving evidence of their development in the field.

Mission Statement

The Master of Arts in Leadership at Azusa Pacific University offers current and emerging leaders a graduate degree by means of theoretically grounded and practically applied courses. The objective is to award degrees to adult participants who develop not only academically, but also in accordance with a set of comprehensive leadership competencies.

Areas of Emphasis

The M.A. in Leadership is designed for individuals in current leadership positions, those who aspire to be good leaders, and for students eager to engage in a more in-depth study of leadership. In choosing from one of the program's three areas of emphasis, students receive a focused leadership education in very precise and personal ways.

1. Leadership Development

The Leadership Development emphasis primarily focuses on emerging leaders looking for the preparation for leadership in current and future endeavors and/or those interested in learning how to create leadership development programs. The ability to embrace one's leadership identity, capitalize on strengths, and increase emotional intelligence are at the heart of leadership development. Such leaders also have a commitment and ability to develop others to make important contributions.

2. Organizational Leadership

The Organizational Leadership emphasis is designed to educate individuals who are currently in positions of leadership and seeking fresh tools to inspire and mobilize those they serve. Strategic communication, interpersonal conflict, working through teams to accomplish organizational goals, and accomplishing results in timely and meaningful ways are all tasks that are required of today's leaders. With an emphasis on organizational behavior, participants learn to view groups from a leadership perspective. This emphasis educates students about organizations, while capitalizing on the vast experiences that adults bring to the learning environment.

3. Leadership Studies

Among those who study leadership are those whose interest is primarily research-oriented. Students in the Leadership Studies emphasis are eager to research the dynamics of good leadership, the nature of effective leader-follower relationships, the broad theories that inform thinking about leadership, and the scholarly work that informs this knowledge. While not without practical applications, this track focuses on furnishing students with the interdisciplinary tools necessary for further studies in leadership. Admission is by permission of the program director in consultation with the faculty; typically, the application process begins after at least 9 units of coursework are completed in the program.

Requirements

Students pursuing the M.A. in Leadership must complete 36 units of coursework, including a capstone. Anytime after completing the first three core courses, students may select one of the three areas of emphasis to pursue. Students in the Leadership Development and Organizational Leadership emphases complete their program with a final Capstone Project; this allows students to work with their advisors to complete a portfolio demonstrating their work in competency areas or develop a project relating to their emphasis specialty. Admission to the Leadership Studies emphasis is by permission of the faculty (based on research and writing skills, as demonstrated in prior coursework) and concludes with a 6-unit thesis. Up to 6 units of appropriate coursework may be transferred into the program by petition.

Competencies

The M.A. in Leadership equips students in a variety of life and work applications. Leadership is enhanced when professionals are systematically able to develop and expand their competencies. This program is committed to teaching to eight leadership competencies. These foci are taught in order to assist students in developing their level of performance in each of the following competency areas:

- Person of integrity and spirituality
- Mentor
- Strategist
- Change agent
- Educator
- Team builder
- Mobilizer
- Researcher

Program Requirements

Core Courses **18 units**

LDRS 501	Foundations of Leadership Theory	3
LDRS 502	Cornerstones of Christian Leadership	3
LDRS 503	Organizational Behavior for Leaders	3
LDRS 534	Leader as Agent of Change	3
LDRS 516	Leadership Development and Practice	3
LDRS 592	Research and Assessment Tools for Leaders	3

Emphases **9–12 units**

Organizational Leadership Emphasis classes:

LDRS 510	Creative and Collaborative Leadership	3
LDRS 542	Leading across Cultures	3
LDRS 561	Group and Conflict Issues for Leaders	3
LDRS 598	Special Topics (in organizational leadership)	3

Leadership Development Emphasis classes:

LDRS 510	Creative and Collaborative Leadership	3
LDRS 520	Understanding Vocation in a Changing World	3
LDRS 571	Leadership for a Learning Environment	3
LDRS 598	Special Topics (in leadership development)	3

Leadership Studies Emphasis classes:

LDRS 542	Leading Across Cultures	3
LDRS 545	Leadership from Interdisciplinary Perspectives	3
	Advanced graduate research methodology course	3

(quantitative or qualitative) to be arranged with the thesis advisor in consultation with the program director

Integration

LDRS 590	Thesis in Leadership (Leadership Studies Emphasis only)	6
LDRS 595	Capstone in Leadership (Organizational Leadership and Leadership Development emphases only)	3

Electives (one elective class for all emphases) **3 units**

Total **36 units**

Master of Arts in Global Leadership (formerly Operation Impact)

Department Chair and Program Director
Anita Fitzgerald Henck, Ph.D.
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ahenck@apu.edu

The Master of Arts in Global Leadership focuses on the individual nature of leadership and the character and qualities of personal leadership development in cross-cultural settings.

The program is designed for experienced professionals who hold positions of leadership or those looking to develop their leadership abilities. The nature of the degree is interdisciplinary, intercultural, international, and organizational with emphasis on personal leadership development in the context of a Christian worldview.

Mission Statement

The Master of Arts in Global Leadership at Azusa Pacific University offers current and emerging leaders a graduate degree by means of theoretically grounded and practically applied courses at multiple sites globally, supplemented by online distributed learning. The objective is to award degrees to adult participants who develop not only academically, but also in accordance with a set of comprehensive leadership competencies. This program provides continued educational support internationally to leaders of mission organizations, nongovernment organizations, nonprofit enterprises, and government enterprises.

The program consists of one- or two-week intensives held throughout the year, but primarily May through August, during which a student enrolls in up to four courses. The intensive sessions are followed by semester-long study projects in the fall and spring semesters. These are defined for each course with professors via email and online, utilizing the Internet including the APU library resources. These projects, like the classes themselves, supplement each student's professional responsibilities.

Contact the department for the list of courses offered in each country, (626) 387-5754.

Program Requirements

Foundational Studies		15 units*
GLDR 501	Foundations of Personal Leadership Development	3
GLDR 591	Organizational Behavior and Development	3
LDRS 529	Ethics in a Changing Organizational Environment	3
LDRS 561	Group and Conflict Issues in Leadership	3
LDRS 592	Program Evaluation and Research Methods in Leadership Studies	3
Professional Studies		15-18 units*/^
GLDR 500	Academic Writing Skills	3
GLDR 516	Mentoring and Developing Leaders for the Future	3
GLDR 552	Adult Development	3
GLDR 563	Counseling and Coaching Skills for Leaders	3
GLDR 574	Servant Leadership	3
LDRS 510	Creative and Collaborative Leadership	3
LDRS 520	Understanding Vocation in a Changing World	3
LDRS 534	Leader as an Agent of Change	3
LDRS 542	Leading across Cultures	3
LDRS 571	Instructional Design and Training Strategies for Leaders	3
LDRS 597	Current Issues in Leadership	3
LDRS 598	Special Topics	3
LDRS 599	Readings in Leadership Studies	1-3
Integration		
LDRS 595	Capstone in Leadership	3 or 6^
Total		36 units

*The specific unit requirements for the foundational and professional studies sections do not apply to the former Operation Impact program.

^ On-campus program: 21 professional studies units plus LDRS 595 for 3 units

Course Descriptions

Global Leadership

GLDR 500 Academic Writing Skills (3)

This course improves the academic writing skills of students who intend to pursue graduate work in the M.A. in Global Leadership Program. Students attain knowledge, skills, and awareness of various writing tasks, including summaries, critiques (book and/or article reviews), data commentaries, and research papers. In addition to analyzing various forms of academic writing, students also focus on discourse-level and sentence-level mechanics, vocabulary, and grammar structures. Students also learn to adhere to APA formatting while avoiding unintentional plagiarism. Pre-writing, drafting, and revising are addressed through interactive exercises such as interviews and peer editing. To the extent possible, assignments are tied to the students' graduate coursework. *For M.A. in Global Leadership students only.*

GLDR 501 Foundations of Personal Leadership Development (3)

This course encourages students to become aware of, understand, and accept themselves and others as whole persons with potential. It provides an opportunity to develop one's personal philosophy of wellness related to the body, mind, and spirit; recognize the concepts and diversity of wellness; and incorporate one's philosophy and knowledge as a wellness agent within organizational and leadership roles to facilitate wholeness in others.

GLDR 516 Mentoring and Developing Leaders for the Future (3)

This course focuses on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs are presented. Mentoring and empowerment concepts lead to real-life applications of these skills.

GLDR 552 Adult Development (3)

This course provides an examination of selected theories of adult development in the context of organizational leadership. Utilizing a multidisciplinary approach, the developmental issues that individuals confront in the workplace are analyzed and accessed from a theoretical perspective, and programs and approaches to address these issues are designed. Relevant tools for assessment and evaluation of individuals, groups, and organizations are introduced.

GLDR 563 Counseling and Coaching Skills for Leaders (3)

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques (with culturally diverse populations) and coaching roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

GLDR 574 Servant Leadership (3)

This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values.

GLDR 591 Organizational Behavior and Development (3)

Students undertake an investigation of the effective functioning of individuals and groups within organizational cultures. Emphasis is on applying conceptual knowledge to major organizational challenges and issues such as productivity, motivation, conflict, decision making, job stress and satisfaction, task accomplishment and accountability, and leadership and organizational development and change.

GLDR 595 Capstone Project in Leadership (3 or 6)

Field research enables learners to identify, develop, and study an area of interest. The study involves problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc.; and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program. *The former Operation Impact program allows 3- or 6-unit Capstone Projects. On-campus program allows only 3-unit Capstone Projects.*

Leadership

LDRS 501 Foundations of Leadership Theory (3)

This course provides a conceptual and practical survey of predominant leadership theories providing students with opportunities for critical reflection and application. A focus is given to transformational theories of leadership and application is made to the M.A. in Leadership core competencies.

LDRS 502 Cornerstones of Christian Leadership (3)

This course utilizes APU's four cornerstones to discuss leadership from the Christian tradition. Students look at the example of Jesus, the ultimate servant leader, and how His followers through history have both succeeded and failed in following His example. Through probing into how Christian scholars have written about and understood leadership, as well as seeking to show that the goal of Christian leadership is to serve God and the common good of humanity, students gain a faith-based benchmark for further studies in leadership.

LDRS 503 Organizational Behavior (3)

This course investigates the effective functioning of individuals and groups within organizational settings. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. This course applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. The focus of the course includes organizational communication, as well as the attitudinal and behavioral implications for leaders.

LDRS 510 Creative and Collaborative Leadership (3)

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

LDRS 516 Leadership Development and Practice (3)

This course emphasizes the process of leadership development from a transformational perspective. Students consider both their personal growth and the dynamic mechanisms necessary for facilitating the development of others. Emphasis is on the issues and challenges of creating a lifelong learning mindset individually and organizationally, mentoring strategies, team building, developing effective followers, and designing career development systems. This course provides the opportunity for application through a practicum assignment.

LDRS 520 Understanding Vocation in a Changing World (3)

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his/her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

LDRS 529 Ethics in a Changing Organizational Environment (3)

This course raises the student's moral recognition level, provides a process for making moral decisions in an organizational context, and considers ethical problems according to Christian principles. Moreover, this course explores the role of ethics in the study of leadership on both the personal and theoretical levels.

LDRS 534 Leader as Agent of Change (3)

This course looks at the leader as an agent of change through three lenses: self examination, change theory, and organizational culture. Each is assessed in light of implications for those involved in the change initiative. Special attention will be given to the transformational change that takes place for leaders and followers when the call for change occurs. Application is made to organizations, informal networks, temporary situations, and other social contexts.

LDRS 542 Leading across Cultures (3)

In a world of diversity, both locally and globally, leaders need the knowledge and skills for cultural awareness, sensitivity, and effectiveness. While maintaining their national identity, 21st century leaders must also require intercultural competencies and knowledge of how leadership plays out in various cosmopolitan settings. This course introduces theories of ethno-leadership and models for leading across cultures. Students learn to discern the values that underlying ethnic, tribal, and community behaviors—a crucial task for effective leadership in diverse contexts.

LDRS 545 Leadership from Interdisciplinary Perspectives (3)

In this course, students pursue knowledge of leadership by researching it through various academic disciplines, multiple contexts of practice, and diverse perspectives through which leadership can be explained. These can include history, psychology, classic literature, education, the arts, and the sciences.

LDRS 561 Group and Conflict Issues in Leadership (3)

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

LDRS 571 Leadership for a Learning Environment (3)

This course looks at the leader's role in designing and implementing effective learning strategies and effective methods for educating adults. Emphasis is given to the creation of programs that focus on learning styles, discussion-oriented teaching, inspiring presentation skills, and results-oriented outcomes. During the course, students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

LDRS 590 Thesis in Leadership (6)

This course partners a student researcher with a qualified committee for a directed study focused on preparing a master's thesis in leadership. Students will identify a worthy topic, shape a compelling proposal, design an appropriate study, and complete data analysis and findings. Requires permission of department chair. *Prerequisites: LDRS 501, 502, 503, 516, 534, 545, 592, and three units of advanced graduate research methodology (quantitative or qualitative) to be arranged with the thesis advisor in consultation with the program director*

LDRS 592 Research and Assessment Tools for Leaders (3)

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in leadership settings, focusing on literature-based review, needs assessment, survey development, and understanding data. Introductions to basic statistical (quantitative research) and basic interview analysis (qualitative research) is given. Students planning to conduct original research for their capstone project are required to focus on one data analysis process as part of their course enrollment.

LDRS 597 Current Issues in Leadership (3)

Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership Program.

LDRS 598 Special Topics (3)

In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

LDRS 599 Readings in Leadership Studies (1–3)

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Department of Doctoral Higher Education

Faculty

*Chair, Department of Doctoral Higher Education;
and Professor: Laurie Schreiner, Ph.D.*

Professors: Alexander Jun, Ph.D.; Karen Longman, Ph.D.

Associate Professor: Eileen Hulme, Ph.D.

Lecturer (part time): Dennis Sheridan, Ph.D., Ed.D.

Introduction

The doctoral programs in higher education employ a cohort model that involves twice-yearly visits to the Azusa campus for two weeks in early January and two weeks in July. The **Ph.D. in Higher Education** prepares graduates for positions as faculty, researchers, and academic leaders who are able to conduct original research as well as interpret and communicate the results of that research through their writing, teaching, and leadership. The **Ed.D. in Higher Education Leadership** prepares graduates for leadership roles in colleges and universities, especially in student development, academic support services, and administration.

Programs Offered

- Doctor of Education in Higher Education Leadership
- Doctor of Philosophy in Higher Education

Accreditation

- The doctoral programs in higher education are accredited by the Western Association of Schools and Colleges (WASC).

For more detailed information about the Department of Doctoral higher Education, please visit www.apu.edu/bas/highered/.

Doctoral Programs in Higher Education

Department Chair: Laurie Schreiner, Ph.D.
(626) 815-5349
lschreiner@apu.edu

APU's doctoral programs in higher education produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education. The department offers two degrees: the Doctor of Philosophy (Ph.D.) in Higher Education and the Doctor of Education (Ed.D.) in Higher Education Leadership. The Ph.D. emphasizes research that makes a difference to the field of higher education; the Ed.D. emphasizes leadership development that makes a difference at the institutional level.

Both degrees assume the student already holds a master's degree in a field related to higher education. Because the program is geared for higher education professionals, all students are expected to be employed in a college or university setting and to have at least five years of experience in higher education or a closely related field.

Core Values of the Doctoral Programs in Higher Education

The doctoral programs in higher education are driven by these core values:

- A Christian worldview that enables students to become “big-picture thinkers” who are people of character and integrity
- A strengths-based perspective on learning and leadership that encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings

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

- A belief that diversity is a strength that enhances learning for all
- A passion for learning and for learners of all ages
- A commitment to mentoring doctoral students academically, personally, and spiritually

Admission

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

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

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

Application Deadlines

Completed applications with all supporting documentation received by May 1 will receive priority consideration for July admission. For the Ph.D. program, the early applicant deadline is January 31 for priority consideration.

Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the candidate, discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant’s potential for success in higher education leadership.

Admission Decisions

Applicants must meet both the department and the university criteria for admission. Admission to the university is the first step in the process, but it does not guarantee admission to the doctoral program.

The department reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the program Admissions Committee specifies the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements may result in dismissal from the program.

Upon notification of admission, applicants have 60 days to confirm their intent to begin their doctoral studies at APU. The written confirmation should be delivered or emailed to the department chair, Laurie Schreiner, Ph.D., at lschreiner@apu.edu.

Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor; the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor’s role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor regularly; once the student selects a dissertation chair, that person assumes the role of faculty advisor.

Transferring Units from Another Doctoral Program

Students in the Ed.D. program may transfer in up to 12 units from another regionally accredited doctoral program. Students in the Ph.D. program may transfer in up to 18 units of doctoral work from another regionally accredited university. Official transcripts and course descriptions must be submitted. The department chair will determine the courses that successfully transfer.

Computer Requirement

Students must bring a laptop computer to campus for all coursework. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services in the Graduate Center at (626) 815-4570.

Residence Requirement

Students must meet a residence requirement by completing a minimum of 36 units in the Ed.D. or Ph.D. program through APU.

Statistical Competency

Students admitted to the doctoral programs in higher education are expected to have completed a master’s level course in statistics and/or research design prior to admission. Students without this level of preparation are expected to meet with their advisor to design a plan to adequately prepare for doctoral-level statistics. In January of the first year of coursework, all students are expected to participate in a statistical review and diagnostic exam prior to entering the HED 744 Research Design and Statistics course. The fee for the review and exam is \$200.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate Student Financial Services located in the Graduate Center. Students are advised to contact that office early in the admissions process.

In addition, the department offers a limited number of academic merit and leadership scholarships to entering students whose admissions portfolios have provided evidence of such merit and/or leadership. These \$3,500 scholarships are awarded by faculty after reviewing the portfolio; no additional application is necessary. Continuing students are eligible to apply for academic scholarships beginning in their second year; the application process and forms are provided to students when they come to campus for classes each January.

The Ph.D. in Higher Education

Department Chair: Laurie Schreiner, Ph.D.
(626) 815-5349
lschreiner@apu.edu

The Ph.D. is a research degree consisting of 54 units of coursework plus dissertation. It primarily develops scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership. The dissertation for the Ph.D. must involve innovative research that extends the theoretical knowledge base of higher education policy and practice.

Mission Statement

The mission of the doctoral programs in higher education is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education. The Ph.D. program fulfills that mission by developing scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership.

Program Outcomes

Graduates of the Ph.D. in Higher Education are expected to:

- Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions.
- Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international level.
- Lead effectively, collaboratively, and with vision.
- Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.
- Foster optimal learning in the students they serve, through effective pedagogy and institutional practices that are learning-centered.
- Articulate and evaluate a Christian perspective on effective leadership in higher education.
- Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

Schedule

The Ph.D. in Higher Education requires students to complete their coursework on the Azusa campus in twice-yearly visits for two weeks each January and two weeks each July. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend the designated conferences and team meetings required of their research team.

Students are admitted to the program once a year with coursework beginning in July of the admission year.

Sequence of Courses

The Ph.D. has two concentrations: Organizational Leadership and Student Success. Because this program is designed in a cohort model, students take courses in January and July in a specified sequence as follows:

Year 1

July: HED 701 and 702

January: HED 727 and 744

Year 2

July: HED 721 and 760 (research seminar)

Student Success track takes HED 707 and 708

Organizational Leadership track takes HED 725

January: HED 742 and 760 (research seminar)

Student Success track takes HED 737

Organizational Leadership track takes HED 712

Year 3

July: HED 726, 745 or 746, 760 (research seminar), and electives

January: HED 704, 760 (research seminar), and 790

Student Success track takes HED 743 and an elective

Organizational Leadership track takes HED 728

Program of Study

The Ph.D. program requires 54 units beyond the master's degree, not including the required dissertation units. Most courses are 4 units, with some 2-unit courses. Some of the elective courses are offered in conjunction with travel to professional conferences or to international universities. The required research seminars each term meet between sessions, often in conjunction with professional conferences. Please read the complete course descriptions for more information.

Required Courses

40 units

HED 701	Strengths-oriented Leadership	4
HED 702	The Nature of Inquiry	4
HED 704	Ethical Issues in Higher Education	2
HED 721	Diversity and Social Justice in Higher Education	4
HED 726	Policy Analysis in Higher Education	2
HED 727	Introduction to U.S. Higher Education	4
HED 742	Qualitative Research Methods	4
HED 744	Research Design and Statistics	4
HED 745	Advanced Quantitative Methods	4
— or —		
HED 746	Advanced Qualitative Research	4
HED 760	Research Seminars	6
HED 790	Doctoral Seminar in Research Studies	2

Concentration Courses

10 units

Organizational Leadership		
HED 712	Leading Change in Higher Education	4
HED 725	Administration in Higher Education	4
HED 728	Policy and Politics	2
Student Success		
HED 707	Principles of Student Retention	2
HED 708	College Impact on Student Success	2
HED 737	Teaching and Learning in Higher Education	4
HED 743	Program Evaluation	2

Elective Courses

4 units

HED 719	Financing Higher Education	2
HED 723	Higher Education and the Law	2
HED 761	Strengths-oriented Research and Programming	2
HED 780	International Higher Education Policy	2
HED 798	Special Topics	2

Dissertation Courses

When students successfully complete the HED 790 seminar and begin dissertation work with their committee, they enroll in HED 794 for one semester (3 units) and then in HED 795 for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. These courses do not count toward the total unit requirement for the Ph.D. Continuous enrollment is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 790) through the completion of the dissertation (HED 794 and HED 795).

HED 794	Dissertation Research	3
HED 795	Dissertation Research	3

Independent Study

Students may take an Independent Study course to substitute for an elective course.

HED 799	Readings in Higher Education	1–3
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Once a student has completed all coursework for the degree, he or she may enroll in additional courses at half tuition.

Comprehensive Examinations

All students enrolled in the Ph.D. program in Higher Education must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. Normally, these exams are completed before enrolling in HED 790, the course where the dissertation proposal is written.

The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a Ph.D. in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, there are four key areas of the program's learning outcomes that are assessed via this process: (1) Ethical Issues, (2) Social Justice and Diversity, (3) Critical Issues in Higher Education, and (4) depending on a student's chosen concentration, either Teaching and Learning or Leadership and Change.

A **portfolio system** is utilized for the comprehensive exam process. The portfolio will be created by each Ph.D. student in consultation with his or her advisor and will contain the following:

- Signature assignments for Ethical Issues (from HED 704) and Social Justice and Diversity (from HED 721)

Signature assignments are completed in class then submitted as part of the portfolio, as evidence that competencies have been met in these two areas. Separate from the grade assigned to these assignments in class, an additional faculty member who is blind to the identity of the student will rate each signature assignment using a standardized rubric.

- Evidence of how the remaining two competencies have been met:

Critical Issues – Students may choose to (a) present a paper at a selective national conference such as ASHE, AERA, etc., with the conference proposal approved in advance by the faculty, (b) publish a research-based article in a higher education journal, or (c) take the Critical Issues exam.

Teaching/Learning or Leading Change –

Students may choose to (a) present a paper at a relevant national conference (International Leadership Association, Lilly Conference on Teaching and Learning, etc.), (b) publish a research-based article on the topic in a peer-reviewed journal (the journal may be any peer-reviewed journal as long as the focus is on the competency area and the target audience for the journal is higher education), or (c) take the exam.

Students are expected to work with their advisor to create a **proposal** for their competency portfolio to bring to the faculty by the end of their second year of coursework. Students would be expected to successfully complete the portfolio before defending their dissertation proposal.

The comprehensive exams are scheduled twice a year in April and October, to be completed electronically over a 10-day period. One competency is assessed each time: Critical Issues in Higher Education in October, Leadership and Change or Teaching and Learning in April. Students have two opportunities to pass all components of the examination. Two faculty members grade each question and students must pass all components of the exam before defending their dissertation proposal.

The Ed.D. in Higher Education Leadership

Department Chair: Laurie Schreiner, Ph.D.
(626) 815-5349
lschreiner@apu.edu

The Ed.D. in Higher Education Leadership is a 48-unit degree plus dissertation. It develops professional educators and leaders who are able to apply their knowledge in order to improve educational practice primarily at the institutional level. The dissertation for the Ed.D. must focus on methods for improving institutional practices.

Mission Statement

The mission of the Ed.D. program in higher education leadership is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education.

Program Outcomes

Graduates of the Ed.D. in Higher Education Leadership Program are expected to be:

- Visionary leaders with the capacity to identify critical issues, participate actively in complex problem solving, find integrative solutions across boundaries, and be proactive strategic thinkers
- Competent administrators possessing the technical and relational skills necessary to work across functional boundaries and effectively manage finances, planning processes, employee supervision and evaluation, student enrollments, and legal issues
- Competent researchers able to conduct, evaluate, and disseminate research that has been undertaken in order to answer meaningful questions
- Strengths-focused, possessing the insights and abilities to help individuals identify, develop, and apply their talents to learning and leadership
- Persons of integrity and congruence, possessing moral, ethical, and spiritual commitments that are reflected in an approach to leadership as best exemplified in the life of Christ
- Able to articulate a Christian worldview within the context of higher education leadership
- Culturally competent and globally literate, possessing the knowledge, values, and skills needed to relate to diverse populations and to appreciate educational leadership practices in diverse societies and cultures
- Committed to social justice, possessing the knowledge, values, and skills necessary to recognize and confront institutional and personal injustice
- Persons with a capacity for creative interventions, possessing the resourcefulness needed to design and implement new programs and interventions to address problems on their campuses

- Effective change agents, possessing an understanding of systems theory and the value of making data-driven decisions, the ability to form strategic partnerships, and an awareness of self that facilitates an effective change process
- Committed to fostering student learning, motivation, and achievement within individuals and institutions

Schedule

The Ed.D. in Higher Education Leadership requires students to complete their coursework on the Azusa campus in twice-yearly visits for two weeks each January and two weeks each July. Students are admitted to the program once a year, with coursework beginning in July of the admission year.

Sequence of Courses

Because this program utilizes a cohort model, students complete 16 units per year, taking courses in January and July in a specified sequence as follows:

Year 1

July: HED 701 and 702

January: HED 727 and 744

Year 2

July: HED 721 and 725

January: HED 742, 737, and 748

Elective: HED 728 and 780

Year 3

July: HED 708, 749, and electives (707, 719, 723, 726)

January: HED 704, 712, and 790

Program of Study

The Ed.D. program requires 48 units beyond the master's degree, not including the required dissertation units. Most courses are 4 units, with some 2-unit courses. Some of the elective courses are offered in conjunction with travel to professional conferences or to international universities. Please read the complete course descriptions for more information.

Required Courses

44 units

HED 701	Strengths-oriented Leadership	4
HED 702	The Nature of Inquiry	4
HED 704	Ethical Issues in Higher Education	2
HED 708	College Impact on Student Success	2
HED 712	Leading Change in Higher Education	4
HED 721	Diversity and Social Justice in Higher Education	4
HED 725	Administration in Higher Education	4
HED 727	Introduction to U.S. Higher Education	4
HED 737	Teaching and Learning in Higher Education	4
HED 742	Qualitative Research Methods	4
HED 744	Research Design and Statistics	4
HED 748/749	Guided Inquiry Project	1, 1
HED 790	Doctoral Seminar in Research Studies	2

Elective Courses

HED 707	Principles of Student Retention	2
HED 719	Financing Higher Education	2
HED 723	Higher Education and the Law	2
HED 726	Policy Analysis in Higher Education	2
HED 728	Policy and Politics	2
HED 743	Program Evaluation	2
HED 761	Strengths-oriented Research and Programming	2
HED 780	International Higher Education Policy	2
HED 798	Special Topics	2

Dissertation Courses

When students complete the HED 790 seminar and begin dissertation work with their committee, they enroll in HED 794 for one semester (3 units) and then in HED 795 for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. These courses do not count toward the total unit requirement for the Ed.D. Continuous enrollment is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 790) through the completion of the dissertation (HED 794 and HED 795).

HED 794	Dissertation Research	3
HED 795	Dissertation Research	3

Independent Study

Students may petition to take an Independent Study course to substitute for an elective course.

HED 799	Readings in Higher Education	1–3
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Once a student has completed all coursework for the degree, he or she may enroll in additional courses at half tuition.

Other Degree Requirements for the Doctoral Programs

Grading and Grade-point Average

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' careers. For doctoral students, the grade of *B* is considered average; a grade below *B-* is not applied toward doctoral degree requirements.

A doctoral student whose cumulative grade-point average falls below 3.0 or who has any grade below *B-* is placed on academic probation. Students on probation for more than a total of two terms throughout their doctoral study may be dismissed from the program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 or who earns eight credits or more of *B-* grades is required to meet with his/her advisor to identify academic skills that may need to be strengthened and to plan appropriate action.

Policies regarding incompletes and withdrawals are set forth in the Academic Policies and Procedures section of this catalog.

4 units

First-year Review

To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Behavioral and Applied Sciences, the program design includes an extensive array of procedures for quality control and assessment. These include a first-year review which calls for a self-assessment, a portfolio of coursework, and a written qualifying exam. The student's academic performance is also reviewed. Continuation in the program is contingent upon a successful first-year review.

Guided Inquiry Project and Dissertation Proposal

In the second year of the program, Ed.D. students enroll in HED 748 and begin the Guided Inquiry Project. A faculty mentor oversees the project, which is usually a literature review or pilot study leading toward the dissertation. A second doctoral faculty member is part of the GIP Committee.

Upon successful completion of HED 748 and HED 749 Guided Inquiry Project and at least 42 units, the student may enroll in HED 790, the course in which the dissertation proposal is written.

Students in the Ph.D. program may enroll in HED 790 and begin the dissertation proposal after completing 48 units of coursework.

Critical Issues Conferences

Christian perspectives and moral and ethical issues in higher education form an essential strand in the doctoral program and are embedded within many courses and activities. The course specifically dedicated to this topic, HED 704, is required of all students.

In addition, students must attend two of the annual program conferences on research or current issues in higher education which are offered each July.

Advancement to Candidacy

Following successful completion of all coursework and approval of the dissertation proposal, students are advanced to doctoral candidacy status.

Dissertation

The final step in the doctoral program is to design, implement, and write a research-based dissertation. Standards and procedures for the dissertation are defined by the doctoral faculty and are provided to students in a Dissertation Handbook. Continuous enrollment in HED 790, HED 794, and HED 795 is expected until the dissertation has been successfully defended.

The student defends the dissertation in a meeting with the faculty committee that is open to all faculty in the department. Subsequently, the student participates in a public presentation of the research.

Study Load

To be classified as a full-time doctoral student, one must be enrolled in at least 6 units per term. Half-time status is 3 units per term. At the dissertation level, students are considered full time if they are enrolled in any one of the following courses: HED 790, HED 794, or HED 795.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the department chair and the dean of the School of Behavioral and Applied Sciences in advance of the semester for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave, or after two consecutive semesters of non-enrollment, will be considered no longer in pursuit of an advanced degree and must petition for re-admission if they choose to continue their program at a later time. If re-admitted at a later date, the student must meet any new program requirements.

Time to Degree Completion

Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the doctoral degree. Extensions beyond the eight-year limit may be granted at the discretion of the department chair and the dean of the School of Behavioral and Applied Sciences. Students needing an extension due to unusual circumstances must make their request in writing and submit it to the department chair, stating the reasons for the extension and the expected date of degree completion. One extension of no more than two years may be permitted.

Certificate in Strengths-Oriented Higher Education

The doctoral programs in higher education, in conjunction with the Noel Academy for Strengths-Based Leadership and Education, offer a 12-unit Certificate in Strengths-Oriented Higher Education. Designed for educators and leaders who wish to deepen their knowledge and application of a strengths development model to their work in higher education, the certificate consists of four courses offered in two formats each year.

Course Requirements	12 units
HED 701 Strengths-oriented Leadership	3-4
HED 708 College Impact on Student Success	2-3
HED 737 Teaching and Learning in Higher Education	3-4
HED 761 Strengths-oriented Research and Programming	2-3

The certificate program is offered in two formats: (1) on the APU campus in Azusa, CA for two weeks in January and two weeks in July, where program participants would join existing cohorts of doctoral students in their classes; and (2) in a distributed learning format with other certificate participants, in four face-to-face workshops offered every 10 weeks over long weekends (Thursday evening through Saturday evening) in a central U.S. location, with online communication among participants and faculty in between.

Participants may elect to complete the certificate for doctoral credit that can be transferred to any other university. Participants must be eligible for admission to the doctoral program and complete all course assignments at a B- level or above.

For more detailed information about both formats of the certificate program, please visit the department's website at www.apu.edu/bas/highered or email doctoralhighered@apu.edu.

Course Descriptions

HED 701 Strengths-oriented Leadership (3-4)

This course is a critical analysis of strengths-based educational theory and practice with an emphasis on how awareness and application of strengths can increase teaching, learning, and leadership effectiveness. Using case studies of excellence in educational practice, students develop and evaluate theoretical principles of strengths-based education and how to move an educational organization towards being a strengths-based institution. Research protocols are implemented and findings analyzed in a study of excellent teachers, learners, and educational leaders.

HED 702 The Nature of Inquiry (4)

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research.

HED 704 Ethical Issues in Higher Education (2)

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and calling in the leadership roles assumed.

HED 707 Principles of Student Retention (2)

This course examines the major theories of student retention, with an emphasis on their application to different types of students and institutions. Students learn to conduct a retention audit, develop an institutional plan for student retention, and design effective programs to increase college student retention. This course is offered in conjunction with the National Conference on Student Retention and attendance at that conference is a course requirement.

HED 708 College Impact on Student Success (2-3)

This course examines the theories and models of student change in college. Policies, programs, and practices that enhance student learning and development are explored.

HED 712 Leading Change in Higher Education (4)

This course examines leadership, organizational development and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

HED 719 Financing Higher Education (2)

This course provides prospective college and university administrators with a working knowledge of strategies, techniques, issues, and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; development and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Students have the opportunity to engage in financial analysis and modeling and to explore the current issues in the financing of higher education.

HED 721 Diversity and Social Justice in Higher Education (4)

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

HED 723 Higher Education and the Law (2)

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions are made. Emphasis is placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

HED 725 Administration in Higher Education (4)

This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

HED 726 Policy Analysis in Higher Education (2)

This course strengthens students' leadership and administrative skills by enhancing their historical, contextual, and theoretical understanding of the policy-making process. This course involves the analysis of contemporary policy issues confronting public and private higher education in the United States. Students consider the proposed solutions of competing interest groups, alternative solutions, and implications for primary stakeholders such as faculty, students, administrators, donors/investors, employers, etc.

HED 727 Introduction to U.S. Higher Education (4)

This foundational course provides students with a broad overview of the historical development of U.S. higher education, including higher education's role in shaping culture and reflecting societal values. Areas of focus include the formative influences that led to the diversification of U.S. higher education; the purposes, governance, and funding of postsecondary education; and responses to issues of access and equity.

HED 728 Policy and Politics (2)

This course critically reviews the policy issues that dominate current thought and discussion in higher education. The major public/private policy issues concerning U.S. colleges and universities are explored in depth and significant issues are analyzed and discussed. The major emphasis is on methods of analyzing, interpreting, and evaluating policy issues in relationship to continued improvement and development of higher education institutions, programs, and services.

HED 737 Teaching and Learning in Higher Education (3-4)

The ultimate purpose of higher education is student learning. This course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

HED 742 Qualitative Research Methods (4)

In this doctoral-level course, students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced. *Prerequisites:* HED 702 and HED 744 or permission of instructor

HED 743 Program Evaluation in Higher Education (2)

This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability in program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review and design a program evaluation. *Prerequisites:* HED 702 and HED 744

HED 744 Research Design and Statistics (4)

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized. *Prerequisite:* HED 702

HED 745 Advanced Quantitative Methods (4)

This course introduces more advanced quantitative methods and statistical concepts such as multivariate analysis of variance and covariance, factorial analysis of variance, structural equation modeling, exploratory and confirmatory factor analysis, discriminant analysis, and logistic regression. Experimental and quasi-experimental research designs are emphasized along with computer applications with SPSS and AMOS software. *Prerequisites:* HED 702 and HED 744

HED 746 Advanced Qualitative Research (4)

In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which is explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project. *Prerequisite:* HED 742

HED 748, 749 Guided Inquiry Project I and II (1, 1)

This course enables students to complete their Guided Inquiry Project in their fourth and fifth semesters of the program. During this course, students select a mentor and a second faculty member to form a team for the project. Working with the team, students complete a Guided Inquiry Project that lays the foundation for their dissertation. Projects must be either a comprehensive literature review, a pilot study, or development of the instrument, curriculum, or intervention to be used in the dissertation. The written product must be accompanied by an oral defense of the project. The course may be repeated until the student passes the oral defense. *Prerequisites:* HED 701, HED 702, and HED 744

HED 760 Research Seminar (1-2)

This research seminar exposes doctoral candidates to the creation, implementation, and dissemination of a focused research agenda based on the area of specializations of the core faculty. The seminar focuses on reading and evaluating educational research, collecting and analyzing both qualitative and quantitative data, and engaging in collaborative research. *This course is required of all Ph.D. students beginning their second year of the program and requires attendance at a professional conference each semester. Students take 1-2 units per semester for a total of 6 units.*

HED 761 Strengths-oriented Research and Programming (2-3)

This course provides students with the opportunity to design, implement, and assess strengths-oriented programs for college students. A culminating project is the hallmark of the course, with the emphasis on either the design of a strengths-oriented program or on the assessment of the effectiveness of strengths-oriented interventions. *Prerequisite: HED 701*

HED 780 International Higher Education Policy and Practice (2)

The course affords doctoral students an opportunity to examine higher education policy and practice in a region of the world outside the United States. Students examine social policy as it relates to educational systems, pedagogical approaches in educational practice, and governance of educational systems at both the national and institutional level. The competing demands of access, quality, and efficiency are analyzed. The course involves a one-day seminar in January, assigned readings, a five-seven day visit to the region being studied, a research paper related to some aspect of the course, and a one-day culmination seminar at the end of the term.

HED 790 Doctoral Seminar in Research Studies (2)

Students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students select a dissertation chair and committee and develop an action plan for completing the dissertation. *Prerequisite: successful completion of the Guided Inquiry Project (Ed.D. program only)*

HED 794 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit the first semester. *Prerequisites: HED 744 and HED 790*

HED 795 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. After enrolling in HED 794 for one semester, students enroll for at least three units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisite: HED 794*

HED 798 Special Topics (1-3)

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of 6 units. Each course must address a different topic.

HED 799 Readings in Higher Education (1-3)

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

Department of Graduate Psychology

Faculty

*Chair, Department of Graduate Psychology;
Director, Psy.D. Program; and Associate Professor:
Robert Welsh, Ph.D., ABPP*

*Director of Clinical Training (Psy.D. Practicum); and Professor:
Sheryn T. Scott, Ph.D.*

*Director, M.A. Program; and Assistant Professor:
Vicki Ewing, M.A., M.F.T.*

*Director, San Diego M.A. Program; and Assistant Professor:
Aimee Vadnais, Psy.D., L.M.F.T.*

*Director of Clinical Training (Psy.D. Internship); and Associate Professor:
Marjorie Graham-Howard, Ph.D.*

*Director of Clinical Training (M.A.); and Assistant Professor:
Roberta Thomas, M.S., M.F.T.*

*Director of Clinical Training (San Diego M.A. Program);
and Lecturer: Rebecca Kenyon, Psy.D., M.F.T.*

*Executive Director, Community Counseling Center
and Pediatric Neurodevelopment Institute: Vacant*

*Professors: David Brokaw, Ph.D., ABPP; Marv Erisman, Ph.D.;
Kevin Reimer, Ph.D.; Theresa C. Tisdale, Ph.D.*

*Associate Professors: Joy Bustrum, Psy.D.; Stephen Cheung, Psy.D.;
Hollie Eaton, Psy.D.*

*Assistant Professors: Ted Scott Bledsoe, Psy.D.;
Charles Chege, Psy.D.*

Programs Offered

- Master of Arts in Clinical Psychology: Marriage and Family Therapy
- Doctor of Psychology in Clinical Psychology: Family Psychology

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The APU Psy.D. Program is accredited by the American Psychological Association (APA)* Committee on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

*Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-4242, (202) 336-5979

For more detailed information about the Department of Graduate Psychology, please visit www.apu.edu/bas/graduatepsychology/.

Admission

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

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

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

General Information for All Programs

Student Disclosure of Personal Information

Faculty of the Department of Graduate Psychology may ask students to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to students or others.

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

Progress Review and Faculty Recommendation

The progress of all students in the M.A. and Psy.D. programs is reviewed each semester in order to encourage professional development and completion of the program. Progress of each student is reviewed by members of the faculty in the Department of Graduate Psychology.

Since personal characteristics are important to competency in professional psychology, students are evaluated regularly by faculty on categories determined in the literature to be important to the development of MFTs and psychologists. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Students who evidence behavior rated unsuitable for an M.A. or Psy.D. student by faculty will be required to meet with their advisor and the Clinical Training Committee to determine a personal development plan. Students who fail to improve according to their development plan are subject to dismissal from the program.

Academic Probation

Continuous satisfactory progress toward the M.A. and Psy.D. degree is required of all students in the program. Students are placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or if they obtain a grade of C or lower in their coursework. Students may be disqualified from further graduate work if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two grades of C or lower in their coursework. Course grades below a C- do not count toward degree requirements, and such courses will need to be repeated.

Student Grievance Procedure

The procedure for initiation of student grievance is detailed in the Academic Policies and Procedures section of this catalog.

Computer and Email Access Required

Students are required to own or have ready access to a computer during their tenure in the M.A. and Psy.D. Program. The university offers a computer purchase program which enables students to obtain computers and software at reduced rates. Online access is crucial for students, as an email account, access to e-companion, PsychINFO, and online courses are required for all M.A. and Psy.D. students. Students must read and respond to email in a consistent and timely manner.

Interdisciplinary Integration

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into the university programs. The APU M.A. and Psy.D. in clinical psychology express this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. This unique perspective provides students with the opportunity to consider and critically examine psychological theory using ethical and theological frameworks. Students are encouraged to explore the role and importance of moral and spiritual identity formation in the process of psychotherapy.

Individuals from any religious tradition may be admitted to the APU M.A. and Psy.D. Programs. However, it is important for prospective students to recognize that coursework and training is structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses that house the emphasis, as well as to reflect on their own beliefs and values as they relate to preparation for professional practice.

In addition to providing students with an interdisciplinary framework from which to understand psychological theory and practice, the emphasis also facilitates and enhances the development of competency with respect to addressing religious and spiritual diversity in clinical practice. The APU M.A. and Psy.D. are sensitive to the reality of pluralism regarding the development of competency in the provision of psychological services to clients of diverse religious and spiritual traditions. Students often express appreciation for education they receive in interdisciplinary studies and integration, regardless of their personal religious or spiritual identity.

Interdisciplinary integration coursework provides both a programmatic conceptual framework and a systematic applied framework. The following courses specially address these foci (please refer to the course descriptions within this catalog for further detail):

PPSY	510	Psychotherapy and Cultural Diversity
PPSY	531	Moral Identity Formation and Psychotherapy*
PPSY	533	Spiritual Formation and Psychotherapy*
PPSY	534	Interdisciplinary Integration and Psychotherapy*
PPSY	726	Biblical Ethics and Psychotherapy
PPSY	736	Social Ethics and Psychotherapy
PPSY	737	Interdisciplinary Integration
PPSY	753	Moral and Spiritual Identity Formation in the Family

*These three courses form a foundation for advanced training in the Psy.D. As subsequent interdisciplinary courses are based on information and experiences provided in these courses, it is required that students who enter the Psy.D. program with a master's degree in psychology audit these courses.

First-year Psy.D. practicum students at the APU Community Counseling Center participate in several seminars focused on the clinical application of an interdisciplinary perspective of psychotherapy.

Additionally, as a regular part of curricular offerings, APU sponsors two annual Voices in Interdisciplinary Integration conferences. This conference series draws to the APU campus nationally known authors, academicians, and clinicians who represent a range of perspectives on interdisciplinary studies and integration. Conference speakers have included Everett L. Worthington Jr., Mark McMinn, Don Browning, Nancy Boyd-Franklin, Ed Shafranske, and Harry Aponte. All students are required to attend these conferences.

An elective opportunity is also offered in the form of monthly brown-bag seminars hosted by graduate faculty. Held during the break between evening classes, these seminars provide students with the opportunity to interact with faculty on issues related to faith and practice. Informal case presentations are made with a focus on application of integrative perspectives in psychotherapy.

Clinical Training Manual Requirements

Every fall semester, a Clinical Training Manual is released to students (one for the M.A. and one for the Psy.D.). Students are responsible for understanding its contents and being aware of any change required by the Department of Graduate Psychology. Students are required to obtain personal malpractice insurance before beginning to accrue clinical hours toward degree and licensure. Information regarding malpractice insurance is provided in the Clinical Training Manuals.

Master of Arts in Clinical Psychology: Marriage and Family Therapy

The Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy is intended for individuals who wish to develop a solid foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. Also included in the program are interdisciplinary studies in theology, ethics, and psychotherapy. For those wishing to practice at the master's level, this program meets the current requirements for California licensure as a marriage and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

Mission Statement

The Master of Arts in Clinical Psychology: Marriage and Family Therapy Program educates, prepares, and trains students to become practitioner-scholars in psychology with professional competencies in theoretical and applied practice of professional counseling with individuals, couples, and families.

Additional Requirements

Applicants to the Master of Arts in Clinical Psychology: Marriage and Family Therapy Program typically begin in the fall semester. To be considered for fall enrollment, the deadline for submission of a completed application is March 15. Students who apply prior to this date will be given consideration for admission.

Applicants may apply to begin in the spring semester. The deadline for submission of a completed application for spring enrollment is October 15. Applicants for spring semester will be considered based on space available at the Azusa Campus or Orange County Regional Center.

Prerequisites

To be admitted into the program, students must:

- Hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade-point average on a 4.0 scale. At the discretion of the university, a higher professional degree such as an MD or DC may be accepted as a substitute for the bachelor's degree. A limited number of applicants with a grade-point average between 2.7 and 2.99 may be admitted provisionally at the department's discretion by providing adequate supportive documentation including a statement of explanation and/or 12 units of upper-division, post-B.A. coursework with grades of *B* or better (extension courses excluded).
- Satisfy two undergraduate prerequisites for full admission into the master's degree program. These courses are 1) Abnormal Psychology, and 2) Human Growth and Development or General Psychology, both of which must have been taken within the previous eight years and completed with a grade of *B* or better.

International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are also encouraged to submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Because written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to graduate-level study, or they will be required to participate in concurrent speaking and/or writing classes in APU's American Language and Culture Institute until they achieve the required language skills. Students who do not meet writing and language standards are subject to dismissal from the program.

Coursework

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The master's program is comprised of 66 units of coursework. A maximum of 12 units of selected coursework, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of *B* or better.
 - Obtained at a regionally accredited institution.
 - Received from a graduate program in clinical psychology, counseling psychology, or marriage and family therapy.
 - Acceptable for California MFT licensing requirements.
- Certain courses in an online format may be required.

Personal and Group Psychotherapy*

During the course of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

*The California Board of Behavioral Sciences will accept up to 100 psychotherapy hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFT licensure.

Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Students in the two-year program normally do so in a 12- to 18-month clinical placement; and students in the three-year or four-year program, in a 24- to 30-month placement.

While students are responsible for securing a placement site, assistance is provided by the director of clinical training, site directors, and in the Introduction to Clinical Practice courses. In addition, students receive support and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT requirements in California. To ensure the highest quality in clinical placements, the director of clinical training maintains contact with the off-site supervisors and evaluates the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 225 hours of direct client experience. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California.

Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the comprehensive examination. The exam is comprised of three elements: 1) a written portfolio; 2) a written exam, and 3) an oral exam. Prior to the written and oral exams, students submit a portfolio comprised of an audio or videotape of a 50-minute client session, a verbatim transcript of the taped session, and a complete case summary. The written exam covers legal and ethical considerations of the practice of marriage and family therapy. During the oral exam, students are given a case vignette and asked for vignette-specific responses to the questions based on the seven competency areas identified by the Board of Behavioral Sciences in the state licensing exam. Failure to pass the exam will prevent graduation from the program.

Program Locations

The Department of Graduate Psychology offers its master's degree program on APU's Campus in Azusa as well as at the Orange County and San Diego Regional Centers. Information may be obtained by contacting the program director or the local site administrator.

Azusa Campus Program

Director: Vicki Ewing, M.A., M.F.T.
 vewing@apu.edu
 Department of Graduate Psychology
 Azusa Pacific University
 PO Box 7000
 Azusa, CA 91702-7000
 (626) 815-5008

Orange County Regional Center

Director: Vicki Ewing, M.A., M.F.T.
 vewing@apu.edu
 1915 Orangewood Ave., Ste. 100
 Orange, CA 92668
 (714) 935-0260

San Diego Regional Center

Director: Aimee Vadnais, Psy.D., M.F.T.
 avadnais@apu.edu
 5353 Mission Center Rd., Ste. 300
 San Diego, CA 92108
 (619) 718-9655

Course Requirements

Foundational Coursework		12 units
PPSY 551	Theories of Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3
Professional Coursework		45 units
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 511	Addictions, Assessment, and Interventions	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 525	Crisis and Trauma in Community Mental Health	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Marriage Therapy and Domestic Violence	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
PPSY 581	Introduction to Clinical Practice: Advanced Skills	3
PPSY 582	Introduction to Clinical Practice: Group Skills	3
PPSY 585	Psychobiology and Psychopharmacology	3
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3
Interdisciplinary Coursework		9 units
PPSY 531	Moral Identity Formation and Psychotherapy	3
PPSY 533	Spiritual Formation and Psychotherapy	3
PPSY 534	Interdisciplinary Integration and Psychotherapy	3
Total		66 units

Course Descriptions

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups is provided.

PPSY 511 Addictions, Assessment, and Interventions (3)

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, and evidence-based research relevant to treatment. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities and other issues of diversity are considered.

PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)

This course introduces students to the legal, ethical, and moral issues related to the practice of marriage and family therapy in the state of California. Professional ethical codes and moral dilemmas are studied. Students review statutory, regulatory, and decisional laws related to the MFT's scope of practice, including confidentiality, privilege, reporting requirements, family law, and the treatment of minors. Consideration is also given to the student practitioner's values and behaviors, especially in relationship to becoming an MFT.

PPSY 525 Crisis and Trauma in Community Mental Health (3)

This course will prepare students in the understanding and treatment of child abuse, domestic violence and trauma. Content includes detection, assessment, and intervention strategies. Particular attention is paid to understanding the challenges and resources in community mental health. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

PPSY 531 Moral Identity Formation and Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 533 Spiritual Formation and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice. *Prerequisite: PPSY 531*

PPSY 534 Interdisciplinary Integration and Psychotherapy (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 531 and PPSY 533*

PPSY 551 Theories of Psychotherapy (3)

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Content meets the California requirements for training in the area of human sexuality for MFT and LCSW licensure. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction and learn treatment strategies utilized in the various systems of marital and sex therapy.

PPSY 557 Marriage Therapy and Domestic Violence (3)

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions, of several theoretical models and be introduced to psychological instruments used in marital therapy. Emphasis is placed on how marriage therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. This course also meets the California requirements for training in the area of domestic and family violence for MFT and LCSW licensure.

PPSY 558 Advanced Developmental Psychology (3)

This course utilizes a lifespan perspective to examine individual and family development as they occur within ecosystemic contexts. Each stage of the lifespan is presented from infancy to long-term care and aging. The course highlights advanced development theories. Attachment and identity serve as core benchmarks or development perspectives offered in readings and lecture. Clinical application of the material is stressed. *Prerequisite: human development or equivalent*

PPSY 561 Child and Adolescent Therapy (3)

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities are presented, providing the student with an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of the development aspects, family dynamics, social environments, and multicultural issues are addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)*. *Prerequisite: Abnormal Psychology or equivalent*

PPSY 571 Family Therapy (3)

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socio-economic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

PPSY 572 Research Methodology (3)

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

PPSY 577 Psychological Assessment (3)

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. *A grade of B or better must be achieved in order to advance to PPSY 581.*

PPSY 581 Introduction to Clinical Practice: Advanced Skills (3)

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection. *Prerequisite: PPSY 580*

PPSY 582 Introduction to Clinical Practice: Group Skills (3)

This course is designed as an adjunct to students' clinical placement and supervision experiences. As such, the course provides students with a forum for discussing their clinical caseload and their interaction with placement supervisors. In addition, the course provides an introduction to the theory and practice of group psychotherapy. *Prerequisites: PPSY 580 and PPSY 581*

PPSY 585 Psychobiology and Psychopharmacology (3)

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

PPSY 593 Advanced Clinical Placement (1)

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The course emphasizes the enhancement of clinical skills and the application of theory to clinical issues. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseloads, and to provide department oversight of clinical placement experience. *Prerequisites: PPSY 580, PPSY 581, PPSY 582, PPSY 597, PPSY 598, and current placement in a clinical site*

PPSY 595 Special Topics (1-6)

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. The unit values of these courses range from one to six unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597 Clinical Placement I (3)

This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Clinical skills, case management issues, treatment planning, documentation, community-based resources, legal and ethical issues, and the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection, and assignments. This course also provides students with a forum for discussing their clinical caseload and their interaction with placement supervisors. *Students must be serving at an APU-approved training site to be enrolled in this course.*

PPSY 598 Clinical Placement II (3)

This course is designed as an adjunct to student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for student's clinical placement and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a community mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. *Students must be serving at an APU-approved training site to be enrolled in this course. Prerequisite: PPSY 597*

Doctor of Psychology in Clinical Psychology: Family Psychology

Program Director: Robert Welsh, Ph.D., ABPP
rwelsh@apu.edu

The APU Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate identified as a Practitioner-Scholar program.

The curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

Mission Statement

The Doctor of Psychology Program educates, prepares, and trains students to become practitioner-scholars in psychology with professional competencies in relationship, research, assessment, intervention, diversity, integration of faith and practice, and family psychology.

Program Goals

The Doctor of Psychology Program at Azusa Pacific University:

- Seeks to educate and train students to be "practitioner-scholars" so they are equipped to provide quality psychological services to their communities based upon the findings of research and the science of psychology.
- Approaches the knowledge of psychology from a Christian perspective and trains students to exemplify the servanthood of Christ in their practice of psychology.
- Provides an integrative sequence of courses so students may understand the interrelationship between ethics, moral and spiritual identity formation, theology, and psychology.
- Emphasizes family psychology, the distinctive focus on the interaction between individual, interpersonal, and environmental aspects of human behavior.
- Recognizes the diversity of human experience and enables students to respond to the variety of human needs.
- Encourages individual growth and development as part of the educational experience so students develop congruence and authenticity as they balance the demands of professional and personal life.

The Discipline of Family Psychology

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues.

A doctoral program in clinical psychology with an emphasis in family psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior.

This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. By the end of the program, students will think systemically and apply systemic analysis to clinical situations.

In an era when it is increasingly difficult for people to navigate their way through the complex world in which they live, a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology will best prepare students to provide psychological services.

The Seven Core Competencies of the Psy.D. Program

The curriculum for the Psy.D. Program is competency based. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires the achievement of the competencies necessary to function well in the field of psychology. The APU Psy.D. curriculum reflects concern for the development of seven core competencies in psychology: research and evaluation, relationship, assessment, intervention, diversity, consultation and education, and management and supervision. The seven professional competency areas are defined briefly:

1. Research and evaluation comprise a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and engage in rigorous, careful, and disciplined scientific inquiry. Education and training in the epistemological foundations of research, the design and use of qualitative and quantitative methods, the analysis of data, the application of research conclusions, and sensitivity to philosophical and ethical concerns are needed for psychologists to develop in this area.
2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In the development of the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design includes education and training in attitudes essential for the development of the relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness. Experiential learning with self-reflection and direct observation and feedback by peers and experts are essential in the development of this competency.
3. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account sociocultural context and focuses not only on limitations and dysfunctions but also on competencies, strengths, and effectiveness. Assessment increasingly addresses the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.
4. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on the knowledge of theories of individual and systemic change, theories of intervention, methods of evaluation, quality assurance, professional ethical principles, and standards of practice. Effective training for intervention includes knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems reflect diversity. The issues of power and authority are particularly relevant to this competency.
5. Diversity refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on social structures and institutionalized forms of discrimination.

Training of psychologists includes opportunities to develop understanding, respect, and value for cultural and individual differences. A strong commitment to the development of knowledge, skills, and attitudes that support high regard for human diversity is integrated throughout the professional psychology training program and its organizational culture.

6. Consultation is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process.

Education is the directed facilitation by the professional psychologist for the growth of knowledge, skills, and attitudes in the learner. Students are required to complete experiential tasks in consultation and education as part of their coursework or internship.

7. Management consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public.

Supervision is a form of management blended with teaching in the context of relationship directed toward the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases of behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures are provided for students. Demonstrated competence in supervision includes the development of receptivity to supervision and the acquisition of skills in providing supervision.*

*Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.) *The core curriculum in professional psychology*. (pp. 77-81). Washington, DC: American Psychological Association.

Prerequisites

Students may enter the doctoral program in one of two categories: 1) with an existing master's degree in clinical psychology or while enrolled in a master's program in clinical psychology, OR 2) directly from completion of a bachelor's degree or with a master's degree that is not in clinical psychology.

1. Students with an existing M.A. in Clinical Psychology or a closely related discipline (e.g., counseling, psychology, marriage and family therapy, or social work) and students who are in the final year of a master's program in clinical psychology or a closely related discipline will be admitted to the Psy.D. in the spring to begin the program in September of that year. These applicants must have completed the prerequisite courses listed in the following information, or their equivalent, prior to commencing Psy.D. studies. If an applicant's master's degree does not contain all the prerequisite courses, then a limited number of courses may be completed while in the admission process or concurrently with Psy.D. studies, by agreement with the director of the Psy.D. Program.

To graduate with a Psy.D. in clinical psychology, students must complete all aspects of the program including 100 doctoral units as outlined in the required curriculum, successfully pass comprehensive examinations, successfully complete a doctoral dissertation, and complete all required clinical training within eight years of beginning the Psy.D.

2. Students applying to the Psy.D. directly from a bachelor's degree program and students with a master's degree that is not in psychology or a closely related discipline will be admitted to the Psy.D. Program, but must complete a one-year Pre-Psy.D. track in which the following sequence of prerequisite courses and a clinical practicum are completed in order to commence the Psy.D. Program. A limited number of graduate courses deemed equivalent to the prerequisite courses may be transferred to satisfy these requirements. Upon satisfactory completion of the one-year track, the student will automatically proceed on to the Psy.D. Program the following September. These students may apply for a master's degree en route to the Psy.D. after the completion of the first year of the Psy.D. (on the four-year track). This admission process parallels programs in clinical psychology that only admit students to a continuous-from-the-bachelor's doctoral program.

Prerequisite Courses to the Pre-Psy.D.:

Undergraduate Courses

Abnormal Psychology
General/Introduction to Psychology
Human Growth and Development (Life Span course)
Theories of Personality
Introduction to Statistics

Prerequisite Courses to the Psy.D.:

Master's-level Courses

Child Abuse (seven hours; suitable for licensure)
Family Therapy (introductory/overview)
Human Sexuality/Sex Therapy
Introduction to Clinical Practice
Introduction to Psychological Testing
Psychopathology
Psychotherapy and Cultural Diversity
Theories of Personality and Psychotherapy

Admission with an Existing Master’s Degree in Clinical Psychology or while Enrolled in a Master’s Program in Clinical Psychology

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

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

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

Admission Directly from a Bachelor of Arts Program or with a Master’s Degree not in Psychology

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

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

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

Psy.D. Pre-Doctoral Assistantships

Funds are allocated to provide up to two Teaching-Research Assistantships (TRAs) in each entering class of the Pre-Psy.D. Program. For the Pre-Psy.D. year of their program, TRAs receive 50-percent tuition remission plus an annual stipend of \$6,250. TRAs must provide 15 hours of service per week in the Department of Graduate Psychology during September through June of their Pre-Psy.D. academic year. The Department of Graduate Psychology reserves the option to, in certain circumstances, divide the TRA positions into eight-hour per week positions (each student receiving one-half of the benefits) in order to assist more students. Students who are awarded a TRA position during their Pre-Psy.D. year are welcome to reapply for each of the first three years of their doctoral program as well. Decisions are made yearly, based upon the needs of the faculty and the program.

Pre-Psy.D. Required Courses

Fall

PPSY 531	Moral Identity Formation and Psychotherapy	3
PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 563	Psychopathology	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3

January

CERT	Child Abuse Seminar	7 hours
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Spring

PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 533	Spiritual Formation and Psychotherapy	3
PPSY 540	Assessment I	3
PPSY 571	Family Therapy	3
PPSY 594	Clinical Practicum	3

Summer

PPSY 534	Interdisciplinary Integration Psychotherapy	3
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Doctor of Psychology

Acceptance of Admission and Registration

Upon notification of admission, applicants must confirm intent to attend **in writing to the department by April 15**. Admission is for the next academic year only and may not be deferred.

Transfer Credit

The Psy.D. Program requires 100 semester units beyond the M.A. degree, as well as completion of clinical training and a clinical dissertation. Of these, 91 must be earned at APU, while 12 equivalent doctoral units may be transferred from other institutions. Applicants to the Psy.D. Program may have an existing master's degree in psychology or a closely related discipline. These degrees will be evaluated according to the list of required prerequisites. Some remediation or additional coursework may be required for students from other institutions to satisfy these requirements.

Students entering directly into the Psy.D. program with a suitable master's degree from another institution must audit the Pre-Psy.D. integration sequence during the first year in the Psy.D. program.

Residency Requirements

Students in the Psy.D. Program must meet a university residency requirement. This is accomplished by enrolling in 91 units during the program.

Psy.D. Curriculum

The Psy.D. curriculum has been designed to meet the requirements of the APA for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Cultural and individual diversity perspectives are woven into courses across the curriculum. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience.

The APU Psy.D. embodies an emphasis in family psychology. All the courses in the curriculum incorporate a systemic perspective on psychology which includes an awareness of the dynamic interaction between individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

Required Courses		100 units
PPSY 701	Clinical Practicum I: Legal and Ethical Competence	2
PPSY 702	Clinical Practicum II: Professional Practice and an Introduction to Case Conceptualization	2
PPSY 711	Psychology and Systems Theory	3
PPSY 712	Theories of Change and Evidence-based Treatment	3
PPSY 713	Assessment II: Personality	4
PPSY 714	Assessment III: Intelligence and Academics	4
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3
PPSY 717	Child Psychology	2
– or –		
PPSY 735	Adolescent Psychology (Must take one 2-unit course)	2
PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	2
PPSY 721	Addictive Behaviors	2
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Couples Theory and Therapy	3
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 727	Clinical Practicum III: Diversity Competency	2
PPSY 728	Clinical Practicum IV: Domestic Violence and Case Conceptualization	2
PPSY 729	Treatment Planning	1
PPSY 730	Cognition	2
PPSY 731	Dissertation Development	1
PPSY 734	Gerontology	2
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 737	Clinical Practicum V: Interdisciplinary Competency	2
PPSY 738	Clinical Practicum VI: The Future Psychologist – Management, Private Practice, and Advocacy	2
PPSY 739	Psychobiology	3
PPSY 740	Consultation in Clinical Psychology	2
PPSY 744	Supervision in Clinical Psychology	2
PPSY 745	Dissertation I	1
PPSY 746	Dissertation II	1
PPSY 747	Dissertation III	1
PPSY 748	Dissertation IV	1
PPSY 750	Pre-Doctoral Internship (Full-time, Pre-Doctoral Internship: 2 semesters/1 unit each)	1, 1
PPSY 753	Moral and Spiritual Identity Formation in the Family	3
PPSY 754	Assessment IV: Projectives	4
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 757	Psychopharmacology	2
PPSY 758A	Techniques of Change: Cognitive-behavioral Interventions	2

PPSY 759A	Techniques of Change: Solution-focused Brief Therapy	2
PPSY 760	Techniques of Change: Psychodynamic Interventions	2
PPSY 798	Electives (four/2-unit courses)	8

These courses have been arranged in two tracks (four- and five-year studies) to allow students flexibility in choosing the academic load most appropriate for their lifestyle.

Elective Concentration

As part of the Psy.D. curriculum, students are required to take four elective courses in residency. Students may take miscellaneous electives in psychotherapy, integration, assessment, or other courses related to clinical psychology, or they may complete the elective concentration described hereafter. Students have the option to complete a forensic psychology concentration. This four-course sequence satisfies the elective requirement.

Family Forensic Psychology Concentration

The Family Forensic Psychology Elective Concentration provides an opportunity for students to pursue more focused training in the specialty area of forensic psychology. The Elective Concentration in Family Forensic Psychology strives to prepare graduate students for competitive forensic psychology internships and postdoctoral training experiences. While completion of the Certificate Program does not guarantee placement in supervised training sites, it enhances the student's educational foundation in preparation for advanced training in forensic psychology.

Students seeking the Certificate of Proficiency in Family Forensic Psychology must complete the four-course sequence of electives and either a practicum or research experience in forensic psychology:

PPSY 770	Introduction to Forensic Psychology
PPSY 771	Forensic Assessment
PPSY 772	Family Forensic Psychology I
PPSY 773	Family Forensic Psychology II

For more detailed information, contact Robert Welsh, Ph.D., ABPP, director of the Psy.D. Program, or visit the Psy.D. Program website at www.apu.edu/bas/graduatepsychology/psyd/details/.

Four- and Five-Year Academic Plans

Four-Year Program

Participation in the full-time, four-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 12–15 hours per week minimum for practicum is required throughout the program.

Five-Year Program

Participation in the reduced-load per semester, five-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 12–15 hours per week minimum for practicum is required in the first three years of the program or more depending upon student progress.

Students take electives during the program and their choice of Child Psychology or Adolescent Psychology. (Electives may be taken in semesters other than where indicated. Students are encouraged to consider how best to balance each semester.)

Psy.D. Clinical Training

Clinical training is central to the practitioner (Psy.D.) model for educating clinical psychologists. Azusa Pacific University's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides practitioners with experiences that ensure depth and breadth of clinical interventions, diversity of clients, the opportunity to develop therapeutic competencies that integrate their theoretical coursework with direct client experience, and the development of the seven core competencies in professional psychology.

Clinical training at the doctoral level involves three years of practicum and a full-time, year-long internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. Program with existing clinical training or licensure must still complete the program's clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings including in-patient/residential, child, out-patient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty.

Concurrent with their supervised practicum, students participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Graduate Psychology requires that all practicum training in the Psy.D. Program be entirely separate from any practice under such existing license or registration. For purposes of predoctoral training in psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not under any circumstances be “double counted” toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the Psy.D. program, then the Department of Graduate Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

During the clinical practicum component of the Psy.D. program, the student completes a minimum of 1,500 hours of clinical training, including supervision, direct client contact, and an assessment practicum completed over the course of the Psy.D. Program. These hours of clinical training occur in addition to any master’s-level training hours.

Prerequisites for Clinical Training at the Doctoral Level

Students entering the Psy.D. Program with an accredited master’s degree in psychology or a closely related field are likely to have earned hours of supervised clinical placement, including hours of direct client contact, supervision, and other supervised activities. Such training provides a foundation for clinical training at the doctoral level but is not a substitute for the Psy.D. training sequence.

Clinical Training Coursework

Practicum

The clinical training sequence begins in the first year of the APU Psy.D. and continues through the third year of the program, in preparation for the predoctoral internship. Each semester the student participates in a Clinical Practicum course that emphasizes the development of a particular clinical competency. Students are required to demonstrate their accomplishment of the competency by passing comprehensive exams, successfully completing the coursework and clinical training sequence, and completing a dissertation.

Competencies by CP course are:

- CP I: Legal and Ethical Competence
- CP II: Professional Practice and an Introduction to Case Conceptualization
- CP III: Diversity Competency
- CP IV: Domestic Violence and Case Conceptualization
- CP V: Interdisciplinary Integration
- CP VI: The Future Psychologist – Management, Private Practice, and Advocacy

The Clinical Practicum I–VI sequence is coordinated with the science, theory, and clinical coursework in the APU Psy.D. The opportunity to apply the course material is considered essential to the development of the core competencies in psychology.

In the first year, students take courses that provide a theoretical foundation in psychology and the theoretical orientation of the program (Systems Theory, History and Systems, Research Design), as well as clinical courses in assessment (Assessment I and II), and specific clinical issues (Treatment Planning).

These courses coordinate with CP I–II, the introductory practicum courses that develop basic competency in professional ethics and legal issues, and include rehearsal, role play, and interviewing opportunities for students. The first practicum is at the university’s Child and Family Development Center, the Community Counseling Center. External practicum site placements coordinate with CP III–VI.

During the second year of the program, students take clinical courses in Techniques of Change, and specific clinical populations (Adolescent Psychology, Family Psychology, Addictive Behaviors, Couples Theory and Therapy), as well as two interdisciplinary courses (Biblical Ethics and Family Ethics). These courses provide material relevant to the experiences in external practicum sites during CP III–VI.

In the third year of the program, students take additional science and interdisciplinary courses (Social Psychology, Cognition, and Social Ethics), population-specific clinical courses (Adult Psychology and Gerontology), emerging clinical competency courses (Consultation and Supervision), and a course in Psychopharmacology that is intended to prepare students for internship.

Internship

The Psy.D. Program requires a predoctoral internship in a one-year, full-time or two-year, half-time (1,800 hours minimum) setting.

Students are encouraged to complete the clinical dissertation prior to the internship, which allows the student to focus on the internship as the capstone of the clinical training sequence.

The director of clinical training (DCT) meets with prospective interns each June to discuss the internship application process. A special vita and application workshop is held. During the summer before they apply to internship, students are encouraged to study the APPIC Directory for options that fit their training needs. Additional information about Uniform Notification Day, APPIC requirements and forms, interviewing skills, reference and cover letters, and other issues specific to internship application is provided in monthly seminars.

All students are strongly encouraged to apply for APA-accredited or APPIC-recognized internship sites. The department understands that some students may be unable to relocate due to family and occupational responsibilities and therefore may also choose to apply to CAPIC sites as well. All internship sites must meet APPIC standards.

Upon receiving approval from the DCT, students may begin the application process of obtaining a predoctoral internship.

Quality Assurance in Clinical Placements

The director of clinical training and the Clinical Training Committee have an ongoing responsibility to ensure that the Psy.D. Program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the Laws and Regulations Governing the Practice of Psychology in the State of California. Modifications in state law shall be reflected in program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the Psy.D. at APU is consistent with the APA ethical and professional standards and training guidelines.

Director of Clinical Training

The director of clinical training organizes, plans, and coordinates all aspects of clinical training for the Psy.D. Program at APU. The DCT is a licensed psychologist in the state of California with a background demonstrating mastery in the core areas of clinical training and the diverse training setting required by the program (in-patient/residential, child, brief/managed care, and psychological assessment).

All clinical placements must be approved by the DCT and must meet the requirements for quality of training experience, depth and quantity of supervision, and level of appropriateness for doctoral level training.

The DCT coordinates and has oversight responsibility for all clinical placements and develops appropriate training experiences for students in the on-campus counseling centers as well as establishing contractual relationships with off-campus sites.

Clinical Training Committee

The Clinical Training Committee (CTC) is a subset of APU faculty comprised of licensed psychologists and licensed MFTs, and has direct oversight of or provides direct supervision to students in the program. The CTC is chaired by the DCT and meets regularly to review and establish policies related to clinical training, grant approval to students to begin the clinical practicum sequence, and sit on students' Clinical Competency Examination panels.

Evaluation Procedures

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the Psy.D. Program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of audio- or videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, mini-competency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

Formative Evaluation

Formative evaluation consists of feedback given to students by their field placement supervisor, on-campus clinical supervisor, and supervision groups. Although primarily verbal and situational, this evaluative form is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

Summative Evaluation

Summative evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty advisor, and should their clinical performance fail to meet expected standards, dismissed from the program. The CTC may require students to complete remediation assignments to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. These mini-competency exams prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

Clinical Competency Examination

As a final evaluation measure, each student must pass a Clinical Competency Exam. To prepare for the exam, students must complete a mandatory seminar, Review of Assessment, Diagnosis, and Treatment Planning, as offered by the department for a fee. Upon completion of the seminar, students may apply to take the Clinical Competency Exam.

A student submits an example of his/her clinical work (case presentation, assessment, treatment plan, and a videotape or audiotape of student-client interaction including a verbatim transcript and process comments) along with his/her Clinical Portfolio (including supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works) to a two-member faculty committee (including at least one member of the CTC). The student presents a client case in which he/she has performed the initial assessment, case history, and mental status exam; an analysis of the client's psychological testing if available; and a case summary, including legal and ethical issues in the case, treatment planning based upon empirically supported interventions, case management, diversity issues, and the transference and counter-transference involved in the case. The presentation must include a 50-minute videotape or audiotape of student interaction with the client. In addition, the student must respond to a case vignette, including the same elements noted above. Students must include a family psychology perspective in their interaction with the cases and demonstrate an ability to discuss the interdisciplinary (psychology, ethics, theology, and philosophy) dimensions of the case. The purpose of this exam is to ensure that the student has developed the requisite skills to successfully enter an internship. Successful completion of the exam is required before January 31 of the year for which the internship is sought.

Research and Clinical Dissertation

Overview of Research Competency Objectives

The APU Psy.D. Program recognizes that a comprehensive practitioner-scholar clinical psychology training program involves training clinicians to be critical consumers of psychological research and proficient with relevant clinical research and analysis methodologies, grounded in delivering services that are evidence-based and empirically defensible.

The program is designed to give students the essential research skills that every competent clinical psychologist needs to operate in a diverse marketplace.

Emphasizing the acquisition of a solid foundation in clinically relevant research principles and skills, the APU Psy.D. research pedagogy is based on an integration of an academic model of classroom instruction and a mentoring model of individual and group research supervision. The research curriculum provides a foundational education in research methodologies and analytical procedures that enable the student to engage in more advanced, individually focused research experiences consistent with the Practitioner-Scholar model. The faculty values the development of research skills as a significant component of clinical training and, therefore, has developed a research program that includes: a) academic courses; b) individual research mentoring by faculty; c) voluntary research groups facilitated by faculty mentors; d) faculty research programs and institutional research support; e) possible collaboration with extramural research facilities; and f) integration of solid scientific support for clinical theory, intervention, and assessment courses. A discussion of these components of Azusa Pacific University's broader research program is articulated hereafter.

The research and evaluation competencies necessary for the practice of clinical psychology are gained through a sequence of research courses and supervision that ultimately culminates in the creation and defense of a clinical dissertation. Students are required to take three research courses during their first year of the Psy.D. that provide the foundations for critical evaluation of qualitative and quantitative research, research problem formulation, the scientific method, literature review, research design, hypothesis formulation and testing, presentation and discussion of research results, and research ethics. The Psy.D. student formulates a research problem, reviews relevant literature, designs the appropriate research methodology, and submits a proposal for the clinical dissertation.

The research and dissertation sequence is designed to produce practitioner-scholars who have the requisite knowledge to function effectively in a variety of clinical settings. Upon completion of the Psy.D. Program, the student will be able to demonstrate competency in the following areas of research and practice:

1. Employ critical thinking skills pertaining to psychological phenomena
2. Evaluate existing clinical research and practice
3. Formulate clinical problems
4. Design research methodology
5. Assess relevancy of qualitative and quantitative data
6. Analyze and present research findings
7. Discuss relevant implications of their findings
8. Demonstrate skill in written communication
9. Function independently as a practitioner-scholar

Research Courses and Dissertation Development

Research coursework offered at the beginning of the program provides the necessary research knowledge-base to enter into a more intensive research process with a supervising faculty member. In addition to academic instruction, students will begin to formulate their research questions and benefit from the expertise of faculty members and more senior students also working with the dissertation chair.

Research Design I: Research Design I begins the development of a clinical dissertation. In this course, students gain expertise engaging in sound scientific methodology. During the semester, students: a) are exposed to basic concepts in a philosophy of science for psychology, b) receive a broad survey of qualitative and quantitative research designs, c) learn to critically evaluate the merits and shortcomings of research to identify problem areas or gaps, d) understand how research problems are formulated, e) organize and synthesize literature relevant to the student's dissertation topic, and f) formulate the initial stages of the clinical dissertation. During this semester, students should select a dissertation chair and begin to consolidate their research interests.

Research Design II: This course is offered in the spring semester and is intended to build upon the foundation established in Research Design I. In this course, students develop and hone their scholarly writing skills, receive more detailed instruction on qualitative and quantitative methodologies, and gain an understanding of program evaluation, needs assessment, survey research, and clinical outcome research. During this course, students will have met with their dissertation chair, consolidated their research topic, and planned the prospective research methodology, data collection, and analysis. By the end of this course, students apply the information obtained in both research design courses (I, II), and, under the supervision of their dissertation chair, participate in dissertation research groups to produce an initial literature review.

Dissertation Development: The intent of this course is to familiarize the student with research ethics and to provide specialized education in the type of dissertation the student has chosen to undertake (e.g., program consultation, advanced statistics for quantitative dissertations, advanced training in the use of a computerized qualitative analysis program for qualitative dissertations, etc.). Students receive focused instruction on the type of clinical dissertation they have chosen. During this semester, students develop their methodology section and a prospectus for successful completion of their dissertation.

Research Mentoring

Upon completion of the research sequence, students enter into research mentoring with their dissertation chair. Each subsequent semester, students enroll in dissertation units and consensually set specific research milestone requirements to achieve the objectives of completing the clinical dissertation and functioning independently as a practitioner-scholar. From the time the student chooses a dissertation chair in the first semester of the program to the completion of the clinical dissertation, the student is involved in individual supervision and/or voluntary research groups facilitated by the dissertation chair. Both settings are designed to solidify the principles and skills learned in the academic research and dissertation sequence. The dissertation proposal defense must be completed by June 30 prior to application for the predoctoral internship. Students must register for continuation units beginning in the internship year until the dissertation is complete.

Clinical Dissertation

Definition of the Dissertation

To obtain a doctorate in clinical psychology it is necessary to complete a clinical dissertation. The clinical dissertation is a written document relevant to professional issues and practice in clinical psychology. It involves: a) identification of a clinical problem or gap in the field, b) a plan to solve the problem or contribute to the existing knowledge base; c) critical review and synthesis of the available research; d) contribution of the student's research; and e) analysis of the findings and articulation of the relevancy to the science of clinical psychology.

The nature and scope of the Psy.D. clinical dissertation is distinct from the type of dissertation required in a Ph.D. It is intended to demonstrate satisfaction of the research and evaluation competency in professional psychology. The Psy.D. research curriculum and clinical dissertation teach students to follow "a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena" (NCSP, 1992). Completion of the research and dissertation courses demonstrates the competency "to engage in rigorous, careful, and disciplined scientific inquiry." The clinical dissertation may fall within one of six broad categories:

- **Clinical Application:** This is a product or program relevant to the application of professional psychology. The dissertation involves a relevant literature review, development of a product or program (including support documentation), and implementation or evaluation of at least a portion of the application or product.
- **Critical Literature Analysis:** Students may seek to synthesize and critique a body of research that is relevant to the practice of clinical psychology. This dissertation involves a comprehensive review, critique, and synthesis of the research literature in an area of clinical psychology noting implications for further research and clinical application.

- **Program Consultation:** Students may provide psychological consultation to an existing program, institution, or organization. The consultation dissertation includes a relevant literature review, needs assessment (collection of data), analysis of results, and recommendations to the client.
- **Qualitative Research:** Using qualitative research methodology, students conduct a literature review and collect and analyze qualitative data (e.g., interviews) to contribute to an area of clinical psychology that does not easily or conveniently lend itself to empirical data analysis. The findings from qualitative data analyses often illuminate new avenues of empirical research.
- **Quantitative Research:** This dissertation involves a literature review, hypothesis formation and testing, research design, statistical analysis, and the description and discussion of the research findings. The research project may analyze original data (involving data collection and subject recruitment), perform a secondary data analysis (involving access to an existing data set), or conduct a meta-analytic research synthesis.
- **Theoretical Development:** Dissertation students comprehensively review existing literature in a specific area of professional psychology and seek to significantly modify, reformulate, or advance a new conceptual or theoretical area or model relevant to the practice of psychology.

Dissertation Committee

The Dissertation Committee consists of no fewer than three members. Additional external readers with expertise in the area of study are encouraged as agreed upon by the committee chair. It is expected that the students make initial contact with the person they would like to chair their committee during the semester in which they take Research Design I. Selection and approval of the entire committee is a requirement for completion of the Research Design II course.

All Dissertation Committee members must hold an earned doctorate from an accredited institution. The chair must be a core faculty member in the Department of Graduate Psychology. The remaining members may be full-time faculty members from the Department of Graduate Psychology or another department at APU, an adjunct faculty in the department, or a person from outside the APU community. If the student chooses a person from outside the APU community, then it is necessary to secure the approval of the committee chair. Students should choose committee members in conjunction with the chair whose research interests and content expertise are closely related to the area of their dissertation.

Dissertation Proposal Review

During Research Methods II and Dissertation Development students conduct their initial literature review, develop their methodology section, and begin work on their proposal. Students continue to develop their dissertation proposal with consultation from the dissertation chair, committee members, and the director of research during Dissertation I–VI (one course each semester). The proposal must be approved by the chair and committee members at a Proposal Defense as a final requirement to gain approval to submit applications for placement in predoctoral internship. Failure to complete the dissertation proposal defense by the deadline results in a minimum of a one-year delay in applying for an internship. It is the student's responsibility to schedule the Proposal Defense with the dissertation chair and committee. The proposal deadline is the last working day in June of the student's second Psy.D. year. The draft proposal must be provided to the committee at least two weeks prior to the meeting. Students review the proposal with the committee, indicate how the dissertation study will enhance development of the core competencies in psychology, present an understanding of the relevant literature, provide a rationale for the proposed dissertation, describe the scope of work and choice of methods, and answer questions regarding the proposal. Formal approval of the dissertation proposal by the entire committee is necessary to proceed with the dissertation study.

Dissertation Process and Oral Defense

After the approval of the dissertation proposal, students proceed with the development of their dissertation. Dissertation Committee chair and members are available to students to guide the work. Institutional Review Board approval must be secured before any research activity with participants commences. The Dissertation I–VI courses and interaction with the committee facilitates completion of the dissertation, since students must fulfill certain milestone requirements to proceed in the program.

All students are responsible for the timely completion of their dissertation. Students should note that there is an additional dissertation fee for each semester beyond the final semester of coursework in which the dissertation is not complete. This fee allows students to access university resources, including faculty advisement. The maximum length of time for completion of the dissertation is eight years from the date of matriculation.

The written dissertation must follow current APA style and university guidelines in the dissertation manual. Once the dissertation is complete and meets the requirements of the Dissertation Committee chair and members, students must then successfully defend the dissertation in front of the entire committee. At the Oral Dissertation Defense, students formally present the dissertation to the committee, demonstrating that the dissertation is their work and that they are able to explain and defend it. If the defense is deemed acceptable by the committee, then the committee signifies its approval using appropriate forms. The committee must have unanimous agreement to approve the dissertation defense. It is likely that changes and additions will be required to complete the dissertation following an acceptable defense. If their dissertation defense is rejected, then the students must demonstrate substantive improvement in their ability to defend their dissertation, consistent with the response of the committee, prior to a second oral defense.

Following approval of the defense, students make necessary corrections in their written dissertation as requested by the committee within 30 days of the defense. These corrections must be approved by the dissertation chair and any other member(s) of the committee who wishes to review them.

The final corrected copy is then submitted to a technical reader who reviews the dissertation to determine compliance with APA style and university guidelines. These corrections are returned to students and must be completed within a month.

Students are allotted 10 hours per dissertation for editing. Should the dissertation require more time than the allotted 10 hours, the student will be billed at the hourly rate charged by the dissertation editor until the dissertation is approved for binding. Following approval of these corrections, students submit one copy of the corrected dissertation to the library representative to ensure technical compliance. Final submission includes copies duplicated according to specifications to the Department of Graduate Psychology for binding and distribution to University Microfilms Incorporated for inclusion in Dissertation Abstracts. A final approval signifying completion of all the required filings must be filed with the department to satisfy the degree dissertation requirement. Failure to complete all of the above within six months of the oral defense may result in a requirement that the student repeat the oral defense.

Students are responsible to consult the APU Doctoral Programs Handbook for Style and Format Requirements for the year of their dissertation defense to determine specific deadlines for May graduation.

Degree Posting

The doctoral degree is posted after the student has met all degree requirements, including documentation of completion of the Predoctoral Internship. Degree posting dates conform to those published in the graduate catalog.

Psy.D. Doctoral Assistantships

Funds are allocated to provide six Teaching-Research Assistantships (TRAs) each academic year. Students may apply each year for the first three years of their Psy.D. program. TRAs receive 50-percent tuition remission plus an annual stipend of \$6,250. TRAs must provide 15 hours of service per week in the Department of Graduate Psychology during September through June of the academic year. The director of the Psy.D. Program determines the roles and responsibilities of the TRAs. The Department of Graduate Psychology reserves the option to, in certain circumstances, divide the TRA positions into eight-hour per week positions (each student receiving one-half of the benefits) in order to assist more students.

Students must reapply for the positions each year. Students who are awarded a TRA position during any year are welcome to reapply for each of the first three years of their doctoral program. Decisions are made yearly, based upon the needs of the faculty and the program.

Preference is given to applicants who evidence strong academic credentials (high GPA and GRE scores, in particular) and financial need. Cultural knowledge and language skills that facilitate the provision of psychological services in an underserved community and commitment to provide psychological services in an underserved community following graduation are also taken into consideration. Applications for the assistantships and criteria for evaluation of applications are available in the Department of Graduate Psychology.

Adherence to Four- or Five-Year Track

Students are admitted to the Psy.D. Program based on their stated intent to adhere to one of the two course sequence tracks created for the program. The four-year track requires greater weekly time commitment and more units per semester. The five-year track is somewhat less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. Program. The Psy.D. faculty believe that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

Certain courses or mandatory seminars may be scheduled on Saturday. Saturday attendance may be necessary to fulfill degree requirements.

Progress Review and Annual Evaluation

An annual student progress evaluation is conducted in July, following the summer term. All aspects of student progress in the program are reviewed and a letter is sent to students informing them of the results of the review, noting strengths or completion of particular requirements and areas for improvement or remediation needed in order to remain current in the program.

The Psy.D. program evaluates multiple domains of student training beyond that of academic success. Other areas of evaluation that are expected competencies of professional psychologists include evaluation of intrapersonal, interpersonal, and professional development and functioning as articulated in the *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* produced by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). In addition to policies outlined in the catalog, other sources of program policy include the *Clinical Training Manual* and the *Dissertation Manual*.

Academic Probation and Disqualification

Psy.D. students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a *B-* in their coursework. Psy.D. students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* in their coursework.

Identification of Students with the Profession of Psychology

To facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the Psy.D. Program. Membership in APA provides many benefits, including subscriptions to the *Monitor* and *American Psychologist*.

Personal Psychotherapy Required

All Psy.D. students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by the faculty of the Department of Graduate Psychology.

Academic Advising

Each student selects a Dissertation Committee chair during his/her first semester in the program. That faculty member also serves the student as his/her academic advisor. In addition, the director of the Psy.D. Program and the director of clinical training may provide information regarding program planning and special concerns.

Academic Psychology Licensure

The APU Psy.D. Program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

Board of Psychology
1422 Howe Ave., Ste. 22
Sacramento, CA 95825-3200
(916) 263-2699
www.psychboard.ca.gov

Students seeking licensure in another state should contact the appropriate examining board in that state.

Course Descriptions

Pre-Psy.D.

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups is provided.

PPSY 525 Crisis and Trauma in Community Mental Health (3)

This course will prepare students in the understanding and treatment of child abuse, domestic violence and trauma. Content includes detection, assessment, and intervention strategies. Particular attention is paid to understanding the challenges and resources in community mental health. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

PPSY 531 Moral Identity Formation and Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marriage, and family identity formation.

PPSY 533 Spiritual Formation and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice.
Prerequisite: PPSY 531

PPSY 534 Interdisciplinary Integration and Psychotherapy (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting.
Prerequisites: PPSY 531 and PPSY 533

PPSY 540 Assessment I (3)

This course provides a broad understanding of the psychometric principles related to psychological assessment. It is the first in a sequence of courses that will continue in the Psy.D. Program, and it provides the foundation of knowledge that is necessary for development of the assessment competency in psychology. Special emphasis is placed on the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. The structure of an assessment battery, conducting clinical interviews, and the use of psychological tests with diverse populations are addressed.

PPSY 551 Theories of Personality and Psychotherapy (3)

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

PPSY 557 Marriage Therapy and Domestic Violence (3)

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions, of several theoretical models and be introduced to psychological instruments used in marital therapy. Emphasis is placed on how marriage therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. This course also meets the California requirements for training in the area of domestic and family violence for MFT and LCSW licensure.

PPSY 558 Advanced Developmental Psychology (3)

This course utilizes a lifespan perspective to examine individual and family development as they occur within ecosystemic contexts. Each stage of the lifespan is presented from infancy to long-term care and aging. The course highlights advanced development theories. Attachment and identity serve as core benchmarks or development perspectives offered in readings and lecture. Clinical application of the material is stressed.
Prerequisite: human development or equivalent

PPSY 561 Child and Adolescent Therapy (3)

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities are presented, providing the student with an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of the development aspects, family dynamics, social environments, and multicultural issues are addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)*.
Prerequisite: Abnormal Psychology or equivalent

PPSY 571 Family Therapy (3)

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socio-economic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

PPSY 572 Research Methodology (3)

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

PPSY 577 Psychological Assessment (3)

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. *A grade of B or better must be achieved in order to advance to PPSY 581.*

PPSY 594 Clinical Practicum (3)

This course provides an introduction to the clinical world of the psychologist. Students are introduced to the American Psychological Association's Ethical Standards and other content that distinguish psychologists from other mental health professionals. A review of basic clinical skills is provided with an emphasis on developing and refining the skills related to the relationship between clinician and client (respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy). Work in small groups allows an opportunity for students to role play and receive feedback concerning their skills.

PPSY 595 Special Topics (1-6)

Special topics courses offer graduate-level content in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. Among these topics are the Substance Abuse course, offered twice annually, and topics involving contemporary approaches to integration and counseling. The unit values of these courses range from one to six depending upon the specific contact hours and workload involved in the course.

PPSY 597 Clinical Placement I (3)

This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Clinical skills, case management issues, treatment planning, documentation, community-based resources, legal and ethical issues, and the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection, and assignments. This course also provides students with a forum for discussing their clinical caseload and their interaction with placement supervisors. *Students must be serving at an APU-approved training site to be enrolled in this course.*

PPSY 598 Clinical Placement II (3)

This course is designed as an adjunct to student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for student's clinical placement and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a community mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. *Students must be serving at an APU-approved training site to be enrolled in this course. Prerequisite: PPSY 597*

Psy.D.

The Clinical Practicum courses that follow are intended to provide additional clinical training for students while they are in clinical practice; in addition to the coursework, a student must gain hours of clinical experience in the sites specified each year during the time the Clinical Practicum sequence is taken.

PPSY 701 Clinical Practicum I: Legal and Ethical Competence (2)

This course introduces students to the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* and laws relevant to the practice of psychology. Students must pass a competency examination on legal and ethical issues, practice basic clinical skills, and have their clinical work reviewed.

PPSY 702 Clinical Practicum II: Professional Practice and an Introduction to Case Conceptualization (2)

This course provides a further introduction to the field of psychology. Students practice basic skills in assessment, interviewing, and sensitivity to diversity, with a special focus on case conceptualization. Activities include practical experience with volunteer clients, role playing and videotaping of clinical practice. Additional exploration of ethical issues in the practice of psychology is also included.

PPSY 711 Psychology and Systems Theory (3)

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

PPSY 712 Theories of Change and Evidence-based Treatment (3)

This course examines major theoretical orientations regarding the process of change in psychotherapy and provides instruction in the selection of evidence-based treatments. Contemporary theories are reviewed and critiqued in light of current research on the effectiveness of treatments based upon those theories. Students are expected to develop a coherent theoretical and empirical rationale for therapeutic interventions.

PPSY 713 Assessment II: Personality (4)

This course provides a review of the fundamentals of psychological assessment; the administration, scoring, and interpretation of objective instruments for the clinical assessment of personality; and professional report writing. Instruments to be studied include the Minnesota Multiphasic Inventory II and the Millon Clinical Multiaxial Inventory III. Cultural issues in the interpretation of psychological tests are addressed. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 714 Assessment III: Intelligence and Academics (4)

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation are considered. The development and composition of comprehensive assessment batteries are addressed. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 715 Adult Psychology (3)

This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

PPSY 716 Family Psychology (3)

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans that recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717 Child Psychology (2)

This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of children within the familial and cultural context.

PPSY 718 History and Systems of Psychology (3)

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

PPSY 719 Social Psychology (2)

The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic-action oriented social psychology is examined in the application of social psychological theory to real-life situations.

PPSY 721 Addictive Behaviors (2)

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors is studied, including substance use and eating disorders, gambling, sexual addictions, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

PPSY 722 Research Design I (3)

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

PPSY 723 Research Design II (3)

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

PPSY 724 Couples Theory and Therapy (3)

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

PPSY 725 Moral Psychology (3)

This course explores psychological perspectives on moral development and moral meaning. Students gain an understanding of the moral development of individual and family life using the conceptual frameworks and moral categories of phenomenological, gestalt, existential, cognitive, and object relations theories.

PPSY 726 Biblical Ethics and Psychotherapy (3)

In this course, students examine the primary ethical perspectives of Scripture in order to understand their role in the development of personal and family values and their importance as a source of ethical guidance for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

PPSY 727 Clinical Practicum III: Diversity Competency (2)

This course provides an on-campus forum for the review of clinical experience at a practicum site chosen subsequent to the development of an individual training plan. This course focuses on competency in the delivery of psychological services to diverse populations. Students must pass a competency examination on diversity to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 728 Clinical Practicum IV: Domestic Violence and Case Conceptualization (2)

This course provides an on-campus forum for review of clinical experience at a practicum site. Focus is on detection, assessment, and intervention strategies for spousal or partner abuse and meets the California requirements for training in this area. Students must pass a competency examination in domestic violence to complete this course. Students consider the conceptualization of clinical cases. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 729 Treatment Planning (1)

This course provides instruction in the process and structure of clinical treatment plans. Instruction is provided in the development of treatment plans, including the definition and diagnosis of problems, inclusion of psychological assessment and measurement in case conceptualization, and the formulation and implementation of empirically validated intervention strategies. Diversity issues in intervention evaluation and treatment planning are considered. Ethical principles and legal issues related to the standards of care in treatment are emphasized. Application is made to the variety of settings in which clinical psychology is practiced.

PPSY 730 Cognition (2)

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy are considered.

PPSY 731 Dissertation Development (1)

This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., Qualitative Research, Quantitative Research, Program Consultation, Critical Literature Analysis, Theoretical Development, or Clinical Application).

PPSY 734 Gerontology (2)

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

PPSY 735 Adolescent Psychology (2)

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders which relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models which recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736 Social Ethics and Psychotherapy (3)

This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

PPSY 737 Clinical Practicum V: Interdisciplinary Integration (2)

This course provides an on-campus forum for review of clinical experience at a practicum site. It focuses on the appropriate use of an interdisciplinary approach to clinical services that notes the interaction of philosophical, ethical, theological, and psychological dimensions. Students must pass a competency examination on the interdisciplinary approach to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 738 Clinical Practicum VI: The Future Psychologist – Management, Private Practice, and Advocacy (2)

This course provides students with an introduction to the possibilities, responsibilities, and options after graduation. Skills in developing a private practice, management of non-profit organizations, and advocacy for mental health are presented. Students are encouraged to develop a plan for advocating for a chosen public health issue or a plan for developing a private practice.

PPSY 739 Psychobiology (3)

This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

PPSY 740 Consultation in Clinical Psychology (2)

This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

PPSY 744 Supervision in Clinical Psychology (2)

This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

PPSY 745 Dissertation I (1)

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 746 Dissertation II (1)

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 747 Dissertation III (1)

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 748 Dissertation IV (1)

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 750 Predoctoral Internship (1)

This is a one-year professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters. *Prerequisites: completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from the Clinical Training Committee (Students who opt to take a half-time, two-year internship must register for this course both years.)*

PPSY 753 Moral and Spiritual Identity Formation in the Family (3)

This course explores moral identity formation within the family. Students consider religious, intergenerational, and systemic influence in the development of the moral landscape of the family and the moral and spiritual resources available to confront the emotional and psychological challenges of family life today.

PPSY 754 Assessment IV: Projectives (4)

This course provides an introduction to projective personality assessment tools and techniques. It emphasizes administration, scoring, interpretation, and report writing of the Rorschach using Exner's Comprehensive System. The course also briefly covers issues related to the use of other projective devices (e.g., Thematic Apperception Test and Projective Drawings). This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 755 Dissertation V (1)

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 756 Dissertation VI (1)

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 757 Psychopharmacology (2)

This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

PPSY 758A Techniques of Change: Cognitive-behavioral Interventions (2)

Students learn conceptual, perceptual, and executive skills of cognitive-behavior therapy designed to change problematic behaviors, affective states, and thought patterns in relation to specific disorders and clinical populations. Students develop a better understanding of how cognitive-behavior therapy and the paradigm of family psychology enhance the treatment of clients.

PPSY 759A Techniques of Change: Solution-focused Brief Therapy (2)

Students learn conceptual, perceptual, and executive skills of solution-focused brief therapy designed to apply to a variety of clinical populations. Students develop a better understanding of how solution-focused brief therapy and the paradigm of family psychology enhance the treatment of clients.

PPSY 760 Techniques of Change: Psychodynamic Interventions (2)

Students learn and practice a variety of psychodynamic interventions in relation to specific disorders and clinical populations with an emphasis on time-limited (brief) intensive psychodynamic psychotherapy.

PPSY 761 Advanced Clinical Practicum I (1)

This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 762 Advanced Clinical Practicum II (1)

This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology. This course aims to provide an ongoing learning experience for students who desire or need to pursue an additional year of training beyond the required CP I-VI sequence. Readings and lectures are intended to further enhance skills of assessment and clinical intervention.

PPSY 770 Introduction to Forensic Psychology (2)

This course provides the clinical psychology student an introduction to forensic psychology theory, methods, and assessment. This is the first and foundational course in a series of four elective courses in the Family Forensic Psychology Elective Concentration. This course provides students with the opportunity to learn the foundational theory in law and psychology that serves as prerequisite knowledge to explore deeper study in forensic assessment and family forensic psychology. Specifically, this course covers the introduction to the psychological and legal aspects of criminal, civil, and family forensic psychology.

PPSY 771 Forensic Assessment (2)

This course provides substantive coverage of Forensic Mental Health Assessment. It presents the psychological and legal conceptual framework for applying forensic instruments and forensically relevant instruments to answer questions presented by a civil, family, or criminal court. Foundational issues such as forensic ethics, multicultural considerations, basic forensic assessment methodology, and assessment of response styles and dissimulation are covered. In addition, relevant legal concepts and landmark cases that substantially shape the delivery of forensic mental health assessment are addressed. Students learn the basics of conducting the following evaluation types: 1) competency to stand trial; 2) mental status at the time of the offense and criminal responsibility; 3) violence risk management; 4) sex offender risk assessment; 5) death penalty mitigation; and 6) personal injury. *Prerequisite: PPSY 770*

PPSY 772 Family Forensic Psychology I (2)

This course provides a substantive overview of juvenile forensic and child custody evaluations. Students have the opportunity to learn legal cases and principles that apply to the work of forensic psychologists in juvenile and family courts, as well as assessment methodology and instruments that are employed when conducting juvenile forensic and child custody evaluations. Types of the evaluations covered include juvenile risk assessment, juvenile psychopathy, juvenile transfer waiver, juvenile competency, child custody, and fitness for parenting. *Prerequisite: PPSY 771*

PPSY 773 Family Forensic Psychology II (2)

This course covers specialized issues within family forensic psychology including conducting evaluations that are useful for making legal dispositions within the family court system. Students learn the fundamental elements of conducting the following assessments: visitation risk, child trauma, child sexual abuse allegations, domestic violence risk, battered spouse, decisional/testamentary capacity and substituted judgement, psychological autopsies, and reproductive capacity. In addition, students are exposed to divorce mediation and more advanced expert testimony strategies. At the end of the four-course sequence, students have the opportunity to participate in a mock court hearing where they present their findings and undergo cross-examination by an attorney. *Prerequisite: PPSY 772*

PPSY 780 Object Relations Theory and Therapy (2)

This course provides advanced instruction and training in object relations approaches to personality and psychotherapy. This seminar-style course includes a review of the British Middle School's distinctive contributions to personality theory, the primary object relations' models of personality, and contemporary clinical applications of this theory. Implications for the understanding of religious experience from within this theoretical and clinical framework are also explored.

PPSY 781 Interpersonal Theory and Psychotherapy (2)

This course provides advanced instruction and training in interpersonal approaches to personality and psychotherapy. This seminar-style course includes a review of Harry Stack Sullivan's distinctive contributions to personality theory, the primary interpersonal models of personality, and several contemporary clinical applications of this theory.

PPSY 782 Advanced MMPI-2 and Advanced MCMI-III (2)

This course provides advanced instruction and training in psychological assessment utilizing the MMPI-2 and the MCMI-III. The construction and characteristics of both tests are reviewed, and students gain experience in the scoring, written interpretation, and oral interpretation of the tests.

PPSY 783 Advanced Supervision (2)

This course provides a continuation of the skills and techniques learned in Supervision in Clinical Psychology. Focus is on application of supervisory skills such as parallel process, setting boundaries, determining the difference between content and process issues, and evaluation of supervisory skills of students supervised. Course participants provide supervision to Pre-Psy.D. students in their first practicum experience. *Prerequisite: PPSY 744*

PPSY 784 Phenomenology of Presence (2)

This course explores the dimensions of therapeutic presence from the vantage point of phenomenological analysis and existential categories. Students examine their own therapeutic presence from within this perspective and reflect on the individual and relational qualities that define and enhance therapeutic presence.

PPSY 785 Women's Spiritual Experience: Psychological and Theological Perspectives (2)

Based on the research conducted by scholars in the disciplines of theology and psychology on the unique experiences of women, this seminar course provides an introduction to the literature in women's issues from both a psychological and theological perspective. Through readings, discussion, research, and introspective writing, students explore the work of well-known scholars and begin to explore connections between the work of biblical scholars, historical theologians, and psychologists looking at women's experiences. Students are also given opportunities to apply their learning to their own spiritual and psychological development.

PPSY 795 Dissertation Continuation (3)

Only students who have not completed their dissertation prior to the predoctoral internship enroll in this course. Students enroll for dissertation continuation during the fall, spring, and summer semesters until the dissertation is complete and accepted for publication. Students are expected to complete specific goals, objectives, and tasks and to demonstrate satisfactory progress toward completion of the dissertation. Students who are continuing to complete their dissertation after they proceed to internship are required to enroll in this course each semester until the dissertation is completed, successfully defended, and accepted for binding. Students meet or interact with their faculty mentor and dissertation committee to facilitate completion of the dissertation.

PPSY 798 Special Topics (Electives) (1-6)

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

PPSY 798 Psychotherapy and Personality Disorders (2)

This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., Millon, factor models), addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals.

PPSY 798 Psychology of Women (2)

This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by female clients and treatment approaches for dealing with these issues.

PPSY 798 Value Formation within the Family (2)

This course explores the development of values with the family system. Special attention is paid to intergenerational perspectives, the role of family members in value formation, and the moral identity of the family.

PPSY 798 Brief Therapy and the Managed Care Environment (2)

This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.

PPSY 798 Family and Community Violence (2)

This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state authorized reimbursement to therapists treating victims of violence.

PPSY 798 Neuropsychology (2)

This course considers the neurological basis of behavior. The emphasis is on understanding the relationship of neurological disorders and psychopathology and an introduction to neuropsychological assessment. Screening, referral, and treatment issues are covered. The role of family/social network issues in treatment are also emphasized.

Additional courses may be offered at the discretion of the Department of Graduate Psychology in response to student requests.

Department of Physical Therapy

Faculty

Chair and Professor:

Michael Laymon, PT, DSc, O.C.S., CCD

Professors: Jerrold Petrofsky, Ph.D., JD; Susan Shore, PT, Ph.D.

Associate Professors: Wendy Chung, PT, DSc;

Michael Wong, PT, DPT, O.C.S.

Assistant Professor: Kathy Kumagai, PT, DPT, N.C.S., O.C.S.

Instructor: Grace Matsuda, PT

Lecturers: Mark Baker, PT, DPT, O.C.S.; Michael Holm, C.P.O.;

Dee Lily, PT, Ph.D.; Bruce Prins, Ph.D.; David A. Schneider, DC, PTA;

Jan Snell Kodat, PT, DSc, CNS; Jim Syms, PT, DSc, O.C.S.;

Dianne Whiting, PT, M.Div.

Programs Offered

- Master of Science in Human Physiology
- Doctor of Physical Therapy
- Transitional Doctor of Physical Therapy

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

For more detailed information about the Department of Physical Therapy, please visit www.apu.edu/bas/physicaltherapy/.

Master of Science in Human Physiology

Program Director

Michael Laymon, PT, DSc., O.C.S., CCD

(626) 815-5021

m Laymon@apu.edu

Inspired by the growing interest in a one-two year graduate program with coursework applicable to careers in medicine, physical therapy, and advanced biological techniques, the Master of Science in Human Physiology provides students with in-depth anatomic and physiologic study of the human body, as well as research emphasis on human anatomy, physiology, performance, and biochemical systems. The program's curriculum provides an educational opportunity for an academic graduate degree option for entry-level Doctor of Physical Therapy students.

Mission Statement

The Master of Science in Human Physiology prepares graduates to conduct research using advanced biological techniques. In addition, this degree prepares graduates for future careers in medicine, physical therapy, and other health-related professions.

Admission Requirements

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

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

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

Prerequisites for admission consideration:

1. Human Anatomy (with laboratory)
2. Human Physiology (with laboratory)
3. Cell Biology (with laboratory)
4. General Chemistry (one year with laboratory)
5. Organic Chemistry or Biochemistry (with laboratory)
6. General Physics (with laboratory)

– or –

Acceptance into APU's entry-level Doctor of Physical Therapy Program

Required Courses		28 units
PT 501	Research I	1
PT 520	Functional Anatomy I	5
PT 522	Functional Anatomy II	5
PT 524	Pathophysiology I	5
PT 525	Pathophysiology II	3
PT 541	Exercise Physiology	3
PT 558	Research II	2
PT 774	Research III	2
PT 776	Research IV	2
Elective Courses		6 units
PT 550	Neuroscience I	3
PT 551	Neuroscience II	3
PT 572	Pharmacology	4
PT 738	Wellness and Nutrition	3
Total		34 units

MS/DPT Option

Candidates enrolled in the Doctor of Physical Therapy Program may elect the MS/DPT option by completing a master's degree thesis in lieu of the professional Capstone Research Project and presentation. DPT students electing the MS/DPT option must have their research topic approved for thesis-level rigor and complete as an individual project.

Doctor of Physical Therapy

Program Director
Michael Laymon, PT, DSc., O.C.S., CCD
(626) 815-5021
mlaymon@apu.edu

The Doctor of Physical Therapy Program is a 31-month (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement, the spiritual basis of human worth, and the integration of these foundational elements into a comprehensive and problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment. Graduates have a solid generalist perspective of patient care in a variety of professional treatment settings with a strong foundation for post-professional specialization and lifelong learning.

The transitional or "bridge" DPT is designed for those licensed physical therapists from a CAPTE-accredited program to earn the DPT in 24–49 units, depending on their educational and clinical background.

Mission Statement

The Doctor of Physical Therapy Program prepares graduates to practice as competent generalist physical therapists who have a solid foundation for post-professional specialization. These graduates, who are guided by Christian principles, critical thinking, lifelong learning, and ethical values, support the community and the physical therapy profession by functioning as service-oriented practitioners and are pledged to excellence in total patient care, guided by a belief in human worth and dignity, and dedicated to the optimization of human health and function.

Additional Admission Requirements

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

1. The applicant must have an officially posted bachelor's degree from a regionally accredited college or university by the time he/she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of C or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis.

Prerequisite Courses

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

BIOLOGY: four courses

- Human Anatomy with lab (required)
- Cell Biology – or – General Biology with lab (required)
- Genetics (recommended)
- Neurobiology (recommended)
- Human Physiology with lab (required)

CHEMISTRY: One year with lab

- General Chemistry – or – Organic Chemistry

PHYSICS: One year with lab (must include electro, hydro, and magnetic physics)

STATISTICS: One course

PSYCHOLOGY: Two courses

- General Psychology (required)
- Any other Psychology course

HUMANITIES AND ARTS: Three courses

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

ADDITIONAL COURSES

(recommended but not required):

- Athletic Training
- Exercise Science
- Exercise Physiology
- Kinesiology/Biomechanics
- Nutrition
- Writing Course

Other Admission Criteria

- Applications are accepted year-round. However, to ensure consideration for the February start date, completed applications should be received by September 1. The APU DPT Program participates in the PTCAS centralized application process. The online application can be found at www.ptcas.org.
- All applications must be submitted through the PT centralized application service at www.ptcas.org.
- International students have a separate application procedure. Please contact the International Center at (626) 812-3055 or email international@apu.edu.
- Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- A cumulative baccalaureate or master's GPA of 3.0 (Candidates with a GPA of 2.5–2.99 may be considered for provisional admission.)
- Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/licensed physical therapist and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student
- 100 hours of clinical experience in physical therapy setting
- GRE taken within the last five years
- Computer literacy

Students admitted into the program will be required to provide a nonrefundable \$500 deposit within 10 days of receipt of their acceptance letter. This will be applied to the first term's tuition fee.

All materials should be submitted to:

Graduate Center: Admissions
 Azusa Pacific University
 PO Box 7000
 Azusa, CA 91702-7000
 Located at:
 Azusa Pacific University
 568 E. Foothill Blvd.
 Azusa, CA 91702
 (626) 815-4570
 Fax: (626) 815-4545
graduatecenter@apu.edu
www.apu.edu/graduatecenter

International applicants send forms to:

International Center
 Azusa Pacific University
 PO Box 7000
 Azusa, CA 91702-7000 USA
 +1-626-812-3055
 Fax: +1-626-815-3801
 Email: international@apu.edu
 website: www.apu.edu/international

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the following minimum international iBT (Internet-based TOEFL) scores:

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

All international students must complete international student applications which must be approved through APU's International Center.

Course Requirements

Graduation requirements include maintaining a minimum cumulative 3.0 grade-point average (GPA). See "Grading" and "Academic Probation and Dismissal" in the Academic Policies and Procedures section of this catalog.

Year I	61 units
Term I (Spring I Session – 9 weeks)	
PT 502 Professional Relationships	2
PT 506 Seminar I	2
PT 520 Functional Anatomy I	5
PT 718 PT Clinical Skills 1A	3
Term II (Spring II Session – 9 weeks)	
PT 501 Research I	1
PT 522 Functional Anatomy II	5
PT 722 PT Clinical Skills IB	3
PT 724 PT Clinical Skills II	3

Term III (Summer Session – 8 weeks)

PT 541	Exercise Physiology	3
PT 558	Research II	2
PT 726	PT Clinical Skills III	1
PT 731	Practicum	2

Term IV (Fall I Session – 9 weeks)

PT 524	Pathophysiology I	5
PT 550	Neuroscience I	3
PT 728	PT Clinical Skills IV	4
PT 752	PTDDT II - Cardiopulmonary	3

Term V (Fall II Session – 9 weeks)

PT 525	Pathophysiology II	3
PT 551	Neuroscience II	3
PT 746	PTDDT I - Ortho I	4
PT 756	PTDDT V - Neuro Rehabilitation	4

Year II**Term VI (Spring I Session – 9 Weeks)**

PT 732	PT Clinical Skills V	4
PT 744	Professional Ethics, Advocacy, and Spiritual Care	2
PT 748	PTDDT III - Ortho II	4

Term VII (Spring II Session – 9 Weeks)

PT 572	Pharmacology	4
PT 742	Prosthetics and Orthotics	2
PT 754	PTDDT IV - General Medicine	3
PT 760	PTDDT VIII - Pediatrics	4

Term VIII (Summer Session – 7 weeks)

PT 750	Comprehensive Exams	1
PT 758	Special Populations	3
PT 762	Seminar II	2
PT 778	Diagnostic Imaging	3
PT 798	Special Topics	3

Term IX (Fall I Session – 8 weeks)

PT 771	Internship A	8
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Term X (Fall I Session – 8 weeks)

PT 773	Internship B	8
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Term XI (Fall II Session – 8 weeks)

PT 775	Internship C	8
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Year III**Term XII (Spring I Session – 6 weeks)**

PT 738	Wellness and Nutrition	3
PT 764	PTDDT VII - Clinical Case Studies	2
PT 768	Administration	3
PT 774	Capstone I	2

Term XIII (Spring II Session – 9 weeks)

PT 790	Physical Diagnosis Screening	5
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Term XIV (Summer Session – 9 weeks)

PT 787	Residency I	6
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Term XV (Fall I Session)

PT 776	Capstone II	2
PT 789	Residency II	6
PT 792	Professional Portfolio	1

Total**150 units**

Transitional Doctor of Physical Therapy Program

The Transitional Doctor of Physical Therapy Program is a post-professional physical therapist education program that:

- Allows the U.S. licensed physical therapist to obtain the clinical doctorate by demonstrating knowledge commensurate with that of current professional (entry-level) Doctor of Physical Therapy (DPT) Program outcomes.

- Takes into account the learner's knowledge and experience.

The DPT is conferred upon completion of a structured post-professional educational experience that results in the augmentation of knowledge, skills, and behaviors at a level consistent with the current professional (entry-level) DPT standards. The DPT earned through the transitional program is:

- An applied/clinical degree.
- A post-professional, "bridge" degree.
- Analogous to current professional (entry-level) clinical doctorate standards.
- Not meant to signify acquisition of advanced clinical skills.
- A degree rather than a clinical designator.

The purpose of the Transitional Doctor of Physical Therapy Program is to supply didactic augmentation based on new and expanding knowledge, skills, and behaviors in physical therapy which have changed throughout the past 5-10 years to current licensed practitioners. The program's primary objective is to ensure that graduates of the program possess the consensus-based competencies congruent with the *Guide to Physical Therapist Practice, 2nd Ed.*, and the *Normative Model of Physical Therapy Education, V2K*.

The program is divided into three separate educational tracks for licensed physical therapists: one for graduates of the Master of Physical Therapy (MPT) at APU, one for graduates with a Master of Physical Therapy from other entry-level programs approved by the Commission on Accreditation of Physical Therapist Education (CAPTE), and one for graduates with a Bachelor of Physical Therapy from other entry-level programs approved by CAPTE.

59 units**30 units**

Program Requirements for APU MPT Graduates

PT 778	Diagnostic Imaging	3
PT 782	Practical Pharmacology	3
PT 784	Physical Diagnosis I	3
PT 786	Physical Diagnosis II	3
PT 787	12-week Residency	12

Total **24 units**

Acceptance Requirements for APU MPT Graduates

- Graduate application
- APU-posted MPT degree; other transcripts already on file from MPT application
- Résumé or Statement of Experience
- A minimum of two letters of recommendation
A letter of recommendation from a PT faculty member in each professional program attended
- PT license

Program Requirements for Non-APU MPT Graduates

PT 714	Health Policy and Ethics	2
PT 716	Current Practice Patterns	2–8
PT 772	Clinical Research	3–6
PT 778	Diagnostic Imaging	3
PT 782	Practical Pharmacology	3
PT 784	Physical Diagnosis I	3
PT 786	Physical Diagnosis II	3
PT 787	12-week Residency	12

Total **31–40 units**

Acceptance Requirements for Non-APU MPT Graduates

- Graduate application and fee
- All transcripts
- Résumé or Statement of Experience
- A minimum of two letters of recommendation
A letter of recommendation from a PT faculty member in each professional program attended
- Posted degree
- PT license

Program Requirements for Non-APU Graduates with B.S. in Physical Therapy

PT 501	Research I	1
PT 558	Research II	2
PT 580A	Foundational Science Update	3
PT 580B	Foundational Science Update	3
PT 714	Health Policy and Ethics	2
PT 716	Current Practice Patterns	2–8
PT 772	Clinical Research	3–6
PT 778	Diagnostic Imaging	3
PT 782	Practical Pharmacology	3
PT 784	Physical Diagnosis I	3
PT 786	Physical Diagnosis II	3
PT 787	12-week Residency	12

Total **40–49 units**

Acceptance Requirements for Non-APU Graduates with B.S. in Physical Therapy

- Graduate application and fee
- All transcripts
- Résumé or Statement of Experience
- A minimum of two letters of recommendation
A letter of recommendation from a PT faculty member in each professional program attended
- Posted degree
- PT license

Course Descriptions**PT 501 Research I (1)**

(15 contact hours)

The first of four research courses, this course introduces the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The course prepares the student to critically review and utilize professional literature.

PT 502 Professional Relationships (2)

(30 contact hours)

This course introduces the role of the physical therapist as a professional health educator. Emphasis is on developing interpersonal and communication skills in relation to the interaction between therapist and patient, other health professionals, and within groups.

PT 506 Seminar I (2)

(30 contact hours)

This course introduces the student to the physical therapy profession. Historical and legal issues, as well as practice settings and health care trends are addressed. Emphasis is placed on professional development and responsibility of the physical therapist as a lifelong learner.

PT 520 Functional Anatomy I (5)

(150 contact hours)

This is the first of a two-term intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, computer anatomic modeling software, radiographic, magnetic resonance, computerized tomographic and radionuclide images, and hands-on functional demonstrations. Biomechanics are studied from a functional and clinical approach. Emphasis is on the head, neck, upper extremity, thorax, and brain and spinal cord structures. *Concurrent with PT 718*

PT 522 Functional Anatomy II (5)

(150 contact hours)

This is the second of a two-term intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, computer anatomic modeling software, radiographic, magnetic resonance, computerized tomographic and radionuclide images, and hands-on functional demonstrations. Biomechanics are studied from a functional and clinical approach. Emphasis is on the pelvis, hip, knee, ankle, and foot. *Concurrent with PT 722*

PT 524 Pathophysiology I (5)

(75 contact hours)

The first of two courses which examine normal human physiology and related pathology, this course includes an introduction to the general response to injury at the cellular, organ, and organism level: the inflammatory response and healing mechanisms, and hemodynamic, immune, pulmonary, cardiovascular, musculoskeletal, and neurological disorders.

PT 525 Pathophysiology II (3)

(45 contact hours)

The second of two courses which examine normal human physiology and related pathology, this course focuses on hematologic, endocrine, gastrointestinal, genitor-urinary, and hepatic disorders.

PT 541 Exercise Physiology (3)

(75 contact hours)

This course relates bioenergetics, neuromuscular concepts, hormonal responses, performance aids, and environmental and age influences to physical performance. Procedures to integrate physiological concepts into the design of exercise prescription are presented.

PT 550 Neuroscience I (3)

(60 contact hours)

This is the first of two courses of in-depth anatomical and physiological study of the nervous system and neuromuscular function which serves as a foundation for PT 732 and 756. This course covers the anatomy and physiology of higher levels of the central nervous system. Case studies are incorporated.

PT 551 Neuroscience II (3)

(60 contact hours)

A continuation of Neuroscience I, this course offers further study of lesions and correlation with neurological symptoms and diagnostic tests. The peripheral nervous system is emphasized. Case studies are incorporated.

PT 558 Research II (2)

(30 contact hours)

The second in the research series, this course examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB.

PT 572 Pharmacology (4)

(45 contact hours)

This is an introduction to pharmacology which includes pharmacokinetics and pharmacodynamics. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

PT 580A Foundational Science Update (3)

(45 contact hours)

This is the first of two courses which are designed to provide a scientific basis for clinical practice by studying the areas of functional anatomy, physiology, and pathology. These foundational sciences are integrated via a systems approach. Microscopic and gross human anatomy, physiology, and pathology are studied utilizing lectures, classroom demonstrations, human cadaver dissections, videos, computer software, and imaging. The systems examined in this course are circulatory, pulmonary, endocrine, urinary, and immune.

PT 580B Foundational Science Update (3)

(45 contact hours)

This is the second of two courses which are designed to provide a scientific basis for clinical practice by studying the areas of functional anatomy, physiology, and pathology. These foundational sciences are integrated via a systems approach. Microscopic and gross human anatomy, physiology, and pathology are studied utilizing lectures, classroom demonstrations, human cadaver dissections, videos, computer software, and imaging. The systems examined in this course are integumentary, musculoskeletal, and nervous systems.

PT 714 Health Policy and Ethics (2)

(30 contact hours)

This course introduces the student to the current local, state, and federal regulations regarding the functions of autonomous practitioners. Clinical ethics issues influencing health care policy, and adaptations of a doctoring profession to changes in the health care environment are explored.

PT 716 Current Practice Patterns (2-8)

This course is divided into four separate sections based on the four areas of current physical therapy practice: musculoskeletal, neuromuscular, cardiopulmonary, and integumentary. Each section (two units each) seeks to relate current knowledge, evaluation and treatment techniques, and outcome measures to patients with pathology within each practice pattern.

PT 718 PT Clinical Skills IA (3)

(75 contact hours)

First in a series of five courses designed to examine basic evaluation and clinical skills of the physical therapist, this clinical skills course focuses on objective techniques of the upper extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Kinesiology is studied from a functional and clinical approach. Basic documentation is applied. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. Principles of body mechanics are introduced. *Concurrent with PT 520*

PT 722 PT Clinical Skills IB (3)

(75 contact hours)

A continuation of PT Clinical Skills IA, this clinical skills course focuses on objective techniques of the lower extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Gross muscle testing for the whole body is completed. Kinesiology of normal gait is studied from a functional and clinical approach. Incorporation of evaluation skills continue, including documentation. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. *Concurrent with PT 522*

PT 724 PT Clinical Skills II (3)

(60 contact hours)

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

PT 726 PT Clinical Skills III (1)*(45 contact hours)*

In this clinical skills laboratory course, assistive devices, bed mobility, and transfer training are introduced. Measurement, selection, and adaptation of assistive devices are performed. Bed mobility and transfer training are performed and implemented based on patient diagnosis and need. Emphasis is on patient safety with handling as well as body mechanics and safety of the therapist. Information is reiterated with laboratory activities, case studies, and a practical and written examination using a problem-solving approach.

PT 728 PT Clinical Skills IV (4)*(90 contact hours)*

This course emphasizes the general principles and methodology of therapeutic exercise. Bed mobility and transfer training are introduced. Postural evaluation and correction is addressed. Measurement, selection, and adaptation of assistive devices are performed. Students continue to build on their skills of body mechanics, kinesiology, palpation, range of motion, and muscle testing developed in PT Clinical Skills IA and IB.

PT 731 Practicum (2)*(80 contact hours)*

This two-week, full-time clinical exposure allows students to assist and practice basic evaluation techniques under the direction and supervision of a licensed physical therapist reflective of the specific practice setting. Emphasis is placed on the student's ability to communicate, develop professional behaviors, and utilize basic evaluation skills.

PT 732 PT Clinical Skills V (4)*(90 contact hours)*

The last in the clinical skills series, this course examines the neurophysiologic rationale for treatment approaches commonly used in physical therapy treatment for the neurologically impaired patient. Emphasis is placed on integration and development of hands-on skills in a laboratory setting.

PT 738 Wellness and Nutrition (3)*(45 contact hours)*

This course presents promotion of optimal health and disease prevention by incorporating the concepts of wellness and nutrition with education and prevention programs for individuals, groups, and communities. Trends such as eating disorders and alternative medicine in relation to wellness and nutrition are addressed.

PT 742 Prosthetics and Orthotics (2)*(60 contact hours)*

This course provides foundational knowledge of the types, uses, and fitting of prosthetic and orthotic devices. Rehabilitation intervention is addressed in regard to functional use, measurements, care, adjustments, precautions, and patient education for the appropriate device. Case studies, literature review, lecture, problem-solving models, videos, and laboratory practice are used.

PT 744 Professional Ethics, Advocacy, and Spiritual Care (2)*(30 contact hours)*

The course examines the major ethical issues affecting the physical therapist and the health care profession. Through class and small-group discussions, the student examines his/her own moral values.

PT 746 PTDDT I (4)*(Orthopedics I - 90 contact hours)*

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

PT 748 PTDDT III (4)*(Orthopedics II - 90 contact hours)*

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

PT 750 Comprehensive Exams (1)

This course gives the student an opportunity to demonstrate their qualifications to enter the clinical section of their physical therapy education.

PT 752 PTDDT II (3)*(Cardiopulmonary - 75 contact hours)*

This course presents basic theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforce management of the patient with cardiopulmonary dysfunction. Practical application of theoretical concepts are emphasized.

PT 754 PTDDT IV (3)*(General Medicine - 75 contact hours)*

This course provides the student with experience in the management of the general medicine patient with acute, chronic, and terminal disease. The laboratory portion of the course assists in developing clinical skills and reasoning to determine appropriate and safe therapeutic procedures and protocols for this population.

PT 756 PTDDT V (4)*(Neuro Rehabilitation - 90 contact hours)*

This course focuses on developing the skills used for functional evaluation, diagnosis, and treatment management of the neurologically impaired adult. Major areas investigated include spinal cord injury, stroke, and traumatic brain injury.

PT 758 Special Populations (3)*(45 contact hours)*

This course addresses physical therapy management of special populations such as geriatrics, women's health, industrial medicine, athletes, and other special interest groups for physical therapy care. The student is responsible for designing physical therapy management for each area considered.

PT 760 PTDDT VIII – Pediatrics (4)*(90 contact hours)*

This course provides the background knowledge needed to assess functional status, evaluate, and develop appropriate treatment programs for infants and children from premature birth to adolescence. Lab sessions held at a developmental center allow students to evaluate, develop a plan of care, and manage children under faculty supervision.

PT 762 Seminar II (2)*(30 contact hours)*

The clinical performance instrument is reviewed in this course, and written and oral communication skills specific to the clinic are refined. Expectations of clinical professional behavior are also emphasized. The student presents an in-service on a specific evaluation or treatment approach to be used in the clinic, incorporating lecture and lab into instruction. The student's performance is self assessed, peer assessed, and evaluated by the instructor.

PT 764 PTDDT VII – Clinical Case Studies (2)*(45 contact hours)*

The process of evidence-based review of the literature is applied to physical therapy case studies.

PT 768 Administration (3)*(75 contact hours)*

This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

PT 771 Internship A (8)*(240 contact hours)*

This is the first of three eight-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 772 Clinical Research (3-6)

This course begins by introducing the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The student critically reviews and utilizes professional literature, as well as examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB. Research is then conducted by the student under the supervision of a research advisor and the research committee in the DPT program. The completed research/ capstone projects presented both in written and oral formats. Faculty determine, prior to start of the course, the number of units required of each student based on research experience both from their master's and clinical backgrounds.

PT 773 Internship B (8)

(240 contact hours)

This is the second of three eight-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 774 Capstone I (2)

In the first of the Capstone course series, students choose a clinical question of interest and conduct an extensive literature review.

PT 775 Internship C (8)

(240 contact hours)

This is the third of three eight-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 776 Capstone II (2)

The second in the Capstone series, research of the clinical question continues through faculty supervised collection and synthesis of data.

PT 778 Diagnostic Imaging (3)

(45 contact hours)

This course familiarizes the Doctor of Physical Therapy student with the indications, instrumentation, and clinical interpretation of orthopedic imaging techniques including plane film X-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course focuses on the clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals.

PT 782 Practical Pharmacology (3)

(45 contact hours)

This course is the second in a series of pharmacology courses studying drug classification, pharmacokinetics, pharmacodynamics, absorption, distribution, mechanism of action, metabolism, elimination, and indications for use of therapeutic agents are considered. Prescription, over-the-counter, and common herbal supplements are studied. Drug action, therapeutic dosage schedules, drug interactions, and common side effects are brought into clinical perspective of patient management. Recognition of expected drug effects and signs of abuse or non-compliance are explored. Emphasis is placed on the therapist's proper incorporation of pharmacotherapeutic knowledge into patient assessment, differential diagnosis, and design of treatment regimens. *Prerequisite:* PT 527 or admission into the T-DPT program

PT 784 Physical Diagnosis I (3)

(45 contact hours)

This is the first in a series of two courses which prepares the student to utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention. The student gains experience with advanced EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, hematological and serum chemistry analysis, abdominal palpation skills, and dermatological examination. *(For transitional DPT students only.)*

PT 786 Physical Diagnosis II (3)

(45 contact hours)

This course is the second of the physical examination courses which prepares the student to utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention. The student gains experience with advanced EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, hematological and serum chemistry analysis, abdominal palpation skills, and dermatological examination. *(For transitional DPT students only.)*

PT 787 Residency I (6)

This is the first of two six-week culminating, mentoring, clinical experiences designed specifically to provide the student experience in functioning as an autonomous practitioner in a doctoring professional atmosphere. Full-time clinical exposure is provided under the supervision of a licensed physical therapist within a specialty practice setting.

PT 789 Residency II (6)

The second of two six-week clinical mentoring courses designed to provide the student experience in functioning as an autonomous practitioner in a doctoring professional atmosphere, this course offers full-time clinical exposure under the supervision of a licensed physical therapist within a specialty practice setting.

PT 790 Physical Diagnosis Screening (5)

This course prepares students to manage patients with multisystem dysfunction. They utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention.

PT 792 Professional Portfolio (1)

This course gives students an opportunity to demonstrate their preparation for entering a career in physical therapy by documenting learning experiences related to professional practice.

PT 798 Special Topics (3)

Topics of current interest for physical therapists are examined in this course which provides opportunities for students to analyze and evaluate specialized topics/techniques and enhance personal development.

PT 799 Independent Study (1-4)

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan which is developed in consultation with a sponsoring faculty member and approved by the department chair.

Department of Social Work

Faculty

*Department Co-chair; MSW Program Director; and Professor:
Katy Tangenberg, Ph.D., MSW*

*Director of Field Education, and Assistant Professor:
Kimberly Setterlund, MSW, L.C.S.W.*

*Director of Student Services, and Assistant Professor:
Karen Maynard, M.A.*

*Assistant Professors: Stephen Brown, Ed.D., MSW;
Catherine Miller, MSW, L.C.S.W.; Shaynah Neshama, Ph.D., MSW;
Olivia Sevilla, MSW, L.C.S.W.; Jeanie M. Thorndike, Ph.D., MSW*

Programs Offered

- Master of Social Work
- Master of Social Work/Advanced Standing

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The MSW Program has obtained Candidacy Status with the Council on Social Work Education.

For more detailed information about the Department of Social Work, please visit www.apu.edu/socialwork/msw/.

Admission

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

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

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

Master of Social Work (MSW) Program

**Department Co-Chair and Program Director
Katy Tangenberg, Ph.D., MSW
(626) 857-2403
ktangenberg@apu.edu**

Concentrations

Clinical Practice with Individuals and Families – This concentration prepares students for clinically oriented practice with individuals and families in contexts such as mental health clinics, managed care facilities, shelters, group homes, child welfare, hospice, schools, corrections, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, families, older adults, group therapy skills, and policies specific to health and mental health concerns.

Community Practice and Partnerships – This concentration prepares students for community-based practice in local, national, and international contexts. Specific emphasis is placed on the knowledge and skills necessary to work with communities and organizations to ameliorate social problems and advance the interests of marginalized groups. The concentration is considered especially appropriate for students interested in professional opportunities related to international social work, global relief and development activities, community advocacy, work related to transnational issues such as immigration, adoption, and labor practices, organizational leadership, and grant writing.

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

Program Options

The **full-time** program (two years) includes classes two days per week and approximately 16 hours per week of supervised internship. All students take the same first-year foundation courses. Concentration courses are taken in the second year of the program.

The **part-time** program (four years) includes classes one evening per week (two classes per semester, scheduled back-to-back). In addition, there are four weekend-intensive courses throughout the program (Friday evening/Saturday until mid-afternoon, meets once per month). All students take the same foundation courses in the first and second year. Concentration courses are taken in the third and fourth years of the program. Supervised internships requiring approximately 16 hours per week occur in the second and fourth years.

The **advanced standing** program (10 months) allows graduates of CSWE-accredited BSW programs to receive their MSW degree in 10 months. Students complete two three-hour advanced standing bridge courses during a three-week summer session prior to their start of the concentration curriculum, in which they join existing full-time MSW students for the remaining two semesters (30 curriculum hours) of the MSW program. The two bridge courses are: 1) SOCW 550 Advanced Standing: Intermediate Praxis; and, 2) SOCW 551 Advanced Standing: Intermediate Research and Evidence-based Practice.

Field Internships

Field education is a required component of the MSW curriculum. A field application process occurs prior to internships for student and faculty identification of appropriate field sites to meet student goals and community needs. Students complete two field internships, concurrent with practice coursework, for the purpose of integrating professional social work practice skills with theoretical and research knowledge in supervised social work settings. Field internships occur during typical Monday-Friday business hours. Successful completion of the field internship/seminar curriculum (grade B or higher) is required in order for students to remain in good standing and complete the MSW degree. Students must also be enrolled in a field seminar during field internship semesters. Full-time students complete field internships during both years of the program, whereas part-time students complete field internships during the second and fourth years. Students earn a total of 16 semester units for field education coursework. No transfer credit will be accepted for field education requirements or prior work experience. Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the MSW program.

Field education faculty select field internship sites through a comprehensive criteria consistent with accreditation standards determined by the Council on Social Work Education, including the congruence of field agency mission and goals with those of professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

MSW Program Mission and Goals

The following mission statement guides the MSW Program at Azusa Pacific University:

The Master of Social Work (MSW) Program develops competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW Program is committed to excellence in teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.

The following outcome goals are derived from this mission statement and purposes of social work education congruent with accreditation standards:

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment to seek necessary organizational change.
2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.
3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice, and adequate preparation for leadership, advanced study, and lifelong learning.
4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being, promote social and economic justice, empower clients, and respect diversity.
5. Graduates will practice according to the values and ethics of the profession and effectively and ethically integrate Christian faith in practice, including non-discrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

Transfer of MSW Credits

Students formerly enrolled in CSWE-accredited MSW programs may submit a list of MSW foundation level courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the MSW Program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred.

The MSW Program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW Program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student.
2. The work must have been done within five years prior to the award of the MSW degree from Azusa Pacific University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No transfer grade is lower than a *B*.
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after enrollment in the MSW Program.

Transfer of Elective Credits

The MSW Program has two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW Program and preferably have been taken in the last five years. Syllabi will be reviewed on a case-by-case basis to assure that prior content is not outdated. Petitions must be submitted to the MSW Program for evaluation. Due to the importance of MSW Program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material.

Academic Probation and Disqualification

MSW students must maintain a minimum cumulative grade-point average of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below *B-* in any course (*B* in any *field* curriculum). MSW students may be disqualified from further graduate work at APU if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two or more grades below *B-* in their coursework (*B* in any *field* curriculum).

Course Requirements 60 units

Foundational Coursework

SOCW 511	Introduction to the Social Work Profession	2
SOCW 512	Social Welfare Policy and Policy Practice	3
SOCW 513	Micro-theory and Human Development	3
SOCW 514	Practice I – Interviewing and Assessment	3
SOCW 515	Field Seminar I	1
SOCW 516	Field I	3
SOCW 521	Introductory Research Methods	2
SOCW 522	Diversity and Social Justice	3
SOCW 523	Macro-theory and Communities/Organizations	3
SOCW 524	Practice II – Intervention and Evaluation	3
SOCW 525	Field Seminar II	1
SOCW 526	Field II	3

Section total 30 units

Concentration Coursework

Clinical Practice with Individuals and Families

SOCW 534	Field Seminar III	1
SOCW 536	Advanced Clinical Practice I: Adult Mental Health	3
SOCW 537	Children and Adolescents	3
SOCW 538	Clinical Practice with Groups	2
SOCW 539	Field III – Clinical	3
SOCW 541	Capstone Leadership Project	3
SOCW 544	Field Seminar IV	1
SOCW 546	Advanced Clinical Practice II: Child Welfare and Family Therapy	3
SOCW 547	Social Welfare Policy and Health/Mental Health	2
SOCW 548	Field IV – Clinical	3
XXX	Elective	3
XXX	Elective	3

Concentration total 30 units

Community Practice and Partnerships

SOCW 531	Human Rights/Sustainable Development	2
SOCW 532	Advanced Community Practice	3
SOCW 533	Organizational Behavior and Management	3
SOCW 534	Field Seminar III	1
SOCW 535	Field III – Community	3
SOCW 542	International SW Policy/Practice	2
SOCW 543	Fundraising, Grant Writing, and Fiscal Decision Making	3
SOCW 541	Capstone Leadership Project	3
SOCW 544	Field Seminar IV	1
SOCW 545	Field IV – Community	3
XXX	Elective	3
XXX	Elective	3

Concentration total 30 units

Program total 60 units

Course Descriptions

SOCW 511 Introduction to the Social Work Profession (2)

This course focuses on the history, identity, values, ethics, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. *Prerequisite: Admission to MSW Program*

SOCW 512 Social Welfare Policy and Policy Practice (3)

The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice. *Prerequisite: Admission to MSW Program*

SOCW 513 Micro-theory and Human Development (3)

Content focuses on micro-level practice theories appropriate to social work practice with individuals, couples, and families. The family life cycle perspective and models of practice with diverse populations are presented in order to assist the contextualization and integration of theories in actual practice situations. *Prerequisite: Admission to MSW Program*

SOCW 514 Practice I – Interviewing and Assessment (3)

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes stages of the helping process; interviewing and assessment skills with adults, children, and families; clinical assessment and diagnosis using the DSM; and strategies for critically analyzing and sharing assessment information. *Prerequisite: Admission to MSW Program*

SOCW 515 Field Seminar I (1)

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation-year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisite: Admission to MSW Program; corequisite: Field I*

SOCW 516 Field I (3)

Field internship provides a professional setting for students to utilize generalist foundation practice skills and provides an opportunity for the integration of knowledge, skills, and social work values. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated social welfare agency. *Prerequisite: Admission to MSW Program; corequisite: Field Seminar I*

SOCW 521 Introductory Research Methods (2)

This course provides overviews of quantitative and qualitative research methods, evidence-based practice models, and the necessary integration of research in social work practice. Assignments focus on the evaluation of practice and program effectiveness and the development of mixed-methods studies to better understand social problems. *Prerequisite: Prior statistics course*

SOCW 522 Diversity and Social Justice (3)

Content focuses on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice. *Prerequisite: Admission to MSW Program*

SOCW 523 Macro-theory and Communities/Organizations (3)

Content focuses on macro-level theories and case examples relevant to social work practice involving communities and organizations. Models of practice with social welfare organizations (child welfare, education, health, aging, corrections) and diverse communities are examined. Roles and responsibilities of religious institutions in meeting social needs are also explored. *Prerequisite: Micro-theory and Human Development*

SOCW 524 Practice II – Intervention and Evaluation (3)

This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning/implementing change strategies, linking change strategies to theory and evidence-based practice research, medication use, interdisciplinary collaboration, resource development, advocacy, managing barriers to change, and practice evaluation. *Prerequisite: Practice I*

SOCW 525 Field Seminar II (1)

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation-year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisites: Field I, Field Seminar I, and Practice I; corequisite: Field II*

SOCW 526 Field II (3)

Field internship provides a professional setting for students to utilize generalist foundation practice skills and provides an opportunity for the integration of knowledge, skills, and social work values. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated social welfare agency. *Prerequisite: Admission to MSW Program, Field I, and Field Seminar I; corequisite: Field Seminar II*

SOCW 531 Human Rights and Sustainable Development (2)

Content focuses on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics include influences of poverty, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives are explored. *Prerequisites: Macro-theory and Practice with Communities and Organizations and Diversity and Social Justice*

SOCW 532 Advanced Community Practice (3)

This course expands foundation-level community practice content to include community entrance, engagement, core practice modes, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, professional ethics, and work in congregations and other religious communities. *Prerequisite: Macro-theory and Practice with Communities and Organizations*

SOCW 533 Organizational Behavior and Management (3)

This course focuses on organizational behavior and managerial roles and responsibilities in human services organizations. Content includes organizational behavior perspectives and other organizational theories, design, decision-making, and problem-solving processes, and specific managerial functions. Conflict management strategies are applied to micro- and macro-levels of organizational relationships. *Prerequisite: Macro-Theory and Practice with Communities and Organizations*

SOCW 534 Field Seminar III (1)

Field Seminar III focuses on presentation and discussion of student experiences in concentration field placements. Specific emphasis is placed on demonstration and evaluation of practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in prior coursework including prior seminars. *Prerequisites: Field I and II, Field Seminar I and II, Practice I and II; corequisite: Field III*

SOCW 535 Field III – Community Practice (3)

Field internship provides a setting for students to utilize advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: Field I and II, Field Seminar I and II, Practice I and II; corequisite: Field Seminar III*

SOCW 536 Advanced Clinical Practice I (3)

This course begins a two-semester advanced clinical practice sequence focusing on adult mental health. Content includes further knowledge of symptoms, diagnoses, assessment, and treatment strategies associated with psychiatric conditions, brain functioning and chemistry, psychotropic medications, and managed-care expectations. Secular theoretical and Christian counseling perspectives are integrated throughout the course. *Prerequisites: Practice I and Practice II*

SOCW 537 Children and Adolescents (3)

This course describes social, emotional, and mental health problems experienced by children and adolescents, and discusses play therapy and other forms of intervention to improve functioning and well-being. Different adolescent risk behaviors and related treatment strategies are presented. Secular and Christian counseling perspectives are integrated throughout the course. *Prerequisites: Practice I, Practice II, and Micro-theory and Human Development*

SOCW 538 Clinical Practice with Groups (2)

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics of group development stages, leadership principles, diversity issues, distinctions between voluntary and involuntary groups, and evaluation methods are presented. Content includes leadership of informal small groups and their relevance to clinical practice. *Prerequisites: Practice I, Practice II, and Micro-theory and Human Development*

SOCW 539 Field III – Clinical Practice (3)

Field internship provides a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice with adults and families. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: Field I and II, Field Seminar I and II, Practice I and II; corequisite: Field Seminar III*

SOCW 541 Capstone Leadership Project (3)

This course combines lecture and seminar formats to prepare students for professional leadership roles in human services and assist completion of capstone leadership projects. The content includes professional ethics and skills related to transformative leadership, administration, management, organization, and supervision. Leadership issues in secular and religious organizations are explored. *Prerequisites: All foundation courses and completion of first semester of concentration courses*

SOCW 542 International Social Work Policy and Practice (2)

Content focuses on international social work practice at multiple systems levels. Topics include differing theoretical and religious perspectives, (post) colonialism, globalization, and issues involving U.S. immigration policy and immigrants. Practice content addresses poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns, and individual/group counseling strategies. *Prerequisites: Macro-Theory and Practice with Communities and Organizations; Diversity and Social Justice; Advanced Community Practice; Human Rights and Sustainable Development*

SOCW 543 Fundraising, Grant Writing, and Fiscal Decision Making (3)

This course prepares students for potential fundraising, grant writing, and fiscal decision-making responsibilities in human services organizations. Students work with local agencies and their administrators to assess and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on actual grant writing, participation in fundraising activities, and assessing fiscal priorities in the management of agency budgets.

SOCW 544 Field Seminar IV (1)

Field Seminar IV is facilitated by students with organizational support from the instructor. Content is based on discussions of case examples encountered in concentration field placements and student preparation for master's-level social work employment. Focus is on the integration of theory, practice, and evaluation, and professional development issues. *Prerequisites: Field I, II, III; Field Seminar I, II, III; Practice I, II; corequisite: Field IV*

SOCW 545 Field IV – Community Practice (3)

Field internship provides a setting for students to utilize advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: Field I, II, III; Field Seminar I, II, III; Practice I, II; corequisite: Field Seminar IV*

SOCW 546 Advanced Clinical Practice II (3)

Second in the advanced clinical practice sequence, this course focuses on the family practice contexts of child welfare and family therapy. Content includes social worker roles, decision-making processes, and interventions in child welfare practice and family therapy. Secular and Christian theoretical perspectives are discussed in regard to common clinical issues. *Prerequisite: Advanced Clinical Practice I*

SOCW 547 Social Welfare Policy and Health/Mental Health Care (2)

The course content focuses on American social welfare policies relevant to health and mental health care and the interface of policy and practice. Topics include health insurance, managed care, access/treatment disparities, advocacy strategies, international perspectives, and policies specific to addition, issues concerning women and children, criminal justice, and involuntary commitment. *Prerequisite: Social Welfare Policy and Policy Practice*

SOCW 548 Field IV – Clinical Practice (3)

Field internship provides a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice with adults and families. Students complete a minimum of 480 hours by the end of semesters I and II at an approved and designated agency. *Prerequisites: Field I, II, III; Field Seminar I, II, III; Practice I, II; corequisite: Field Seminar IV*

SOCW 550 Advanced Standing: Intermediate Praxis (3)

Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored. *Prerequisite: Admission to advanced standing MSW program; Corequisite: SOCW 551*

SOCW 551 Advanced Standing: Intermediate Research and Evidence-based Practice (3)

This advanced standing course provides overviews of evidence-based practice models, quantitative and qualitative research methods, and the necessary integration of research in social work practice. Assignments focus on evaluating individual practice and ways research is used to better understand social problems and improve services. *Prerequisites: Admission to advanced standing MSW program, evidence of prior statistics course with grade of C or higher; Corequisite: SOCW 550*

SOCW 561 Addictions (3)

This course describes addictions from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-based research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content is consistent with BBS education requirements in the area of substance abuse and dependency. *Elective*

SOCW 562 Urban Social Welfare (3)

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. *Elective*

SOCW 563 School Social Work (3)

This course uses an ecological perspective to prepare students for school social work practice. Topics include historical, theoretical, legal, research, policy, and practice issues relevant to school social work services; the roles and tasks performed by social workers in schools; school social work practice models; and professional ethics. *Elective*

SOCW 564 Social Work and the Bible: Christian Perspectives on Service and Professional Practice (3)

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. *Elective*

SOCW 595 Special Topics (1–6)

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from one to six depending upon the specific contact hours and coursework load.

SOCW 599 Readings in Social Work (1–3)

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. *Additional fees required.*

CENTER FOR ADULT AND
PROFESSIONAL STUDIES

Master's in:
Leadership and Organizational Studies 122



Center for Adult and Professional Studies

Faculty

Dean, and Professor: Fred Garlett, Ed.D.

Professor: Ruth Anna Abigail, Ph.D.

Associate Professor: Frank Berry, Ph.D.

Instructor: Sarah Visser, M.Ed.

*Director of Prior Learning Assessment and Instructor:
Stephanie Fenwick, M.Ad.Ed.*

*Program Director, Human Development:
Gordon Jorgenson, M.A.Ed.*

Programs Offered

- Master of Arts in Leadership and Organizational Studies (Accelerated)
- Master of Arts in Leadership and Organizational Studies (Online)

Accreditation

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

For more detailed information about the Center for Adult and professional Studies, please visit www.apu.edu/caps/.

Admission

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

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

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

Master of Arts in Leadership and Organizational Studies (Accelerated)

The program leading to the MLOS degree is a 20-month, 33-unit, lock-step program with teams of 16–24 students who complete the coursework together.

Mission Statement

The Master of Arts in Leadership and Organizational Studies provides access to all qualified candidates requiring an advanced program of comprehensive study and application that equips leaders to cope with a changing workforce, remain current with new technologies, and gain deeper understanding of advanced leadership skills.

The MLOS Team Program

This lock-step program consists of 11 courses totaling 33 units. Each course meets one evening per week for eight weeks, from 6–10 p.m. The student takes two classes each semester. The following proforma schedule lists the required courses:

MLOS 500	Research in Organizations	3
MLOS 501	Group and Team Dynamics	3
MLOS 504	Managerial Marketing	3
MLOS 514	Information Systems for Managers	3
MLOS 516	Organizational Behavior and Analysis	3
MLOS 517	Human Resource Management	3
MLOS 529	Leadership and Managerial Ethics	3
MLOS 535	Survey of Organizational Finance	3
MLOS 561	Conflict and Negotiation in Organizations	3
MLOS 570	Improving Quality and Productivity	3
MLOS 578	Strategy and Planning	3
Total		33 units

Each student should check with the Center for Adult and Professional Studies for the sequence of courses required, (626) 815-5301.

NOTE: There are no transfer courses allowed in this program.

Master of Arts in Leadership and Organizational Studies – Online (MLOS-O)

Course Sequence

MLOS 500	Research in Organizations	3
MLOS 501	Group and Team Dynamics	3
MLOS 504	Managerial Marketing	3
MLOS 514	Information Systems for Managers	3
MLOS 516	Organizational Behavior and Analysis	3
MLOS 517	Human Resource Management	3
MLOS 529	Leadership and Managerial Ethics	3
MLOS 535	Survey of Organizational Finance	3
MLOS 561	Conflict and Negotiation in Organizations	3
MLOS 570	Improving Quality and Productivity	3
MLOS 578	Strategy and Planning	3
Total		33 units*

For information concerning the sequence of courses required, call the Center for Adult and Professional Studies at (626) 815-5301.

*There are no transfer courses allowed in this program.

Additional Admission Requirements

Students entering the MLOS Programs are required to:

1. Hold a bachelor's degree from a regionally accredited college or university.
2. Possess a baccalaureate or master's grade-point average of 3.0 or better. (Students with an undergraduate grade-point average of 2.5–2.99 may be considered for admission on a provisional basis. Such students will be allowed one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)

All aspects of the applicant's file are considered – rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement. The above items and a \$45 application fee should be sent to:

Center for Adult and Professional Studies

Azusa Pacific University
 PO Box 7000
 Azusa, CA 91702-7000
 (626) 815-5301
 Fax (626) 815-5417
 caps@apu.edu

Course Descriptions

MLOS 500 Research in Organizations (3)

This course offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. The emphasis of this course is on the means by which research processes create information for organizations through both primary and secondary research methods.

MLOS 501 Group and Team Dynamics (3)

This course focuses on the contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations.

MLOS 504 Managerial Marketing (3)

Students review the basic functions of marketing and the development of marketing process, marketing mix, and marketing environment. A planning approach using problems, case studies, and readings places the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

MLOS 514 Information Systems for Managers (3)

This course introduces students to computers in a business context. As a manager, the student needs a basic understanding of the use of the computer as a tool in solving operational and managerial problems. While productivity tools and microcomputers are used, the emphasis is on users of computers rather than development of computer specialists. Topics include: the management of computer resources; fundamentals of computers, including the hardware and software available to computer users; word processing and management information systems; and common and specialized computer applications in business.

MLOS 516 Organizational Behavior and Analysis (3)

The purpose of this class is to investigate the impact that individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. This course examines role behavior, group dynamics, communication, conflict, leadership, organizational structure, and motivation.

MLOS 517 Human Resource Management (3)

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

MLOS 529 Leadership and Managerial Ethics (3)

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

MLOS 535 Survey of Organizational Finance (3)

This course examines the essential components of organizational finance that are critical for any business leader and provides a solid foundational overview and comprehensive understanding of the basic principles of organizational finance. These domains include but are not limited to goals and functions of financial management, financial analysis and planning, working capital management, capital budget processing, long-term financing, and expanding the perspective of corporate finance.

MLOS 561 Conflict and Negotiation in Organizations (3)

This course focuses on the processes of informal conflict in organizations, as well as more formal situations of negotiation and bargaining. By observing conflict and negotiation in a variety of settings, the student learns multiple methods of analysis and response to this type of organizational situation.

MLOS 570 Improving Quality and Productivity (3)

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

MLOS 578 Strategy and Planning (3)

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

SCHOOL OF BUSINESS AND MANAGEMENT

Master of Business Administration (MBA) 127

Master of Arts in Management (MAM) 130



School of Business and Management

Faculty

Dean and Professor: Ilene L. Smith-Bezjian, DBA

Associate Dean and Professor: Orlando Griego, Ph.D.

*Associate Dean for Accreditation and Professor:
George Babbes, Ph.D.*

*Chair, Graduate Business Programs – MBA, MMBA, YEMBA;
and Associate Professor: Emmanuel Ogunji, Ph.D.*

*Chair, Graduate Management Programs – MAM, YEMAM; and
Assistant Professor: Roxanne Helm, MBA, HPT, CT.*

*Professors: Jau-Lian Jeng, Ph.D.; Stuart Strother, Ph.D.;
Julia Underwood, Ph.D.*

*Associate Professors: Paul Anderson, MBA, CPA;
Roger Conover, Ph.D.; Stanley Deal, M.S., CPA;
Adele Harrison, Ph.D.; Daniel Park, Ph.D.;
Patricia Skalnik, DBA; Elwin Tobing, Ph.D.*

*Assistant Professors: Ron Jewe, Ph.D., M.Div;
Daniel Kiple, DBA; Pamela Penson, MBA*

Programs Offered

Traditional Programs:

- Master of Business Administration (MBA)
- Master of Arts in Management (MAM)

Accelerated Programs:

- Millennium Master of Business Administration (MMBA)
- Young Executive Master of Business Administration (YEMBA)
- Young Executive Master of Arts in Management (YEMAM)

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Business and Management is accredited by the International Assembly for Collegiate Business Education (IACBE).
- The school is a member of and a candidate for accreditation with the American Assembly of Collegiate Schools of Business (AACSB).

For more detailed information about the School of Business and Management, please visit www.apu.edu/sbm/.

Mission Statement

The School of Business and Management equips students to passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.

Admission

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

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

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

Additional Admission Information

Admission is based on a review of each applicant’s academic achievements, GMAT score, work experience, personal statement, and references. While the entirety of an applicant’s package is considered, accepted applicants generally fit into one of the following three categories.

Dean’s Fellows – Students accepted as dean’s fellows generally have undergraduate GPAs of 3.5 or higher, GMAT scores of 600 or higher, and strong work and research experience. Students who apply for and are admitted to the Dean’s Fellows Program receive free textbooks during the

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

program and the opportunity to work with research faculty and attend academic conferences. This is a competitive program that accepts fewer than five percent of applicants.

Regular Program Acceptance – Students admitted to the program in this group typically have undergraduate GPAs of 3.0 or higher, GMAT scores of 500 or higher, and solid work experience. Most students are admitted under this category.

Conditional Program Acceptance – Students admitted to the program provisionally typically have undergraduate GPAs between 2.5 and 2.9, or GMAT scores between 450 and 499. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statements. If admitted, provisional students must maintain a *B* or better overall GPA in the first 12 units of coursework with no course grade below a *B-* in order to continue in the program.

Start Times – Students are admitted and can start the traditional MBA program in any term during the school year. MMBA and YEMBA program cohorts are admitted and start the program during the month of June each year.

Application Deadline – The application deadline for the traditional MBA program is approximately four weeks before the start of any session. The application deadline for the MMBA and YEMBA programs is March 31.

Graduate Business Programs

**Chair, Graduate Business Programs,
Emmanuel Ogunji, Ph.D.
(626) 815-6000, Ext. 3237
eogunji@apu.edu**

Program Distinctives

Azusa Pacific University's School of Business and Management (SBM) offers comprehensive and intensive graduate business and management programs that develop exceptional business management professionals with outstanding moral character, strong analytical and innovative decision making skills, and a world view that understands and appreciates the global diversity in cultures, markets, and economies. SBM graduate programs provide advanced professional education and academic studies leading to successful careers in business firms, government agencies, and nonprofit organizations.

The innovative worldview leadership development vision and global perspectives that form the core of the graduate business and management programs are reflected in the curriculum and coursework designs that combine on-campus classroom study with national or international field study experiences during the course of the various programs as applicable. Graduate courses are offered in nine-week terms that allow completion of the degree programs in various tracks.

Students are able to conduct research and case studies in various courses, and prepare presentations on specific companies, industries, markets, countries, or project analyses undertaken as specified in the coursework.

SBM faculty and students explore business and management problems from multidisciplinary perspectives that:

- Develop effective leadership and management professionals with critical and analytical thinking and sound decision-making skills.
- Increase knowledge, awareness, and recognition of the global diversity of ideas, cultures, markets, and economies.
- Provide opportunities for intellectual exchange and practical experience, while emphasizing interpersonal skills and teamwork.

The graduate business and management programs are an integral part of the university's vision of scholastic leadership through excellence in academic programs, community service focus, and deep commitment to faith that reaches across the globe. The various graduate programs further reflect the commitment of the School of Business and Management to continuously advance the university's core principles of transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization.

Master of Business Administration (MBA)

The Traditional MBA Program offers working professionals an accessible yet rigorous evening graduate business program that can be completed in 12-, 18-, or 24-month tracks.

The program offers working professionals the key concepts and the analytical and relational skills essential for successful business management and leadership. The program curriculum is designed to strike a balance between theory and practice by combining scholarship with practical experience and actual corporate case studies of business decision making. The MBA coursework sequences are coordinated to provide the student with the fundamental tools and functional knowledge necessary for successful business management and leadership. The student also has the option to pursue elective courses in one or more areas of concentration based on specific interests and career aspirations.

The program provides the opportunity for the student to develop sound analytical abilities, establish collaborative and team-building skills, and become aware of social responsibility as a factor in decision making. The curriculum also allows the student to acquire an understanding of the global business environment and how it is affected by cultural and market diversities. Faculty lectures are combined with case studies and discussions, student presentations, and team projects. The accelerated and interactive classroom environment includes applied learning activities, use of new technologies in solving business problems, management and marketing simulations, case competitions, and independent field research and studies.

The Millennium MBA (MMBA) Program is an accelerated, comprehensive, and intensive 15-month graduate business program that develops exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a world view that understands and appreciates the global diversity in cultures, markets, and economies.

The MMBA is a full-time program for recent graduates with excellent academic records and the desire to pursue a rigorous graduate business management curriculum that integrates on-campus classroom studies with global field study trips and case studies of corporate strategic, marketing, operations, finance, and organizational management in various countries around the globe including Brazil, Germany, China, South Africa, and Australia. Students can also complete elective courses in one or more optional concentration fields.

This program is designed as an integral part of the university's vision of scholastic leadership in this millennium through excellence in academic programs, community service focus, and deep commitment to faith that reaches across the globe. The MMBA program further reflects the commitment of the School of Business and Management to continuously advance the university's core principles of transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization.

The Young Executive MBA (YEMBA) Program is a comprehensive, 13-month, full-time intensive graduate business management program for recent graduates. Students concurrently work in part-time management internship positions in business firms, government agencies, and nonprofit organizations, while completing full-time coursework on campus. Students learn global business strategy, operations, marketing, finance, and organizational management concepts while maintaining active involvement in business environments with opportunities to tackle actual business problems and decision-making challenges. The program culminates in a one-month international business strategy study and field experience trip to Asia. Students also have the opportunity to complete elective courses in one or more of the optional course concentration areas.

Prerequisites

To ensure students are adequately prepared for the rigors of accelerated MBA-level coursework, six prerequisite courses must be satisfied prior to enrolling in MBA courses. At APU, these courses can be taken over two nine-week terms and are designed to equip students for success in the program.

Prerequisite Courses

BUSI 501	Math for Decision Makers	2
BUSI 502	Business Economics	2
BUSI 503	Statistics	2
BUSI 504	Managerial Marketing	2
BUSI 505	Managerial Accounting	2
BUSI 506	Managerial Finance	2

These courses must be taken at APU prior to beginning the MBA program, or may be waived based on established proficiency as follows:

Undergraduate Business Degree – Students who have completed an undergraduate business degree within the past seven years, and who have earned a B- or better grade in a prerequisite course, will generally be able to waive the course. Students must submit a catalog course description and syllabus to the MBA program chair for consideration.

Transfer Credit – Students may take prerequisite courses at an accredited college or university. To receive transfer credit, the course must have been taken for a grade and the student must have received a B or better. The transfer credit must be approved by the MBA chair before enrollment in MBA coursework. Submit a catalog course description and syllabus to the MBA program chair for consideration.

CPA Exam – Students who have passed the CPA exam are not required to take the accounting prerequisite. Submit a copy of examination results or CPA Certificate to the MBA program chair.

MBA Program Curriculum

The MBA program curriculum requires 38 units of specified core courses with an option for 9 units of elective courses for concentrations in finance, marketing, international business, strategic management, and human resources and organization development. The following is a listing and description of the required MBA program coursework.

Core Courses

The MBA Program at APU is a 38-unit general management program consisting of the following courses. Please note that the Worldview Leadership Formation and Field Experience are short-duration residency courses not taught over the nine-week terms.

BUSI 509	Worldview Leadership Formation	1
BUSI 512	Management Accounting	3
BUSI 513	Corporate Finance	3
BUSI 514	Operations Management	3
BUSI 515	Marketing Research	3
BUSI 516	Organizational Behavior	3
BUSI 521	Managerial Economics	3
BUSI 522	Private Enterprise and Public Policy	3
BUSI 527	Marketing Strategy	3
BUSI 548	International Business Strategy	3
BUSI 567	Advanced Financial Analysis	3
BUSI 578	Strategy and Planning	3
BUSI 581	Strategic Leadership	2
BUSI 597	Field Experience	2

Concentration Fields

Students may earn concentrations as part of the MBA degree by taking at least three 3-unit elective courses for a total of 9 units in one of the following fields:

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

Students should consult with the MBA program chair for appropriate faculty advising regarding concentration choices. Concentration courses can be taken as regularly scheduled classroom coursework or as independent study in accordance with APU guidelines.

Field Experience

Students complete the required intensive field experience studies and trips as part of the MBA coursework. This provides students with opportunities for field case studies and experiential visits to observe and evaluate the inner workings, management, and operations of organizations and business entities in manufacturing, merchandizing, services, finance/investment industries, and/or government and nonprofit sectors of the economy. Students may complete the field experience locally, nationally, or as part of an international field trip as applicable. National and International field trip destinations vary each session and may include destinations in Asia, Africa, Europe, South and Central America, and North America as applicable.

Independent Studies

Independent studies are exclusively for subjects considered to be of academic merit that are not addressed or covered in regularly scheduled elective or required core courses. They are intended to allow students to become more versed in their areas of interest and may consist of elective and concentration courses. A student may take no more than two three-unit courses for a total of six units as part of the MBA program.

Independent study coursework requires a written proposal of study prepared by the student and signed by the faculty member, submitted along with a faculty developed syllabus for the course. The course proposal must include an outline of study, classification as an elective or concentration, proposed credits, timeline, and meeting times with faculty. The complete proposal is presented to the MBA chair and requires his/her written approval.

Summer Courses

A limited number of courses are offered during the summer sessions. The summer term is also a time to complete elective and concentration courses as independent studies.

Course Attendance and Schedule

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

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

Transfer Credits

Students who have completed coursework at an AACSB accredited graduate management or business program are eligible to receive credit toward the MBA degree for up to a total of two courses. Transfer courses must have been completed with a grade of *B* or higher, may not have been used toward completion of another degree, and must be similar in content to those offered in APU's MBA Program. Transfer credit is not included in the student's APU cumulative grade-point average. Application for transfer of credit must be submitted as early as possible and must include an official copy of the transcript, catalog description, and course syllabus.

Academic Honors

Dean's Fellows – Applicants with high scholastic achievement, a high GMAT score, and strong work experience may apply for the Dean's Fellows program. Dean's Fellows receive funding for course materials and the opportunity to participate in high-level research projects and community service.

Director's Honor List – A Director's Honor List will be tabulated and posted following the fall and spring semesters. It honors students completing two or more courses in the semester with a 3.75 GPA or better for all courses attempted in that period.

For each graduating class, honors candidates with cumulative 3.75 GPA for all courses completed toward the MBA degree will be recognized at the Commissioning Ceremony.

Outstanding Graduate – At each Commissioning Ceremony, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement and is secondarily given to the outstanding candidate who contributed most to the APU MBA learning community.

Commissioning Ceremony

Preceding each commencement, APU SBM holds a commissioning ceremony for the graduating students and their families. This event includes a meal, an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate. It is a sacred and joyous event.

Graduation

In order to graduate, students must complete the required courses with an overall grade-point average of at least 3.0 within five years of matriculation. This includes completing every required course with at least C- or above. All courses taken within the SBM and applied toward the MBA degree must be taken for a letter grade, except for courses offered only on a Pass/Fail (*P/F*) basis.

Master of Arts in Management (MAM)

Program Director
Roxanne Helm, MBA, HPT, CT
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Adhering to APU's Christ-centered heritage and mission, the School of Business and Management has a reputation for pragmatic ethics-based education. The Master of Arts in Management (MAM) degree provides a graduate academic learning experience designed to develop managerial skills within an ethics-based framework. The MAM, intended for students with working experience, is a qualitative program that expands their leadership and management capabilities.

The current business environment is marked by global competition for a variety of limited resources. In today's rapidly changing business atmosphere and global culture, organizations remain competitive and economically viable through shifts in strategies, technologies, structures, work designs, and human resource systems. The primary concern of contemporary organizations centers on how to successfully manage change as well as develop and implement programs that will ensure a skilled and motivated workforce.

Professionals within the field of management work toward accomplishing this objective by developing their own set of skills, knowledge, and abilities that will enable them to meet the strategic challenges common in leadership positions within organizations. In essence, professionals must bring with them a unique set of competencies focused on managing strategic change, increasing organizational effectiveness, and developing human potential.

As an AACSB candidate school, APU's MAM program is designed to achieve a high standard of learning. The degree program includes 39 units of study and individual professional development.

The MAM curriculum gives students managerial concepts, definitions, and tools to analyze organizational informational requirements to make better decisions for dynamic situations in organizational transformation. Core courses introduce students to the terminology, theories, and methodologies that form the foundation of management and leadership theories. Specialized courses acquaint students with advanced concepts and professional practice.

Whether developing human resources, enhancing organizational effectiveness and efficiency, increasing performance in productivity, or overseeing dynamic growth, the MAM degree equips students with the skills, knowledge, and abilities necessary to achieve their professional and personal goals.

APU MAM Program Distinctives:

- Emphasis on organizational leadership and management competencies, knowledge, analytical tools, and implementation skills
- Experiential learning – faculty and students partner in the learning process

- Service-learning, integration of theory, and practical application
- Small class sizes, personal environment, with highly qualified faculty
- Christian worldview

Programs

Traditional – This program offers working professionals an accessible yet rigorous part-time MAM program. To accommodate busy schedules, classes are offered during the evening and also in weekend formats. Evening classes generally meet once a week over nine-week terms. Most students take one to two courses per term to complete the program in approximately 18 months. Given the demands of the program, working students interested in taking more than two courses per term must apply and receive approval to do so from the program chair.

The curriculum provides the scholastic and professional applications framework for program graduates to acquire state-of-the-art global leadership and management perspectives, create value within organizations, and make continuous positive contributions in a rapidly changing, highly diversified, and increasingly integrated business environment. The coursework builds the necessary foundation for successful executive leadership, development of collaborative work ethic, expansion of management vision with global perspectives, sound and ethical decision-making skills, creative thinking, and ongoing quest for innovative value creation.

Young Executive – This program is a full-time, one-year immersion for recent graduates. Students concurrently work in part-time paid internships and take all-day courses twice a week. The cohort model allows students to learn and problem-solve in collaborative teams. This is an intensive, one-year mix of rigorous study, intimate fellowship, hands-on organizational experience, and travel to major public and private corporations in New York and Washington, D.C. The program culminates in high-level, boardroom organizational field experience.

The Young Executive curriculum provides the foundation for an intensive graduate business management program designed to develop exceptional business management professionals with outstanding moral character and strong analytical and innovative decision making skills. The innovative worldview leadership development vision that forms the core of the MAM program is reflected in coursework designs, which combine on-campus classroom student experience and part-time paid internships with intensive boardroom field experience.

Onsite – This program is delivered onsite within an organization's executive training and development program. Such programs have been delivered to leading public and private sector organizations.

Admission Requirements

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

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

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

Admissions policies are important because students in this program significantly shape the learning experience for themselves and others. As such, the ability of applicants to both contribute to as well as benefit from the MAM program are seriously considered. Admission is based upon a review of each applicant's academic achievements, work experience, personal statement, and references.

While the entirety of an applicant's package is considered, accepted students generally fit into one of the following three categories.

Dean's Fellows – Students who apply for and are admitted to the Dean's Fellows Program receive free textbooks during the program and the opportunity to work with research faculty and attend academic conferences. This is a competitive program, accepting fewer than five percent of applicants. Students accepted as Dean's Fellows generally have undergraduate GPAs of 3.5 or higher and strong work or research experience.

Regular Program Acceptance – Students admitted to the program in this group typically have undergraduate GPAs of 3.0 or higher and solid work experience. Most students are admitted under this category.

Conditional Program Acceptance – Students admitted to the program provisionally typically have undergraduate GPAs between 2.5 and 2.9. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statement. If admitted, provisional students will be required to complete nine units of prerequisite coursework. Additionally, provisional students must maintain a *B* or better GPA overall in the first 12 units of coursework with no course grade below a *B-*.

Application deadline – The application deadline is approximately four weeks before the start of any session.

Prerequisites

To ensure that students are adequately prepared for the rigors of the accelerated-graduate level coursework, prerequisite course(s) completion may be required. When admission requirements dictate, prerequisite courses must be satisfied prior to enrolling in MAM courses. These courses, designed to help students succeed academically, must be taken at APU prior to beginning the MAM program.

Prerequisite courses offered include:

MGMT 501	Managerial Communication	3
MGMT 502	Developing Management Skills	3
MGMT 503	Business and Management: Theory and Practice	3

These classes must be taken at APU prior to beginning the MAM program, or they may be waived by establishing proficiency as follows:

Undergraduate business degree – Students who have completed an undergraduate business degree within seven years, and who have earned a *B* or better in a prerequisite course, will generally be able to waive the course. Submit a catalog course description and syllabus to the MAM program coordinator for consideration.

Transfer credit – Students may take prerequisite courses at an accredited college or university. To receive transfer credit, the course must have been taken for a grade and the student must have received a *B* or better. The transfer credit must be approved by the MAM chair before enrollment in MAM coursework. Submit a catalog course description and syllabus to the MAM program chair for consideration.

Waiver exam – Students may take a competency exam (equivalent to a final exam) and receive a waiver if competency is demonstrated.

International Students – In order to comply with U.S. government regulations, students must take the online prerequisite courses either in their home country (before coming to the United States to start the MAM program), or they must come to the physical classroom to take these courses if they are in the United States.

Traditional Program Requirements

The Traditional MAM program is a 39-unit business leadership and management program consisting of the following courses:

BUSI 510	Current Issues in Business and Management	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Ethics in a Changing Organizational Environment	3
BUSI 541	Management for the Worldwide Organization	3
HROD 500	Human Resource Development	3
HROD 517	Human Resource Management	3
MGMT 515	Applied Research and Analysis	3
MGMT 521	Organization Development and Change	3
MGMT 540	Diversity for Strategic Advantage	3
MGMT 561	Group Dynamics and Conflict Management	3
MGMT 570	Organizational Performance Improvement	3
MGMT 581	Corporate and Organizational Leadership	3
MGMT 597	Master's Project in Management (Capstone Course)	3

Total

39 units

*All core courses may be taken in any order **except** HROD 500 and MGMT 597. Course HROD 500 must be taken near the beginning of the program. Course MGMT 597 must be taken near the end of the program.

Young Executive Program Requirements

The Young Executive MAM program is a 39-unit business leadership and management program consisting of the following courses:

BUSI	509	Worldview Leadership Formation	1
BUSI	510	Current Issues in Business and Management	3
BUSI	516	Organizational Behavior and the Future	3
BUSI	529	Ethics in a Changing Organizational Environment	3
BUSI	541	Management for the Worldwide Organization	3
BUSI	597	Field Experience	2
HROD	500	Foundations of Human Resource Development	3
HROD	517	Human Resource Management	3
MGMT	515	Applied Research and Analysis	3
MGMT	521	Organizational Development and Change	3
MGMT	540	Diversity for Strategic Advantage	3
MGMT	561	Group Dynamics and Conflict Management	3
MGMT	570	Organizational Performance Improvement	3
MGMT	581	Corporate and Organizational Leadership	3
Total			39 units

*All core courses may be taken in any order **except** HROD 500 and BUSI 597. Course HROD 500 must be taken near the beginning of the program. Course BUSI 597 must be taken near the end of the program.

Concentrations 9 units

Students may earn concentrations by taking the equivalent of at least three 3-unit elective courses. Concentrations are currently offered in the following areas:

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

Concentration courses are generally taught using the one-on-one Oxford tutorial model. Students may consult the MAM program coordinator or the MAM program chair for appropriate faculty to contact regarding the concentration of the student's choice. Concentration courses are generally taken as an independent study.

Organizational Development and Change

The Organizational Development and Transformation specialization combines practical tools, best practices, powerful frameworks, and current research to show students how to integrate organizational strategic challenges with human resource strategies and practices. Students acquire a comprehensive framework for effective human resource strategic development and proven tools for managing strategic and transformational change.

This specialization curriculum follows guidelines for professional competency development by the American Society for Training and Development (ASTD) and the International Society for Performance and Instruction (ISPI). The core courses introduced students to the terminology,

theories, and methodologies, which form the foundation of the OD and OT field. Specialized courses acquaint students with advanced concepts and professional practice.

Diversity for Strategic Advantage

Workforces in organizations throughout the world are changing dramatically. Globalization is the driver as jobs shift internationally. The interplay of these factors, along with the demographic shifts occurring in many countries, dramatically change how work is done, where work is done, and the number of jobs. Changes in work and jobs demand that organizations manage diversity and utilize the components of diversity as strategic advantage.

Candidates for a Master of Arts in Management who are interested in gaining management skills in a multicultural context, exploring culture in global business, leveraging diverse community partnerships, and understanding the in-depth benefits of the recruitment and retention of a diverse workforce may earn a specialization in Diversity for Strategic Advantage.

Human Resource Management

Personnel and human resource professionals, as well as managers and supervisors with HR obligations in their organizations, fulfill an increasingly specialized role. The myriad responsibilities associated with hiring and firing, staying on top of evolving legal issues, preventing sexual harassment, understanding personnel law, proper record keeping, administering compensation and benefits, and ensuring OSHA compliance and workplace safety are just the tip of the iceberg of "must-know" topics.

In this specialization, students learn to integrate organizational strategic challenges with human resource strategies and practices, and gain practice designing a human resource strategy that will result in value-added HR agendas and practices. Students acquire a comprehensive framework for effective HR strategic development and take away tools for managing strategic change through the human resource function to position HR in the leadership role.

Nonprofit Management

Using a variety of creative methods, nonprofits are faced with the task of acquiring everything, including: operating finance, volunteers, money for maintaining goodwill, and even developing tools to measure the success and indicate areas for improvement of an organization. This course concentrates on strategic management issues unique to government and other nonprofit organizations and explores defining characteristics of different types of nonprofit organizations, convergence of environmental demands on nonprofit organizations and business firms, power in nonprofit organizations, multiple stakeholders and stakeholder power, formulation of legitimacy strategy, and success measurement in nonprofit organizations.

Realizing that passion doesn't automatically lead to success, increasingly nonprofit managers and public sector organizations have changed their business model to run more like their for-profit counterparts. The nonprofit specialization equips students by developing skills in organizational governance, administration, and integrated decision making.

Public Administration

The Public Administration specialization is for students with the vision to become public managers—leaders in federal and state government agencies. Students specializing in public administration acquire skills and knowledge specifically useful for public management, as well as general perspectives on government and public policy making.

Within the public administration specialization, students learn how to transform the goals of citizens and elected officials into action plans. Additionally, this specialization emphasizes the techniques and skills required by managers in order for government to be effective and efficient.

Strategic Management

This specialization is integrative of all prior subject matter. A variety of experiential methods are used, including case studies and strategic analysis of existing companies. This specialization examines the running of an enterprise from the perspective of top management. It is designed to help students conduct external and internal assessments of an organization, identify its key strategic issues, identify and choose from alternative strategies, and defend those decisions.

In addition, the specialization illuminates the interplay between organizational structure, design, human resources, culture, technology, and the global environment. This knowledge gives the student the foundation for understanding and strategically managing change. In summary, students learn to conduct a strategic analysis, make sound strategic decisions, and implement strategic change.

Orientation

Preceding the fall and spring semesters, there is a required half-day orientation to the MAM Program. This orientation is required prior to taking classes. Students meet each other and the faculty, are briefed on key elements of the program, and are exposed to career development strategies that are most effective when begun early in the program. The objective of orientation is to ensure that each student begins with a mindset and plan that will help achieve his/her ultimate goal(s). As such, the orientation is an integral part of the MAM Program.

Class Scheduling for the Working Professional

Azusa Pacific University's School of Business and Management conducts a year-round schedule. The academic year is divided into nine-week semesters. MAM students can opt for a one-year, full-time, concentrated program which comprises a curricular design of 12 months, or to extend the program to 18 or 30 months of academic work. Fewer units in each semester are permissible. The School of Business and Management requires completion of a graduate degree within five years of initial enrollment.

Classes are held one evening per week, from 5:55–10 p.m., to accommodate working professionals. The average class size is 20.

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

To be classified as a full-time graduate student, one must be enrolled in at least nine units each two nine-week sessions (e.g., Fall I and Fall II). New students are accepted each nine-week semester. The application deadline is approximately four weeks before the start of any session.

International students contact the International Center or application deadlines, (626) 812-3055 or international@apu.edu.

Pedagogy

The MAM Program is comprehensive, rigorous, and experiential. Most courses are taught using real-life cases, simulations, and/or organizational projects where students take the decision-maker's seat and use their creativity and MAM toolkit to make sound recommendations. Through repeated use of graduate-level cases, simulations and organizational projects, students internalize important problem and opportunity archetypes and learn to apply the appropriate mix of concepts, frameworks, and personal ingenuity to make the most of each situation.

Field Experience

In the last term, young executive students complete a domestic field experience. This experience exposes students to the high-level inner workings of several different major private and public organizations. Students participate in boardroom discussions with executives regarding organizational development and change within their company, the industry, and the environment. Students dialogue regarding the commonalities and differences organizations face in the current environment and gain valuable insight with regard to what matters and what works within different organizational settings.

This hands-on organizational experience includes travel to major public and private corporations in New York and Washington, D.C. The program culminates in high-level, boardroom organizational field experience. The organizational boardroom field experience is generally a two-week trip that includes time for cultural visits.

Transfer Credit

Students who have completed coursework at an AACSB accredited graduate management or business program are eligible to receive credit toward the MAM degree for up to a total of two courses. Transfer courses must have been completed with a grade of *B* or higher, may not have been used toward completion of another degree, and must be similar in content to those offered in APU's MAM Program.

School of Business and Management course substitutions are considered on a case-by-case basis. All course substitutions must be approved by the MAM program chair.

Academic Advising

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

Academic Honors

Outstanding Graduate – At each commissioning, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement, but when a secondary factor is needed to make a selection, the committee determines which of the outstanding candidates contributed most to the APU MAM learning community.

Commissioning

Preceding each commencement, APU holds a commissioning ceremony for the graduating students and their families. This event includes a meal, an awards ceremony, words to live by, student remarks, and a time of prayer/commissioning for each graduate. It is a sacred and joyous event.

Graduation

To graduate, students must complete the required 39 units with a grade-point average of at least 3.0 within five years of matriculation. This includes completing all required courses with a C- or above. All courses taken within the SBM and used for a student's MAM candidacy must be taken for a letter grade, except courses offered only on a P/F basis.

Course Descriptions

Business Administration

BUSI 501 Math for Decision Makers (2)

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

BUSI 502 Business Economics (2)

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

BUSI 503 Statistics (2)

Descriptive statistics including measures of central tendency, variation, linear regression, and correlation are studied together with time series decomposition and forecasting methods. A review of parametric and nonparametric statistics includes emphasis on inferential applications, including probability distributions, sampling distributions, hypothesis testing, and multiple linear regression models. Grading is Pass/Fail.

BUSI 504 Managerial Marketing (2)

The basic functions of marketing and the development of the concepts of the marketing process, mix, and environment are emphasized. The course takes a planning approach using problems, case studies, and readings which place the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course. Grading is Pass/Fail.

BUSI 505 Managerial Accounting (2)

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

BUSI 506 Managerial Finance (2)

Coursework provides an understanding of basic financial tools, relevant financial theory, and institutional behavior. Students gain insight into how the financial manager executes decision processes related to complex financial problems of the firm. Grading is Pass/Fail.

BUSI 509 Worldview Leadership Formation (1)

Students engage in a process of discovering the foundational elements of Azusa Pacific University that serve as guiding principles for their distinctive education. While concentrating on the co-curricular resources available to them for holistic development, students focus on effective leaders deployed into various places. This course brings heightened self-awareness regarding individual strengths, the impact of worldview on leadership, and the importance of spiritual growth as a complementary journey toward formation. Taught in a full-time format over one weekend prior to start of fall and spring semesters. Grading is Pass/Fail.

BUSI 510 Current Issues in Business and Management (3)

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

BUSI 511 Quantitative Analysis (3)

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

BUSI 512 Management Accounting (3)

The objective of this course is to develop an understanding of the various ways in which accounting information is used by management to make critical strategic and managerial decisions, (e.g., product pricing, line extensions, ABC) and to evaluate operating performance (e.g., EVA and balanced scorecard). Students discuss methods of distilling key financial information, as well as motivating and aligning management to pursue what is in the firm's best interests. Case based.

BUSI 513 Corporate Finance (3)

This course examines how important financial decisions—capital structure, risk management, security issuance, payout policy, acquisitions, and financial engineering—can affect the value and health of firms. Specific topics of discussion include hedging, the management of exchange rate risk, interest rate risk, credit risk and operation risk, and financial planning and working capital management. Students also use real options to value capital projects. Case based.

BUSI 514 Operations Management (3)

Students examine how different business strategies require different processes, and how different capabilities allow and support different strategies to gain competitive advantage. A process view of operations is used to analyze key dimensions such as capacity management, cycle time management, supply chain, role of technology, logistics management, and quality management. Finally, students connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Case based. *Prerequisite: BUSI 521*

BUSI 515 Marketing Research (3)

This course focuses on how to gather, analyze, and interpret data about markets and customers. Students learn about the types of marketing decision problems in which research information might prove useful — problems of selection of target market, new product or service introduction, customer retention, pricing, etc. The course has three objectives: (1) Learn to define the marketing decision problem and to determine what information is needed to make the decision and what is extraneous; (2) Learn how to acquire trustworthy and relevant data and to judge its quality (e.g., design, appropriate methods, sampling procedures); (3) Learn how to analyze the data to make certain classic types of marketing decisions (e.g., regression analysis, positional maps, conjoint analysis). Case and project based. *Prerequisite: BUSI 521*

BUSI 516 Organizational Behavior (3)

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This is accomplished through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

BUSI 519 Research Design and Program Evaluation for Nonprofits (3)

This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research in-house versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on copy testing (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

BUSI 520 Entrepreneurial Decision Making (3)

This course covers the tactical and strategic decisions that are essential for successfully starting and managing a new business. The course provides the framework for students to learn the application of practical business knowledge and tactics in transforming entrepreneurial vision into winning business strategies and thriving entrepreneurial ventures. Students learn the techniques for successful entrepreneurial decisions including modeling successful business and strategic plans; effectively targeting, evaluating, and identifying alternate financing sources; competitive pricing, product differentiation, and market targeting as key drivers for sales growth and profitability; and effective competitive and risk assessment, analysis, and management.

BUSI 521 Managerial Economics (3)

This course teaches students both how to understand the economic environment in which a firm operates and how to think strategically within it. The first half of this course covers the foundations of microeconomics (supply, demand, market price and output, production, cost, and simple competitive market equilibrium). The second half deals with applying microeconomic theory to more sophisticated pricing and competitive strategies. Case based. *Prerequisites: BUSI 512, BUSI 513*

BUSI 522 Private Enterprise and Public Policy (3)

This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and corporate governance. Case based.

BUSI 523 Manufacturing Operations (3)

This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Coursework stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

BUSI 524 New Venture Creation (3)

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

BUSI 525 Entrepreneurial Venture Analysis (3)

This course covers case studies and analysis of entrepreneurial ventures and the identification of the different ways management concepts and techniques are applied in developing innovative businesses, standardizing products, designing processes, and operating tools. The course explores the identification of the systems and analytical decision models applied in various entrepreneurial operating functions and the techniques for setting performance standards and designing the activities required to drastically upgrade the yield from resources in order to create new markets and new customers. It evaluates the complex dynamics of entrepreneurial challenges in modern theory and practice through the use of case studies of entrepreneurial ventures.

BUSI 526 Capital Formation (3)

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

BUSI 527 Marketing Strategy (3)

Combining elements of product development, product launch planning, and product management, this course views the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required for the development, launch, and ongoing management of successful products. The course offers in-depth treatments of product life cycle analysis, buyer utility, competitive set, customer and market analysis, pricing, the product launch process, and annual planning. Case and simulation based. *Prerequisites: BUSI 523 and BUSI 515*

BUSI 528 Consulting for Organizations (3)

This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing. *Prerequisite: HROD 521*

BUSI 529 Ethics in a Changing Organizational Environment (3)

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

BUSI 530 Capstone Project: Entrepreneurial Emphasis (3)

The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

BUSI 532 Ethical Issues in Nonprofit Management (3)

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

BUSI 541 Management for the Worldwide Organization (3)

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

BUSI 542 Managing Cultural Differences (3)

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

BUSI 543 International Trade and Finance (3)

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

BUSI 545 International Marketing (3)

International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

BUSI 546 Investments (3)

This course provides students with the study of financial instruments. Along with the knowledge of investment principles, students focus on the decision process that evaluates various investment opportunities. In addition, students discuss their stewardship to God as individual Christian investors and Christian financial managers in a corporation. *Prerequisite: BUSI 513*

BUSI 548 International Business (3)

This course trains students to take a domestic product and expand it into international markets successfully. Market selection, international market research issues, foreign entry strategies, local tailoring versus global economies of scale, global value chain, implementation issues, knowledge transfer and collaborations are discussed, as well as financing issues such as sources of capital available to multinational firms, analysis of foreign investment opportunities, and currency risk management. Case and simulation based. *Prerequisite: BUSI 527*

BUSI 550 Capstone Project: International Emphasis (3)

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

BUSI 551 Situation Analysis and Diagnosis (3)

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

BUSI 552 Comparative Management (3)

The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the "universals" of management. (Must be taken after other coursework is completed.) *Corequisite: BUSI 551*

BUSI 555 Integrated Decision Making in Nonprofits (3)

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

BUSI 561 Fund Development: Planning, Implementing, and Evaluation (3)

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, finders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

BUSI 562 Effective Nonprofit Leadership and Management (3)

This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations based on management expert Peter F. Drucker's principles of management.

BUSI 563 Public Accounting: Legal and Financial Issues in Nonprofit Management (3)

This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

BUSI 564 Strategic Marketing for Nonprofits (3)

This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

BUSI 565 Integrated Marketing Communications (3)

This course provides an introduction to the field of strategic marketing. The course texts, outside readings, videos, case studies, and class exercises are designed to focus on understanding three areas of effectiveness: 1) what makes an organization effective; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

BUSI 566 International Field Study and Internship (0-5)

This course provides the framework for Young Executive MBA students to register for and complete the required field experience through management internships in local business firms during the course of the graduate business program and the international business field study trip to Asia covering international business strategies and marketing management topics at the culmination of the program.

BUSI 567 Advanced Financial Analysis (3)

This course develops a set of core skills essential to financial statement analysis, including strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling, credit analysis, bond rating and bankruptcy predictions, and firm valuation using discounted cash flow techniques. Complications posed by capital structure, derivatives, inter-corporate investments, and accounting restatements are also considered. Emphasis is on practical applications. Case based.
Prerequisite: BUSI 521

BUSI 569 Nonprofits in America: History, Philosophy, and Tradition (3)

This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the independent sector today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

BUSI 575 Global Business Economics (3)

This course covers the concepts of global economics, measurement of economic performance, macroeconomic indicators affecting the global business environment, sources of country-specific economic data and data evaluation, microeconomic analysis of decisions in multinational firms, and economic performance forecasting. It also explores the global economic environment of business including socio-economic goals and policies that impact multinational business performance and global business strategies, as well as international economic forces influencing business decisions and the firm. It further explores global business economic cases featuring methodology and research perspectives of economics and the contribution of the economics paradigm to business decisions and processes.

BUSI 577 Global Field Study (0-5)

This course provides the framework for Millennium MBA students to register for and complete the required global field study and corporate case studies in various countries around the world. During the course of the program and over several terms, students conduct corporate visits and case studies of how business firms around the globe apply and practice the business management principles, concepts and theories covered in the strategic, operations, finance, accounting, marketing, and/or organizational management curriculum for the graduate business program.

BUSI 578 Strategy and Planning (3)

This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. This class is to be taken in the last semester. Case and project based. *Prerequisite: BUSI 527*

BUSI 580 Strategic Internet Marketing (3)

This strategic internet marketing course emphasizes relationships among e-commerce business concerns, Internet technology, business marketing strategies, and the social and legal context of e-commerce. Basic economic and business marketing forces driving e-commerce are discussed. E-commerce is creating new electronic markets where prices are transparent, markets are global, and trading is highly efficient, though not perfect. E-commerce is having a direct impact on the firm's relationship with suppliers, customers, competitors, and partners, as well as how firms market products, advertise, and use brands. Whether interested in marketing and sales, design, production, finance, information systems, or logistics, one will need to know how e-commerce technologies can be used to reduce supply chain costs, increase production efficiency, and tighten the relationship with customers. Emphasis is on Internet marketing and Web design.

BUSI 581 Strategic Leadership (2)

You will learn about setting an organization's strategic direction, aligning structure to implement strategy, and leading individuals within the firm. Encourages students to use the social structure around them to identify opportunities to create value, mobilize resources around the opportunities, and organize to deliver value. Case-based class discussions serve as a framework for exploring high-performance teams, corporate culture, reputations, leading strategic change, leveraging best practices, communicating a vision, reading the informal organization, and integrating operations across business units. Case based.

BUSI 583 Integrated Decision Making (3)

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

BUSI 590 Capstone Project: Strategic Management (3)

In this course, the student integrates the learning experience by submitting a business plan and corporate report which provides strategic direction to a business. The completed project describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives with the business plan.

BUSI 591 Marketing Strategy for Competitive Advantage (3)

This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage. *Prerequisite(s): business degree or BUSI 504 and BUSI 578*

BUSI 592 Financial Strategy for Competitive Advantage (3)

This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management. *Prerequisites: BUSI 513 and BUSI 578*

BUSI 593 Manufacturing Strategy for Competitive Advantage (3)

This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage. *Prerequisite: BUSI 578*

BUSI 594 Information Resources Strategy for Competitive Advantage (3)

This course explores and develops the integration of management skills and information resources. It deals with the management and innovative use of diverse types of information and integrates the functions of management with suppliers of information. Students analyze the speed of delivery of information, advanced technological tools, masses of material, and the decision-making process. It provides cross-training for future managers and undergirds their roles as part of the corporate whole. *Prerequisites: BUSI 514 and BUSI 578*

BUSI 595 Capability Design and Management of Strategic Change (3)

Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, real-time planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

BUSI 597 Field Experience (2)

This course combines classroom sessions with field visits to organizations. Students compare and contrast organizations on a relevant dimension of interest. Course is taught in one-week full-time format. Grading is Pass/Fail.

BUSI 598 Executive Seminar (1)

This seminar introduces contemporary issues within business, human resources, and/or organizational development, and their impact on organizational effectiveness. Seminars focus on skill development to improve working environments and interactions among employees, leaders, organizations, and communities. *May be taken three times with different topics.*

BUSI 599 Readings in Business (1-3)

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

Human Resources**HROD 500 Foundations of Human Resource Development (3)**

The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

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

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

HROD 512 Employee Development (3)

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

HROD 517 Human Resource Management (3)

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

HROD 520 Career Development Systems (3)

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

HROD 530 Labor Law and Negotiations for Human Resource Professionals (3)

Human resources professionals are routinely involved in negotiating agreements and resolving conflicts, such as collective bargaining agreements, agreements with benefit plans providers, individual employee claims, and the terms of employment for new employees. This course provides a brief introduction to the pervasiveness and importance of negotiation. One objective of this class is to help students develop an analytical understanding of negotiations. Another purpose is to increase the students' self-confidence with respect to their negotiation skills. *Prerequisite: HROD 517*

HROD 531 Designing and Managing Compensation and Benefit Systems (3)

This course provides a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Compensation systems in organization must be linked to organizational objectives and strategies. Both scholars and managers agree that the way compensation is allocated among employees sends a message about what management believes is important and the types of activities it encourages. With the responsibility of administering compensation expenditures wisely, HR professionals must balance the interests and costs of the employers with the needs and expectations of employees. *Prerequisite: HROD 517*

HROD 532 Human Resource Law (3)

Human resources professionals are routinely called upon to navigate a number of legal issues. This course introduces the major laws governing human resource management in the work place beginning with the core skills it takes to safely interview job candidates, counsel employees, and mediate disputes. Students gain a thorough understanding of EEOC and ADA regulations and learn how to comply with the Family and Medical Leave Act. Emphasis is on the laws about unlawful discrimination, recruiting, hiring, promotions, harassment, and reasonable accommodation.
Prerequisite: HROD 517

HROD 550 Instructional Design and Training Methods (3)

This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

HROD 575 Leveraging Diverse Community Partnerships (3)

Students gain an in-depth understanding of the recruitment and retention of diverse workforces. This course gives students practical methods for recruiting employees from diverse backgrounds through the development of culturally sensitive marketing and recruiting materials. It also addresses issues regarding the management, retention, and advancement of employees from diverse backgrounds.

HROD 576 Managing in a Multicultural Context (3)

This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multi-cultural work environments.

HROD 577 Cultural Explorations in Global Business (3)

Future business leaders engage their own and others' cultures in the context of a global marketplace while understanding how those cultures may impact the bottom line. Students also investigate the complexities of company demands to increase compliance with international business standards.

HROD 578 Recruiting and Retaining a Diverse Workforce (3)

In leveraging diverse community partnerships, students learn practical methods for developing culturally sensitive marketing campaigns for the purpose of recruiting diverse employees into multiple areas of industry. Also, issues regarding management and retention of employees from diverse backgrounds are examined, including glass ceiling issues.

HROD 599 Readings in Human and Organizational Development (1-3)

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

Management**MGMT 501 Managerial Communication (3)**

Management involves achieving results with and through other people. Technical and analytical skills are useless without communication skills—the ability to explain, persuade, and collaborate with others either by writing, interacting one-on-one, or presenting to a group. This course equips students with the necessary techniques and skills of research and communication used to inform others, inspire them, and enlist their activity and willing cooperation.

MGMT 502 Developing Management Skills (3)

This course provides an introduction to management skills necessary for the 21st century characterized by chaotic, transformational, and rapid-fire change. Scientific evidence demonstrates how management skills are associated with personal and organizational successes. Although management skills are applicable in most areas of life, this course focuses on work-setting management skills to help students improve their own competency in a managerial role.

MGMT 503 Business and Management: Theory and Practice (3)

This course provides a review of management as an area of theoretical development as well as a field of practice. It comprises classical management theories and modern approaches to organization and business. Main blocks of the course are functions of management, managerial processes, and interaction between organizations and their environment. The course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

MGMT 515 Applied Research and Analysis (3)

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

MGMT 521 Organizational Development and Change (3)

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

MGMT 540 Diversity for Strategic Advantage (3)

This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

MGMT 551 Leadership in Organizations (3)

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

MGMT 561 Group Dynamics and Conflict Management (3)

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

MGMT 570 Organizational Performance Improvement (3)

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

MGMT 581 Corporate and Organizational Leadership (3)

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

MGMT 582 Strategic Management in Not-for-Profit (3)

This course offers a study of the strategic management issues which are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations. *Prerequisite: BUSI 450 or equivalent*

MGMT 583 Global Strategic Management (3)

The course explores the main issues that companies and their managers confront when they 'go global' or 'manage globally.' Students gain both theoretical and practical insight into the management of a global organization to appreciate the opportunities, problems (both worldwide and local), and alternative strategies for globalization or localization.

MGMT 597 Master's Project in Management (3)

This capstone course involves the implementation and application of management theory. Students participate in a service-learning project for a community-based organization, applying management methodology. Students are expected to complete a master's level research project demonstrating competency in management theory, the individual area of emphasis, as well as faith integration. *Prerequisite: final semester of MAM Program*

Web and Information Technology**WEB 571 Website Design and Development (3)**

This course examines fundamental principles of website design, emphasizing considerations of functionality, information architecture, and usability. The course also introduces the students to prototyping tools used to develop and communicate website designs.

WEB 572 Emergent Information Technologies (3)

This course involves the study of technological change, especially the effects of technological change on society and commerce and how these changes and effects transpire. The course also entails a study of key technologies that are having, or may have, significant effects on society and commerce.

WEB 573 Relational Database Technology (3)

This course presents the relational database model and explains a process for relational database design, and covers the fundamentals of relational database creation and maintenance. It also explains the use of an application development environment, such as Allaire's Cold Fusion, to develop Web database applications.

WEB 575 Internet Business and Strategic Management (3)

This course describes how the Internet has created demand for e-business, and how this new economic and technological shift has transformed the way in which business models are created. Major trends driving e-business are identified. E-business application architecture is reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to a sustainable competitive advantage, where enterprise resource planning is being utilized. In this quickly changing environment, knowledge management becomes important to integrate technologies and solutions for organizations. Clarifying strategic objectives with the process improvement, strategic improvement, and business transformation are considered, along with elements of tactical execution options and e-project management.

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School of Education

Faculty

Dean and Professor: Helen Easterling Williams, Ed.D.

Associate Dean of Academic Affairs: Vacant

Associate Dean of Assessment: Vacant

Special Assistant to the Dean: Vacant

Department of Doctoral Studies in Education

Chair, Department of Doctoral Studies in Education;

and Professor: Angela C. Louque, Ed.D.

Professors: Patricia Bonner, Ph.D.; Helen Easterling Williams, Ed.D.;

Ying Hong Jiang, Ph.D.; Hae Seong Park, Ph.D.; Jenny Yau, Ed.D.

Associate Professors: Pamela Christian, Ph.D.; Daniel Lawson, Ph.D.;

Christopher Quinn, Ed.D.

Department of Educational Leadership

Chair, Department of Educational Leadership; Director, Professional

Administrative Services Credential (Tier I and Tier II) Programs; and

Associate Professor: Teri Marcos, Ed.D.

Associate Professors: Ronald Foland, Ph.D.; Robert Vouga, Ed.D.

Assistant Professor: Matthew Witmer, Ed.D.

Department of Foundations and Trans-Disciplinary Studies

Chair, Department of Foundations and Trans-Disciplinary Studies;

and Professor: Linda Chiang, Ed.D.

Program Director, Master of Arts in Education: Teaching, and Curriculum and Instruction in Multicultural Contexts; and Professor:

Susan Warren, Ph.D.

Professors: James Kantiok, Ph.D.; Kathryn Scorgie, Ph.D.

Associate Professors: Dan Doom, Ph.D. (part-time);

Ruth Givens, Ph.D.; Richard Martinez, Ed.D.;

James Nofle, Ph.D.

Assistant Professors: Tami Foy, M.Ed.; Sandra Mayo, Ph.D.

Department of Innovative Educational Technology and Physical Education

Chair, Department of Innovative Educational Technology and

Physical Education; Program Director, Master of Science in

Physical Education and Master of Arts in Physical Education with Single-Subject Credentials; and Professor: Joseph K. Mintah, Ed.D.

School Librarianship and Teacher Librarian Services Credential

Program Director; and Professor: Maria Pacino, Ed.D.

Program Director, Master of Arts in Educational Technology and

Learning, and Master of Arts in Education: Digital Teaching and

Learning with Single-Subject and Multiple-Subject Credentials;

and Professor: Joanne Gilbreath, Ed.D.

Program Director, Online Master of Arts in Educational Technology;

and Professor: Kathleen Fletcher Bacer, Ed.D.

Professor: Donald Lawrence, Ed.D.;

Associate Professor: S. Malia Lawrence, Ph.D.

Assistant Professor: Cindy Tanis, Ph.D.

Lecturer (part time): James Milhon, M.Ed.

Department of School Counseling and School Psychology

Chair, Department of School Counseling and School Psychology;

and Associate Professor: David Morrison, Ed.D.

Assistant Chair, Program Director, Fieldwork and Internship; and

Professor: Robert Martin, Ph.D.

Program Director, School Counseling; and Associate Professor:

Michael Block, Ph.D.

Program Director, School Psychology; and Assistant Professor:

Pedro Olvera, Psy.D.

Associate Professors: Lewis Bonney, Ph.D.; Mary Jo Lang, Ph.D.

Assistant Professors: Ruth Cotto-Silva, Ed.D.; Michelle Cox, M.A.;

Trisha Crosby-Cooper, Ph.D.; Rema Reynolds, Ph.D.

Lecturers (part time): Dorcas Amoah, Ph.D.;

Martin Quisenberry, M.A.; Tom Ryerson, Psy.D.

Department of Special Education

Chair, Department of Special Education; Program Director,

Moderate to Severe; and Associate Professor: Nilsa Thorsos, Ph.D.

Site Coordinator, Inland Empire; and Associate Professor:

Nancy Contrucci, Ph.D.

Program Director, Moderate to Severe; and Associate Professor:

Litzy Z. Ruiz, M.A.

Site Coordinator, San Diego; and Associate Professor:

Stephen Cochrane, Ph.D.

Site Coordinator, Azusa; and Associate Professor:

Bennett Nworie, Ph.D.

Site Coordinator, Ventura; and Assistant Professor:

Craig Bartholio, M.S.

Site Coordinator, Orange; and Assistant Professor: Jan Forsse, M.S.

Site Coordinator, Los Angeles; and Assistant Professor:

Yvette Latunde, Ed.D.

Site Coordinator, High Desert; and Assistant Professor:

Gregory Richardson, M.Ed.

Site Coordinator, Azusa; and Assistant Professor:

Ramon Barreras, Ph.D.

Department of Teacher Education

Chair, Department of Teacher Education; and Professor:

Chinaka DomNwachukwu, Ph.D.

Program Director, Single-Subject Credential Program, Tracks A and B;

and Assistant Professor: Ann Bradley, Ed.D.

Program Director, Multiple-Subject Credential Program, Tracks A and B;

and Professor: Gregory Kaiser, Ph.D.

PDS Director; CTEL/CLAD Coordinator; and Professor:

Ivy Yee-Sakamoto, Ph.D.

PDS Coordinator and Instructor; Leansa Bryan, M.M.M.

Program and Intern Grant Director; and Assistant Professor:

Christopher Yoon, Ph.D.

Professor: Gail Reeder, Ph.D.

Associate Professors: Elizabeth Andersen, Ph.D.;

Matthew Fraijo, Ph.D. JoAnn Jurchan, Ed.D.;

Hee Kap Lee, Ph.D.; Todd Morano, Ed.D.

Assistant Professors: Jessica Cannaday, Ph.D.;

Pamela Cotton-Roberts, Ed.D.; Barbara Flory, Ed.S.;

David Landers, M.A.; Jeffrey Lee, Ed.D.; Amber Parks, Ed.D.

Lecturer (part time): Marilyn Dye, M.S.

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

Campuses

Programs offered by the departments listed above may be taken on the Azusa campus located in Azusa, California, or at one of the seven regional centers that serve graduate students within the School of Education throughout Southern California. Check with locations for specific programs offered.

1. High Desert Regional Center

15283 Pahute Ave.
Victorville, CA 92392
(760) 952-1765
(877) 247-3462
highdesert@apu.edu
www.apu.edu/highdesert

2. Inland Empire Regional Center

685 E. Carnegie Dr., Ste. 100
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
inlandempire@apu.edu
www.apu.edu/inland

3. Los Angeles Regional Center

3580 Wilshire Blvd., Ste. 200
Los Angeles, CA 90010
(213) 252-0962
(866) 491-9083
lacenter@apu.edu
www.apu.edu/losangeles

4. Murrieta Regional Center

39573 Los Alamos Rd.
Murrieta, CA 92563-5032
(951) 304-3400
(877) 210-8841
murrieta@apu.edu
www.apu.edu/murrieta

5. Orange County Regional Center

1915 Orangewood Ave., Ste. 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111
orangecounty@apu.edu
www.apu.edu/orange

6. San Diego Regional Center

5353 Mission Center Rd., Ste. 300
San Diego, CA 92108
(619) 718-9655
(877) 210-8839
sandiego@apu.edu
www.apu.edu/sandiego

7. Ventura County Regional Center

445 E. Esplanade Dr., Ste. 200
Oxnard, CA 93036
(805) 988-1267
(877) 210-8840
ventura@apu.edu
www.apu.edu/ventura

Support Services

Credential Analysts

Credential analysts are liaisons between graduate education students, school districts, and the State of California Commission on Teacher Credentialing. They process requests for fingerprint clearance (Certificates of Clearance) and credential applications required to file for credentials with the State of California Commission on Teacher Credentialing. For more information, please contact (626) 815-5346 or (626) 815-5162.

Financial Aid Opportunities

The School of Education has prepared a brochure with multiple financial aid opportunities for students in every department of the school. Opportunities include fellowships, grants, loan assumptions, and scholarships. Students may obtain a copy of the brochure from department offices, at any of the regional centers, on the School of Education website, or by calling Chris Zeilenga, director of graduate scholarship and grant advising, (626) 815-5479.

Office of Research

The Office of Research offers \$15,000 in stipends for graduate students who present their research at local, national, and international conferences. For application and details, contact Carole Lambert at clambert@apu.edu or (626) 815-2085.

Department of Doctoral Studies in Education

Faculty

*Chair, Department of Doctoral Studies in Education;
and Professor: Angela C. Louque, Ed.D.*

*Professors: Patricia Bonner, Ph.D.; Helen Easterling Williams, Ed.D.;
Ying Hong Jiang, Ph.D.; Hae Seong Park, Ph.D.; Jenny Yau, Ed.D.*

*Associate Professors: Pamela Christian, Ph.D.; Daniel Lawson, Ph.D.;
Christopher Quinn, Ed.D.*

Program Offered

- Doctor of Education in Educational Leadership with Emphases in Leadership, Teaching and Learning, and School Psychology

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The Doctor of Education Program is accredited by the Western Association of Schools and Colleges (WASC) and the National Council for Accreditation of Teacher Education (NCATE).

For more detailed information about the Department of Doctoral Studies in Education, please visit www.apu.edu/education/doctoral/.

Admission

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

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

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

Core Values of the Doctoral Programs in Education

All doctoral programs in education are driven by the following core values:

- A Christian worldview that enables students to become “big-picture thinkers” who are people of character and integrity
- A passion for learning and for learners of all ages
- A belief that diversity is a strength that enhances learning for all
- A strengths-based perspective on learning and leadership that encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A commitment to mentoring doctoral students academically, personally, and spiritually

Program Outcomes

Graduates of APU’s doctoral programs in education are expected to be change agents for students’ learning: culturally aware, strengths-focused, outcomes-driven, and skilled in motivating diverse learners. To this end, the transition from the role of student to that of scholar involves diligent preparation, active participation in the community of scholars within the department, intellectual engagement, self-regulation, coherent professional writing, and collegiality. In addition, students are expected to give thoughtful commitment to application of principles of academic integrity in their academic work and professional practice.

Application Requirements

The materials below are required of each applicant to the Ed.D. Program. Each application is evaluated as a whole.

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific)
3. Official transcripts from all institutions leading to, and awarding, the applicant’s baccalaureate degree and all post-baccalaureate study (This is not required of students for whom Azusa Pacific already has such records. To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Applicants’ sealed copies will not be considered official.)
4. A master’s degree in education or a closely related field from a regionally accredited institution
5. Minimum graduate GPA of 3.5 on a 4-point scale
6. Applicants who have a master’s degree in a field other than education must submit evidence of satisfactory completion of graduate coursework in the corequisite areas listed for each emphasis. Corequisites not completed prior to admission must be completed by examination or coursework during the first year of doctoral study.
7. Three letters of recommendation on APU forms, two completed by individuals who have supervised the applicant and all from persons who can attest to the applicant’s potential for doctoral study and leadership
8. Evidence of five years of relevant professional experience (Ed.D. applicants who lack appropriate experience but meet the other admissions criteria may be admitted provisionally and, subsequently, complete experiences to broaden their base of practical experience.)

For the school psychology emphasis, in place of the five years of professional experience, a minimum of two years of full-time experience as a school psychologist or the equivalent is required.
9. A current professional résumé
10. A Statement of Intent, a double-spaced paper, five to seven pages in length, that details the applicant’s
1) educational goals, 2) short- and long-term professional goals, 3) professional activities, 4) research interests to be pursued in the program, and 5) reasons for choosing the APU doctoral program.
11. A writing sample that demonstrates the applicant’s ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g., a master’s thesis, a scholarly article published in a journal, a comprehensive course paper, or a major district report)
12. Results of the Graduate Record Examination (GRE) taken within the last five years sent directly from the testing agency to the Graduate Center. While an applicant’s entire application is considered as a whole, scores of 500 or higher on both the verbal and quantitative reasoning plus an analytical writing score of 4.5 have been predictive of success in the program.
13. For the school psychology emphasis, in addition to the GRE requirement, results of the School Psychology Praxis Exam taken within the last five years is required.
14. A valid California Certificate of Clearance. A copy of a valid California credential may be used in lieu of a certificate.
15. Other evidence of potential for leadership as the applicant desires
16. For international applicants who have graduated from a college or university where English was not the principle language, the following minimum international iBT (Internet-based TOEFL) scores are required.

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

If the latter results are not submitted prior to admission, students may be required to follow procedures described under Admission Policies in this catalog. International applicants have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email ies@apu.edu.

All materials should be submitted to:

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

Located at:

Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-4570

Fax: (626) 815-4545 • (626) 815-4571

Email: graduatecenter@apu.edu

website: www.apu.edu/graduatecenter

International applicants send forms to:

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

Application Deadlines

Completed applications with all supporting documentation must be received by June 1 for September admission and November 1 for January admission.

Interview

Upon invitation, doctoral applicants interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the applicant, discuss educational and career goals, evaluate the match of the program to the applicant, and determine the applicant's potential for success in the program.

Admission Decisions

Applicants to the Ed.D. program must meet both the department and the university criteria for admission.

The department may offer provisional admission to students who do not meet all the admission criteria. In such cases, the requirements necessary for full admission and the time limit for completing them will be stated in writing. Failure to meet these requirements may result in dismissal from the program.

Upon notification of admission, applicants should confirm their intent to begin their doctoral studies at APU prior to the last day to register.

Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services in the Graduate Center at (626) 815-4570.

Residence Requirement and Study Load

Students must meet a residence requirement by completing a minimum of 36 units in the program.

Full-time students who want to enroll in more than 12 units per term should meet with their advisor, program director, or department chair.

Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor at least annually; once the student selects his/her Guided Inquiry Mentor, that person usually assumes the role of faculty advisor.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate Student Financial Services located in the Graduate Center. Students are advised to contact that office early in the admissions process.

In addition, the university offers a limited number of research assistantships to doctoral students able to serve as research assistants to doctoral faculty. Two types of assistantships are available, both on a competitive basis: a full-time assistantship is open to students who enroll in at least two courses per term and can devote 18 hours per week each term to research assistantship responsibilities. A part-time assistantship is open to students who enroll in at least one course per term and can devote nine hours per week each term to research assistantship responsibilities. Both assistantships involve a modest stipend and 50 percent reduction in tuition.

Lillian B. Wehmeyer Scholarship for Doctoral Students in Education

Applicants for this award must be currently enrolled in the School of Education doctoral program on a half- or full-time basis evidencing satisfactory academic progress. The annual award(s) range from \$1,000 to \$3,500. Applicants must demonstrate academic ability, commitment to service, and financial need as determined by the Selection Committee. Applications are available through the Department of Doctoral Studies in Education and are to be received by May 1 for the following academic year. Recipients will be notified in writing of the award.

Faculty-Student Authorship Arrangements

It is expected that all doctoral faculty and students will observe the standards published by the American Psychological Association (APA) for the determination of authorship on any joint publications, as found in the Publication Manual of the American Psychological Association (5th edition).

Doctor of Education in Educational Leadership

Program Director: Daniel Lawson, Ph.D.
(626) 815-5456,
dlawson@apu.edu

The doctor of education degree requires students to complete 48 units of coursework, pass the Early Review, complete a Guided Inquiry Project, attend and present at an Issues in Education/Ethics Symposium and annual conferences, and successfully complete the dissertation.

Students select an emphasis in one of three areas and take the courses required for that emphasis when they are offered in the course sequence. The three emphases are **Leadership, Teaching and Learning,** and **School Psychology.**

Mission Statement

The Department of Doctoral Studies in Education offers an Ed.D. in educational leadership to a broad range of educators, particularly those in administrative, teaching, and school psychology roles who wish to expand and deepen their knowledge and enhance their capacity to lead, inspire, and educate. This is accomplished through a common core of courses including those in research, strengths, and ethics from a Christian perspective and through one of three possible emphases: Teaching and Learning, Leadership, and School Psychology. The mission of the department is to enable students to become:

1. Scholarly practitioners who are able to gather and generate information, examine it critically, communicate results effectively, and use conclusions appropriately as lifelong learners.
2. Values-driven leaders and educators who are strengths-focused, possessing moral, ethical, and spiritual commitments that are reflected in lives of integrity and congruence.
3. Culturally aware change agents who are outcomes-driven and skilled in motivating diverse learners through visionary instructional leadership.

Schedule

Three-unit courses meet eight times face-to-face or 80 percent of the time with an additional 20 percent of the instruction conducted online. The Azusa cohort begins in the fall and meets each Wednesday evening in even numbered years and on alternate Saturdays in odd-numbered years. The off-campus cohorts begin each spring and meet on alternate Saturdays or every Thursday. Check with the program office to determine meeting dates and times.

Course Prerequisites

Students who do not have a master's degree in an education-related field are expected to complete master's-level coursework or pass a competency exam in the following areas prior to enrolling in specific courses in the doctoral program. All students are required to pass the statistics review examination prior to enrolling in EDUC 740 Intermediate Statistics.

- Educational Psychology is a prerequisite for EDUC 730 Theories of Learning.
- Curriculum Foundations is a prerequisite for EDUC 733 Seminar in Curriculum Research.
- Educational Research and Statistics is a prerequisite for EDUC 740 Intermediate Statistics.
- History and Philosophy of Education is a prerequisite to enrolling in the second year of doctoral study.

Competency in these courses can be demonstrated through a master's-level course or a competency examination. A review packet is available to students who wish to take a competency exam to demonstrate mastery in any of these requirements.

Transfer of Tier II Courses to the Ed.D. Program

Students who have completed some or all of their Tier II Professional Administrative Services Credential through regionally accredited university coursework prior to beginning the Ed.D. Program may petition to transfer up to 12 units of academic work for transfer to the doctoral degree. Supervised field experience and induction units are not accepted for transfer. Transfer courses must have been earned with a grade of *B* or better within the preceding 10 years. In some cases, experienced educational leaders may petition for an extension of the 10-year limit, with justification on a course-by-course basis. Acceptance of such transfer units reduces the number of units required for the Ed.D. at Azusa Pacific University.

Students who receive transfer credit for courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 or equivalent may not take courses EDUC 714, EDUC 715, EDUC 717, or EDUC 728 for degree credit.

Please seek academic advising for this program, as state requirements may change.

Program of Study

Courses are offered in a specified sequence of two three-unit courses per term, three terms per year. Students take all required courses, choosing between 734 and 737, for a total of 33 units. Each student selects an emphasis with 15 units of coursework: Leadership, Teaching and Learning, or School Psychology. By the second term, students must determine their choice of emphasis in order to register for the appropriate courses.

TaskStream

Students are required to submit assignments to TaskStream, an online assessment management system, during doctoral courses taken. Students have the option of paying an annual fee or multi-year fee to submit coursework to TaskStream.

Required Courses for All Emphases **33 units**

EDUC 700	Proseminar in Doctoral Study	3
EDUC 701	Strengths-based Leadership for Teaching and Learning	3
EDUC 705	Ethical Dilemmas in Educational Leadership	2
EDUC 715	Diversity and Equity	2
EDUC 731	Achievement Motivation	3
EDUC 734	Teaching Strategies for Diverse Learners*	3
— or —		
EDUC 737	Teaching and Learning in Higher Education*	3
EDUC 740	Intermediate Statistics	3
EDUC 741	Research Design	3
EDUC 742	Qualitative Research	3
EDUC 746	Advanced Data Analysis	3
EDUC 748–749	Guided Inquiry Project, I, II	2
EDUC 790	Doctoral Seminar in Research Studies	3

*Students take either EDUC 734 or 737.

Required Courses for Leadership Emphasis **15 units**

EDUC 714	Leading Change in Organizations	3
EDUC 717	Leadership Theories and Strategies in K–12 Education	3
EDUC 728	Building and Sustaining Community	3
EDUC 739	Professional Development and Adult Learning	3
EDUC 747	Standards-based Assessment	3

Required Courses for Teaching and Learning Emphasis **15 units**

EDUC 730	Theories of Learning	3
EDUC 733	Seminar in Research on Curriculum Studies	3
EDUC 739	Professional Development and Adult Learning	3
EDUC 747	Standards-based Assessment	3
EDUC 750	Writing for Publication	3

Required Courses for School Psychology Emphasis **15 units**

EDUC 751	Research-based Interventions in the Classroom	3
EDUC 753	School Neuropsychology I: Foundations and Theory	3
EDUC 755	School Neuropsychology II: Assessment and Applications	3
EDUC 757	Assessment of Young Children: Theory and Research	3
EDUC 759	Legal Issues and Crisis Management in School Psychology	3

Elective Courses

Students may petition to substitute a 700-level elective course for either of the two courses below. In addition, students who have completed all coursework for the degree may take additional courses in the Doctoral Studies in Education Program (except EDUC 794 or EDUC 795) at half tuition.

EDUC 798	Special Topics	1–3
EDUC 799	Readings in Educational Leadership	1–3

Global Perspective

EDUC 780 Global Communities of Learning (2–3 units) is an elective course in which a student may participate typically offered each spring. Units do not count toward the 48 units required for the degree

Dissertation Courses

After completing EDUC 790, students should enroll in EDUC 794 for one semester and in EDUC 795 for each semester thereafter, until the dissertation has been successfully defended. Enrollment in these courses entitles a student to access faculty and university resources, including library databases and services. These courses do not count toward the total unit requirement for the Ed.D.

EDUC 794, 795	Dissertation Research	3, 3
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Other Degree Requirements

Residence and Study Load

Doctoral students are expected to complete a minimum of 9 units per year.

Grading and Grade-point Average

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' studies. For doctoral students, the grade of *B* is considered minimally acceptable. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated.

A doctoral student whose cumulative grade-point average falls below 3.0 may be disqualified from further doctoral studies, or placed on academic probation and given one enrollment period to raise the cumulative grade-point average to the satisfactory level. Students on probation for more than a total of two terms throughout their doctoral study may be dismissed from the Ed.D. Program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and to take appropriate action.

Early Review

To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Education, the program design includes procedures for quality control and assessment. These include an Early Review to be completed when students have completed 12 units in the program at the 700 level. The first-year review calls for a self-assessment, a portfolio of coursework, and a written qualifying exam. The student's academic performance is also reviewed. Students must have passed EDUC 740 Intermediate Statistics and Data Analysis before participating in the Early Review. Continuation in the program is contingent upon a successful Early Review.

Guided Inquiry Project

Upon passing the Early Review, students begin the Guided Inquiry Project, enroll in EDUC 748, and select a faculty mentor to oversee the project. The Guided Inquiry Project provides the doctoral student the opportunity to demonstrate the ability to prepare a review of literature that focuses on an approved topic and identifies, analyzes, and synthesizes relevant research. As an exploratory review of literature, the Guided Inquiry Project may help establish the foundation for the student's chapter two of the dissertation. Students enroll in EDUC 749 to complete the Guided Inquiry Project. They may enroll for a maximum of two semesters in order to complete the Guided Inquiry Project. Students must complete the Guided Inquiry Project before enrolling in EDUC 790.

Issues in Education Conference/Ethics Symposium

Christian perspectives and moral and ethical issues in educational leadership form an essential strand in the doctoral program and are embedded within many courses and activities. The course specifically dedicated to this topic, EDUC 705, is required of all students. Students present at one and attend a total of two student symposia where the papers developed in EDUC 705 are shared.

In addition, students must attend two annual program conferences.

Advancement to Candidacy

Following successful completion of all coursework and the Guided Inquiry Project, approval of the dissertation proposal, and recommendation by appropriate advisors, students are advanced to doctoral candidacy status.

Dissertation

The final step in the doctoral program is to design, conduct, and write a report of a research study completed by the student. Standards and procedures for the dissertation are defined by the doctoral faculty who provide students with the APU Standards and Dissertation Handbook.

The student defends the dissertation in a meeting with the faculty committee. Subsequently, the student participates in a public presentation of the research.

Students who have completed all program requirements, successfully defended their dissertation, and fulfilled all obligations to the university will have their doctoral degree posted and then will be entitled to use the term 'doctor.'

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the chair of the Department of Doctoral Studies in Education and the dean of the School of Education in advance of the semester for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave, or after two consecutive semesters of non-enrollment, will be considered no longer in pursuit of an advanced degree and must petition for re-admission if they choose to continue their doctoral studies. If re-admitted at a later date, student must meet any new program requirements.

Time to Degree Completion

Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the eight-year limit may be granted at the discretion of the department chair and the dean of the School of Education. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension, a timetable for completion of requirements, and the expected date of degree completion.

Course Descriptions

EDUC 700 Proseminar in Doctoral Study (3)

The proseminar presents an introduction to Azusa Pacific University, its mission, facilities, faculty, and programs. It proceeds to an overview of doctoral study: program requirements, instructional approaches, and professional and personal implications. Students begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice through reflection-in-action. They have intensive experience in locating and evaluating the literature of the field; they explore scholarly writing and possible dissertation topics.

EDUC 701 Strengths-based Leadership for Teaching and Learning (3)

This course is a critical analysis of strengths-based educational theory and practice with an emphasis on how awareness and application of strengths can increase teaching, learning, and leadership effectiveness. Using case studies of excellence in educational practice, students develop and evaluate theoretical principles of strengths-based education and how to move an educational organization towards being a strengths-based institution. Research protocols are implemented and findings analyzed in a study of excellent teachers, learners, and educational leaders.

EDUC 705 Ethical Dilemmas in Educational Leadership (2)

Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and "calling" in the leadership roles assumed. *Students who enroll in the doctoral program after fall 2006 will take EDUC 705 for 2 units.*

EDUC 714 Leading Change in Organizations (3)

This course examines leadership, organizational development, and change theories as they apply to public and private education in the U.S. and around the world, giving attention to four themes: leadership, behavior, organizational development, and change. The course explores leadership roles and functions, organizational development principles and practices, and educational reform. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions. *Students who have taken EDUC 620 or its equivalent should not enroll in this course.*

EDUC 715 Diversity and Equity (2)

This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross-cultural patterns in schools. The course raises issues related to justice, excellence, equity, diversity, and other topics that call for reflection and the student's ability to intervene as needed. *Students who have taken EDUC 610 or its equivalent or EDUC 726 should not enroll in this course. Students who enroll in this course after fall 2006 will take EDUC 715 for 2 units.*

EDUC 717 Leadership Theories and Strategies in K–12 Education (3)

This course explores the topic of leadership in contemporary public and private schools and districts. Theoretical as well as practical perspectives relative to leadership are incorporated. In particular, the roles and political pressures of governing boards, superintendents, administrative staff, parent and community groups, state and federal legislative bodies are examined. Various strategies for development and selection of leaders are examined. The concepts of stewardship, servant leadership, gender, and ethnicity in leadership are themes throughout the course. *Students who have taken EDUC 615 or its equivalent should not enroll in this course.*

EDUC 726 Schooling and Social Theory (3)

This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to deepen understanding of the roles played by individual and groups within and outside school settings to perpetuate or to change patterns of human interaction. This course raises issues related to justice, excellence, diversity, socialization of new teachers, and other topics that call for contemplation. Such understanding should heighten students' ability to intervene as needed.

EDUC 728 Building and Sustaining Community (3)

This course prepares candidates with the necessary understandings to build community/school relationships and/or partnerships. Student inquiry focuses on research of political/economic formation of their school community, connections between schools and communities, forces that impact the quality of community within the school, strategies for developing learning communities, and the impact of diversity on school/community relationships. Students who successfully complete this course will have the knowledge, skills, and dispositions to become change agents for school/community partnerships. *Students who have taken EDUC 600 or its equivalent should not enroll in this course.*

EDUC 730 Theories of Learning (3)

A critical appraisal of learning theories is applied to a range of educational settings. The early connectionist theories of Thorndike, Guthrie, Hull, and Skinner are explored. Other approaches to learning include the cognitive theories of the gestaltists, Tolman, and Piaget; information processing; Gagne's conditions of learning; Bandura's social cognitive theory; and Vygotsky's cultural-historical theory of psychological development. Additional topics include intelligence, meta-cognition, cognitive styles, constructivism, and the brain and learning. *Prerequisite: EDUC 572 or equivalent or a master's degree in an education-related field*

EDUC 731 Achievement Motivation (3)

This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including attribution, perceived control, self-efficacy, intrinsic and extrinsic motivation, and goal theory, as well as how different student characteristics (e.g., age, gender, ethnicity) and classroom characteristics (e.g., teacher expectations, teacher behavior, classroom organization) may be related to students' motivation. *Prerequisite: EDUC 572 or equivalent or master's degree in education-related field*

EDUC 733 Seminar in Curriculum Research (3)

In this seminar students examine current areas of inquiry within the field of curriculum studies. Students critically analyze and synthesize research on a curriculum issue and give direction for further research. Seminal works in curriculum studies, as well as current research reports published in academic journals, are analyzed and discussed. *Prerequisite: EDUC 571 or equivalent or master's degree in education-related field*

EDUC 734 Teaching Strategies for Diverse Learners (3)

The focus of the course is on instructional models and strategies which have been researched and refined to produce student learning in a variety of settings, subjects, and grade levels. In addition to the families of models, the course introduces specific research-based, subject-matter strategies for teaching reading, writing, mathematics, oral communication, civics, geography, history, and science. The course identifies issues related to teaching a diverse student population by considering learning styles, gender, ethnicity, socioeconomic backgrounds, immigrant and second language children, homeless children, and students with literacy difficulties.

EDUC 737 Teaching and Learning in Higher Education (3)

Given the ultimate purpose of higher education is student learning, this course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

EDUC 739 Professional Development and Adult Learning (3)

This course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's andragogy and self-directed learning, Maslow's theory of perspective transformation, McClusky's theory of margin, and Cross's characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K–12 staff development are considered. *Prerequisite: EDUC 572 or equivalent*

EDUC 740 Intermediate Statistics and Data Analysis (3)

The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Students must pass this course in order to take the Early Review. Prerequisites: EDUC 575 or equivalent and passing score on the review examination; NOTE: An optional 12-hour review is provided to prepare for the required entrance exam prior to the beginning of the course.*

EDUC 741 Research Design (3)

This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design and in assessing the technical adequacy of research. *Prerequisites: EDUC 575 or equivalent and EDUC 700 and EDUC 740*

EDUC 742 Qualitative Research Methods (3)

In this doctoral-level course, students are introduced to the perspectives, purposes, designs, analysis, interpretation and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis and interpretation will be studied and practiced.

EDUC 743 Program Evaluation in Education (3)

This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability to program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review and design a program evaluation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741*

EDUC 744 Advanced Qualitative Research (3)

This advanced course is designed for doctoral students who have taken an introductory course in qualitative research. Students study in depth the middle and final stages of a qualitative research study. They focus on ethical and theoretical approaches to interviewing, data analysis, representation of findings, analysis of findings, and writing a research report for publication. *Prerequisite: EDUC 742*

EDUC 746 Advanced Data Analysis (3)

The student explores advanced techniques of data analysis, including application of computer software. Although emphasis is placed on multivariate quantitative techniques, strategies for analyzing qualitative data are also included. Multivariate statistical tools include factor analysis, multiple regression, path analysis, and discriminant analysis. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 742 (recommended)*

EDUC 747 Standards-based Assessment (3)

This course introduces educational measurement theories, applications, and their relationships with standards-based assessment. It emphasizes the practical applications of standards-based assessment in the areas of improving instruction and evaluating programs. The course also addresses computer applications using testing research databases.

EDUC 748-749 Guided Inquiry Project I-II (1 unit each)

This course enables students to complete their Guided Inquiry Project in their fourth and sixth terms of the program. During this course, students select a mentor and a second faculty member to form a team for their Guided Inquiry Project. Working with the team, students complete a Guided Inquiry Project that lays the foundation for their dissertation; such projects are to be either a comprehensive literature review or a pilot study. An oral defense of the project accompanies the written product. The course may be repeated until the student passes the oral defense. This is a Credit/No Credit course. *Prerequisites: EDUC 700, EDUC 740, EDUC 741, and passing the Early Review*

EDUC 750 Writing for Publication (3)

In this course, students have an opportunity to sharpen their writing skills, develop their writing style, and examine strategies for publishing their work. They explore writers' work habits, study elements of grammar and style, analyze writing in professional journals, and participate in an ongoing writers' workshop during which they share and evaluate drafts of their own and others' writing. By the end of the course they are expected to complete publishable drafts of a book review and a nonfiction manuscript, each targeted to a professional journal.

EDUC 751 Research-based Interventions in the Classroom (3)

Students analyze educational psychology theories and create evidence-based practices pertinent to improving K-12 pupil academic, interpersonal, and career success. Students analyze contemporary evidence-based theories pertinent to developing basic skills, creating the school-wide climate for fostering success, and effectively transferring academic success to on-the-job settings. Students explore the theoretical bases for models of classroom intervention, consultation, and professional roles. The course prepares students for leadership in implementing evidenced-based practices incorporated in the 2005 re-authorization of the Individuals with Disabilities Education Act.

EDUC 752 Research Seminar I (1)

In this seminar, students explore a field of inquiry as the preliminary step in preparation for the *Qualifying Examination*. Under the direction of the course instructor and a project mentor, students identify a field of inquiry with related areas, plan a series of three papers, and develop a proposal, bibliography, and documentation of literature search for each paper. During class meetings, students report on their progress and participate in continuing dialogue on their respective projects.

EDUC 753 School Neuropsychology I: Foundations and Theory (3)

This course provides students with a research base in contemporary neuropsychology. Students develop an understanding of neurological systems that are implicated in academic learning, and the major neurodevelopmental disorders that affect school-age children and adolescents. The seminar blends theory and practice in the areas of school neuropsychological assessment, interpretation, and intervention relating to school-age children within the school environment.

EDUC 754 Research Seminar II (1)

In this seminar, students explore a field of inquiry as the preliminary step in preparation for the *Qualifying Examination*. Under the direction of the course instructor and a project mentor, students identify a field of inquiry with related areas, plan a series of three papers, and develop a proposal, bibliography, and documentation of literature search for each paper. During class meetings, students report on their progress and participate in continuing dialogue on their respective projects. *Prerequisite: EDUC 752*

EDUC 755 School Neuropsychology II: Assessment and Applications (3)

Students build on their knowledge from EDUC 753, developing skills in analyzing, interpreting, synthesizing, and disseminating neuropsychological assessment results. The seminar focuses on the neurological and pedagogically-based research at the leading edge of school neuropsychological practice. The course emphasizes connections between literacy research and brain research and their educational and behavioral manifestations. Students also refine and broaden their skills in writing neuropsychological findings in comprehensive psychoeducational reports. *Prerequisite: EDUC 753*

EDUC 756 Advanced Quantitative Research Methods Seminar (3)

In this advanced quantitative research methods course, students are introduced to concepts, applications, and issues of Structural Equation Modeling (SEM) and Hierarchical Linear Modeling (HLM). Students learn to utilize SEM and HLM to answer complex research questions where sophisticated statistical designs are justified. Emphasis is placed on applications of statistical software such as LISREL, AMOS, and HLM in social science settings. *Prerequisite: EDUC 746*

EDUC 757 Assessment of Young Children: Theory and Research (3)

This course provides students with knowledge and skills related to critical concepts and current issues in infant/toddler/early childhood assessment and intervention in public school settings. The seminar blends theory and practice with a focus on the need for family participation and an interdisciplinary approach to evaluation and intervention.

EDUC 759 Legal Issues and Crisis Management in School Psychology (3)

This course is an in-depth examination of current legal issues and their educational implications. Students acquire a solid foundation regarding how state and federal law serve as a guide to education law as well as the management of crisis issues in the context of diverse children, schools, and communities.

EDUC 780 Global Communities of Educational Practice (2-3)

This course affords doctoral students an opportunity to examine educational policy and practice in a region of the world outside the United States. Students examine social policy as it relates to educational systems, pedagogical approaches in educational practice, and funding and governance of educational systems at both the national and institutional level. The course involves a one-day seminar in January, assigned readings, a five-to-seven day visit to the region being studied, a research paper related to some aspect of the course, and a one-day culmination seminar at the end of the term. This course is an elective that does not count toward the 48 required units for the Ed.D. It may be taken multiple times at the discretion of the instructor and/or advisor.

EDUC 790 Doctoral Seminar in Research Studies (3)

During this course, students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee, and develop an action plan for completing the dissertation. Students may not enroll in EDUC 790 until they have completed 42 of the required 48 units for the Ed.D. *Prerequisites: EDUC 700, 740, 741, and successful completion of the Guided Inquiry Project*

EDUC 794 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit the first semester. *Prerequisite: EDUC 790*

EDUC 795 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. After enrolling in EDUC 794 for one semester, students enroll for at least three units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisite: EDUC 794*

EDUC 798 Special Topics (1-3)

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of six units applied toward the Ed.D.; each course must address a different topic.

EDUC 799 Readings in Educational Leadership (1-3)

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

Department of Educational Leadership

Faculty

Chair, Department of Educational Leadership; Director, Professional Administrative Services Credential (Tier I and Tier II) Programs; and Associate Professor: Teri Marcos, Ed.D.

Associate Professors: Ronald Foland, Ph.D.; Robert Vouga, Ed.D.

Assistant Professor: Matthew Witmer, Ed.D.

Programs Offered

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

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- Azusa Pacific University offers teacher education programs approved by the State of California Commission on Teacher Credentialing (CTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation of Teacher Education (NCATE).

For more detailed information about the Department of Educational Leadership, please visit www.apu.edu/education/leadership/.

Admission

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

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

Azusa Pacific University requires candidates who are admitted to any program within the School of Education to obtain a current Certificate of Clearance (COC) from the California Commission on Teacher Credentialing, and/or when appropriate, an approved Affidavit of Clearance while enrolled in courses. The Department of Educational Leadership requires incoming candidates to supply a copy of their Certificate of Clearance or approved Affidavit of Clearance with their admissions file if no other form of clearance can be provided, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. These documents, until expired, fulfill this requirement.

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

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

Mission Statement

The Department of Educational Leadership comprises a Christian community of scholarly believers who seek to advance the work of God in public and private P-12 schools by effectively training future school leaders in the knowledge, skills, and dispositions required of school leadership through academic excellence and a Christian perspective of truth and life.

Credential Programs

Upon completion of the Tier I Program and appointment to an administrative position, students may continue through the Professional Administrative Services Credential Program (Tier II). Advanced study for administrators is available through the Doctor of Education (Ed.D.) in Educational Leadership Program, described elsewhere in this catalog.

The Professional Administrative Services Credential Program (Tier II) is individually designed to meet the candidate's assessed needs, interests, and long-term goals. A formal Individualized Mentoring Plan (IMP) for professional induction is developed by the candidate, the credential supervisor, and the district mentor. Full participation is expected of all parties to improve the planning, implementation, and evaluation of the candidate's experiences.

Study of pre-K to 12th grade educational administration without earning a credential is possible through the department's Master of Arts in Educational Leadership. This program may be of interest to teachers and other credentialed personnel, as well as to nonpublic school administrators.

Both the credential programs and the master's degree are offered at the university's regional centers located throughout Southern California. Several courses are offered online.

Conferences

In addition to conferences supported by the Department of Educational Leadership and the Center for Research on Ethics and Values, students and graduates have other opportunities to keep abreast of current developments and enhance their professional abilities.

Master of Arts in Educational Leadership

Preliminary Administrative Services Credential (Tier I)

Preliminary Administrative Services Internship Credential (Tier I)

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

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

***Program Director: Teri Marcos, Ed.D.
(626) 815-5369, tmarcos@apu.edu***

The Master of Arts in Educational Leadership and the Preliminary Administrative Services Credential Program prepares candidates to serve as effective innovative school administrators. Graduates emerge well equipped to fill leadership roles in P-12 schools such as principal, assistant principal, teacher leader, curriculum leader, and department chair. The program emphasizes a strong Christian approach and incorporates the following themes throughout the program: strengths-based leadership, reflective leadership practices as related to the California Professional Standards for Educational Leaders (CPSLE), and improving teaching and learning through best practices that build exemplary schools.

The program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura County

Intern Credential Candidates Requirements

1. Contract or letter verifying the offer of employment as an administrator (not part of the teachers' bargaining unit)
2. Terms and Agreements signed by the superintendent or designee
3. Letter from the employing district superintendent or designee expressing willingness to collaborate with the university in the mentoring process.

Prerequisites

- Candidates with a master's degree that did not include coursework equivalent to EDUC 582 (Cornerstones of Educational Leadership) may be required to take that course.
- Candidates without previous coursework in mainstreaming of special needs students are required to take SPED 530.

Computer Requirements

To maintain a consistent and current level of instruction, each student is required to utilize a computer equipped with Microsoft Word. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times.

TaskStream ePortfolios

Students are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate teacher candidate evaluation. Students create electronic portfolios to showcase and document their competencies and experiences with the California Professional Standards for Educational Leaders (CPSEL), share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward certification.

Course Requirements

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program (Tier I) includes seven courses. Field experience is embedded in three of the courses:

EDL 580	Leadership Induction	1
EDL 581	Research and Leadership	6
EDL 582	Cornerstones of Educational Leadership (Not required of candidates with a master's degree in education.)	6
EDL 583	Educational Leadership and Change	6
EDL 584	Policy and Politics of Educational Leadership	6
EDL 585	Leadership in a Legal Culture	6
EDL 586	Leadership Performance Assessment	5

Credential and master's degree	36 units
Master's degree only	36 units
Tier I credential only	24 units
Intern program and master's degree	36 units
Intern credential program only	24 units
Second M.A. and Tier I for APU M.A. graduates	24 units

Program Features

Sequenced Course Design

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program (Tier I) provides candidates with the opportunity to take courses with professionals who share similar goals. The course design affords the convenience and collegiality of studying with peers. The courses and accompanying requirements are designed to be completed during five APU nine-week terms in approximately 15 months. Courses may be taken completely online.

Standards-based Program

This program is built on the six California Professional Standards for Educational Leaders (CPSELs). Candidates use their strengths to develop a shared vision of learning (CPSEL 1) that focuses on maintaining high expectations for student achievement. They learn to develop and sustain a culture of teaching and learning (CPSEL 2) through analysis of content standards, the study of instructional delivery, data analysis, application of research, and by providing staff development for all employees. Management of the school in the service of teaching and learning (CPSEL 3) assists candidates as they learn the complexities of recruiting, training, and evaluating employees by providing a safe, productive environment, and by understanding legal mandates and constraints. Candidates learn to work with diverse families and communities (CPSEL 4) for improved student success by incorporating diverse family and community expectations in school decision making. Candidates enhance their personal ethics and leadership capacity (CPSEL 5) as they engage in conflict resolution, change management, decision making, and program assessment. Political, social, economic, legal and cultural understanding (CPSEL 6) is enhanced through analysis of political forces, legal principles, economic dynamics, and cultural distinctions present in the school setting.

Field Experience

Coursework is immediately applicable as a resource for curriculum planning, achievement assessment, decision making, and program improvement. Field experience is embedded into three of the courses, *Educational Leadership and Change*, *Policy and Politics of Educational Leadership*, and *Leadership in a Legal Culture*. The candidate assumes leadership responsibilities at a local school or district setting under the guidance of a site supervisor and university mentor throughout two terms: Fall I and II or Spring I and II. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation. These experiences are closely related to the job performance requirements of administrators. Coursework and field experience work together to expand the candidate's leadership capacity.

Case Study

A case study is developed by each candidate based on local school or district scenarios, needs, issues, and/or situations. It is initiated in the first two courses and developed in each of the succeeding five courses. Candidates present their case studies before an evaluative panel during the final course, *Leadership Performance Assessment*.

Thesis Option

Candidates who seek the Master of Arts in Educational Leadership may elect to complete a master's degree thesis in lieu of field experience. Students meet with the program director prior to enrolling in the third course, *Educational Leadership and Change*, to present a rudimentary research proposal.

Once approved, the thesis typically follows the six-chapter research model that enables the student to conduct meaningful research or program development. The program director and/or other full-time faculty are available to advise students who may be considering the thesis option.

Master's-Degree-Only Candidates

Most candidates seek the combined program for the Master of Arts in Educational Leadership with the Preliminary Administrative Services Credential. Those desiring only the master's degree traditionally serve in Christian schools or other private school backgrounds where the basic California credential is not required.

Credential-Only Candidates

Credential candidates who possess a master's degree in education may elect to complete six of the seven courses in the program for the Tier I Credential. *Cornerstones of Educational Leadership* may be waived at the candidate's discretion, as this course includes basic curricular, instructional, historical, and philosophical study that is typically covered in master's degree courses in education.

Acquiring the Preliminary Administrative Services Certificate of Eligibility

Upon completion of the program, the candidate is encouraged to apply for the Preliminary Administrative Services Certificate of Eligibility. This certificate is evidence that the candidate has successfully met all developmental objectives and program standards to merit recommendation for the certificate. This document qualifies the candidate to apply for an entry-level administrative position in California school districts. Upon being offered an administrative position, the candidate applies for and acquires the Preliminary Administrative Services Credential. The administrator has five years to complete requirements for the Professional Administrative Services Credential (Tier II). Candidates who do not immediately secure an administrative position apply for the Certificate of Eligibility, as there is no expiration date on the certificate.

Preliminary Administrative Services Internship Credential

The Preliminary Administrative Services Internship Credential Program meets the need of school districts by allowing them to employ candidates who have not yet completed all credential requirements. Upon receiving an offer of employment, candidates can immediately acquire the Internship Credential. This two-year credential entitles them to assume the full responsibilities as a California school administrator while completing the university program. Candidates benefit from joint mentoring and supervision by the university and nominating districts and by attending monthly seminars with other first-year administrators.

Requirements and Distinctives of the Internship Program

Administrative Interns participate in the administrative credential courses along with other candidates. The Internship Credential allows them two years to complete the program. Upon completion of the program, they apply for the Preliminary Administrative Services Credential (Tier I) that allows them five years to complete requirements for the Professional Administrative Services Credential (Tier II).

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

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

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

***Program Director: Teri Marcos, Ed.D.
(626) 815-5369, tmarcos@apu.edu***

The Master of Arts in Educational Leadership and the Preliminary Administrative Services Credential Program with an Emphasis in Educational Technology and Learning meets the needs of school districts desiring to hire administrators with a strong technology background. This degree meets an ever-growing demand of school districts for administrators who understand the 21st century learner, as well as understanding and integrating the technology tools and learning strategies to meet the needs of all learners. The program offers an increased opportunity for educators looking to utilize their talents and strengths in technology in a leadership role as they ensure equal access to technology for all students.

Course Requirements		36 units
EDL 580	Leadership Induction	1
EDL 581	Research and Leadership	6
EDL 582	Cornerstones of Educational Leadership (Not required of candidates with a master's degree in education.)	6
EDL 583	Educational Leadership and Change	6
EDL 584	Policy and Politics of Educational Leadership	6
EDL 585	Leadership in a Legal Culture	6
EDL 586	Leadership Performance Assessment	5
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
Total		45 units

Professional Administrative Services Credential (Tier II) (Credential Only)

Program Director: Teri Marcos, Ed.D.
(626) 815-5369, tmarcos@apu.edu

An advanced professional program for full-time administrators holding a Preliminary Administrative Services Credential (Tier I), the Professional Administrative Services Credential (Tier II) offers mentoring, support, and assistance based on the California Professional Standards for Educational Leaders (CPSELs). Through an Individualized Mentoring Plan (IMP) students' performance expectations, professional development objectives, and learning activities are identified. Artifacts which demonstrate student progress in meeting the IMP professional development objectives are maintained in a portfolio.

Throughout the program, students' advancement toward their objectives are assessed. A culminating assessment forms the basis for certifying that students have successfully met all professional development objectives in the IMP and have met the level of administrative competence to merit recommendation for the Professional Administrative Services Credential.

Candidates who have received the Preliminary Administrative Services Credential (Tier I) and are employed in an administrative position have five years to obtain the Professional Administrative Services Credential.

The Tier II Program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura County

Course Requirements		10 units
EDUC 661	Professional Field Experience I, Induction	2
EDUC 599	Readings in Education	3
EDUC 599	Readings in Education	3
EDUC 664	Professional Field Experience IV, Assessment	2
Total		10 units

Students enrolling in EDUC 661 Professional Field Experience I, Induction and EDUC 664 Professional Field Experience IV, Assessment should register for 2 units in each of these university courses. Students enrolling in the Tier II Program for the first time are required to register for EDUC 661 first. They should enroll in EDUC 664 immediately after their second EDUC 599 course.

Students may apply for the credential upon successful completion of the program and by providing a statement with supervisor and district signatures to verify at least two years of appropriate full-time administrative experience requiring the Preliminary Administrative Services Credential.

Department of Foundations and Trans-Disciplinary Studies

Faculty

Chair, Department of Foundations and Trans-Disciplinary Studies; and Professor: Linda Chiang, Ed.D.

Program Director, Master of Arts in Education: Teaching, and Curriculum and Instruction in Multicultural Contexts; and Professor: Susan Warren, Ph.D.

Professors: James Kantiok, Ph.D.; Kathryn Scorgie, Ph.D.

Associate Professors: Dan Doorn, Ph.D. (part-time); Ruth Givens, Ph.D.; Richard Martinez, Ed.D.; James Noffle, Ph.D.

Assistant Professors: Tami Foy, M.Ed.; Sandra Mayo, Ph.D.

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

Programs Offered

- Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts
- Master of Arts in Education: Teaching (in combination with credential programs; see Department of Teacher Education section)

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- Azusa Pacific University offers teacher education programs approved by the State of California Commission on Teacher Credentialing (CTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation of Teacher Education (NCATE).

For more detailed information about the Department of Foundations and Trans-Disciplinary Studies, please visit www.apu.edu/education/foundations/.

Admission

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

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

In addition to the program-specific application requirements, all students must maintain a valid CTC document or an affidavit of clearance for admission and enrollment compliance.

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

Faculty Affiliations

The Department of Foundations and Trans-Disciplinary Studies faculty engages in research, presents at regional, national, and international conferences, and maintains membership in:

- American Association for Chinese Studies (AACS)
- American Association of Higher Education (AAHE)
- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- Comparative and International Education Society (CIES)
- National Association for Bilingual Education (NABE)
- National Association for Multicultural Education (NAME)
- Phi Delta Kappa International (PDK)
- Western Social Science Association (WSSA)

Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts

**Program Director: Susan Warren, Ph.D.
(626) 815-6000, Ext. 5562, swarren@apu.edu**

Designed for educators who possess a state credential or have significant experience in teaching, this program provides varied opportunities to acquire innovative curriculum knowledge and instructional strategies to better serve the personal, social, academic, and literacy needs of all K-college students. Prepared professionals in the CIMC program will be committed to engaging in reflective scholarly practices, integrating sound, theoretical knowledge with Christian faith perspectives, and improving decision-making strategies to serve diverse communities of learners.

Mission Statement

The mission of the Curriculum and Instruction in Multicultural Contexts Program is to prepare its graduate students to be informed, responsive, and ethically guided educators with a commitment to God, individual worth, and social justice.

Additional Requirements

- Students may not enroll in more than 7 units per nine-week term.
- Program changes will occur as needed.

Prerequisites

- Twelve semester units of undergraduate or graduate coursework in education
- For each year of verified, full-time teaching experience, 3 units of prerequisites may be waived.
- Students must complete two written self-assessments, one at the beginning and one at the end of the program, following guidelines and timetables sent at the time of admission to the program.

Corequisite

Students must subscribe to and register with TaskStream, an independent online fee-based assessment service for the university, and must submit designated course projects as specified in the syllabi for EDUC 505, EDUC 507, EDUC 508, EDUC 554, and EDUC 589B.

Course Requirements

Core Courses 9 units

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

Required Concentration Courses 18 units

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3
EDUC 589A	Research for Educators: Beginning Process*	2
EDUC 589B	Research for Educators: Finish Reporting*	1

Recommended Elective Courses up to 9 units

EDUC 501	Language Structure and Use**	3
EDUC 502	Foundations of Literacy Development and Content Instruction for English Learners**	3
EDUC 503	Practical Approaches and Methods to Literacy Development for English Learners**	3
EDUC 504	Teaching and Cultural Diversity	3
EDUC 509	Special Topics in Education	3
EDUC 544	Educational Equity and Cultural Diversity in a Pluralistic Society**	3
EDUC 555	Comparative Education: A Global Perspective	3

Other education electives as approved by the program director or approved transfer units 3-6 units

Total 36 units

*Note that EDUC 589A is a prerequisite for EDUC 589B. EDUC 589A and EDUC 589B must be taken consecutively with the same professor, and last in the program.
 **Course for C.L.A.D. Certificate. Individuals who need to earn the C.L.A.D. Certificate may request approval from the program director to substitute some or all of the C.T.E.L. courses in place of required/elective program courses. Based on the student's transcript of recent credential courses, the director will advise students which specific courses are needed for the C.L.A.D. Certificate requirements.

The **Master of Arts in Education: Teaching** is a combined program of the Departments of Foundations and Trans-Disciplinary Studies and Teacher Education. This combined program applies credential courses toward the master's degree. All required credential courses should be completed prior to taking advanced master's courses; however, students may take EDUC 504, EDUC 505, EDUC 509, EDUC 572, and EDUC 573 prior to completing their credential coursework with permission from the program director. The director of the master's portion of the program is Susan Warren, Ph.D.

Courses originating in the Department of Foundations and Trans-Disciplinary Studies include:

EDUC 505	Advanced Literacy Development
EDUC 507	Family, Community, and School Connections
EDUC 508	Assessment and Evaluation in Multicultural Classrooms
EDUC 509	Special Topics in Education
EDUC 554	Instructional Principles and Practices
EDUC 571	Curriculum Foundations
EDUC 572	Advanced Educational Psychology
EDUC 573	Philosophy/Ethics and History of Education
EDUC 574	Current Issues in Education

Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Please refer to the Department of Teacher Education section of the catalog for details on the combined Multiple-Subject and Single-Subject Credential/Master's programs.

Department of Innovative Educational Technology and Physical Education

Faculty

Chair, Department of Innovative Educational Technology and Physical Education; Program Director, Master of Science in Physical Education and Master of Arts in Physical Education with Single-Subject Credentials; and Professor: Joseph K. Mintah, Ed.D.

School Librarianship and Teacher Librarian Services Credential Program Director; and Professor: Maria Pacino, Ed.D.

Program Director, Master of Arts in Educational Technology and Learning, and Master of Arts in Education: Digital Teaching and Learning with Single-Subject and Multiple-Subject Credentials; and Professor: Joanne Gilbreath, Ed.D.

Program Director, Online Master of Arts in Educational Technology; and Professor: Kathleen Fletcher Bacer, Ed.D.

Professor: Donald Lawrence, Ed.D.;

Associate Professor: S. Malia Lawrence, Ph.D.

Assistant Professor: Cindy Tanis, Ph.D.

Lecturer (part time): James Milhon, M.Ed.

Programs Offered

- Teacher Librarian Services Credential (online)
- Master of Arts in Education: School Librarianship (online)
- Online Master of Arts in Educational Technology
- Master of Arts in Educational Technology and Learning
- Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)
- Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)
- Master of Arts in Education: Digital Teaching and Learning with Multiple-Subject Teaching Credential (Tracks A and B)
- Master of Arts in Education: Digital Teaching and Learning with Single-Subject Teaching Credential (Tracks A and B)
- Master of Arts in Physical Education with Single-Subject Teaching Credential (Tracks A and B)
- Master of Science in Physical Education

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- Azusa Pacific University offers teacher education programs approved by the State of California Commission on Teacher Credentialing (CTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation of Teacher Education (NCATE).

For more detailed information about the Department of Innovative Educational Technology and Physical Education, please visit www.apu.edu/education/edtech/.

Admission

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

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

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

Faculty Affiliations

The department faculty engage in research, present at national and international conferences, and maintain membership in:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAPHERD)
- American Association for Health Education (AAHE)
- American Education Research Association (AERA)
- Computer Using Educators (CUE)
- International Education and Resource Network (IERN)
- International Society for Technology in Education (ISTE)
- National Association for Sport and Physical Education (NASPE)
- National Athletic Trainers Association (NATA)
- National Council for Accreditation of Teacher Education (NCATE)

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

Advanced Credential Teacher Librarian Services Credential Online Program

Program Director: Maria Pacino, Ed.D.
(626) 815-5480, mpacino@apu.edu

The Teacher Librarian Services Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares librarian services teachers as educational leaders who are experts in technology, literacy, and diversity.

Mission Statement

The Teacher Librarian Services Credential Program prepares librarian services teachers to work as librarians and media specialist/technology experts in K-12 school libraries in California.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Printer
- Internet Service Provider
- Email account

Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems
(Mac: OS X; PC: Windows XP)
- Latest version of Internet Explorer or Netscape Navigator
- The following software packages:
Microsoft Office
Adobe Design Suite
Macromedia Studio MX

Additional Requirements

- Mark application for the Teacher Librarian Services Credential Program.
- Look for a letter from the Office of Graduate Admissions after submitting the application form. A letter of admission will include instructions for registering for the applicant's first courses.
- Refer to "Online Class Instructions" published in each graduate class schedule booklet.
- Students may not enroll in more than 7 units per nine-week term.
- Program changes will occur as needed.
- Students must sign up for TaskStream.

Course Requirements

LIB 500	School Library Media Center Management	3
LIB 505	Selection, Evaluation, and Management of Learning Resources	3
LIB 510	Learning Resources for Elementary Schools	3
LIB 515	Learning Resources for Secondary Schools	3
LIB 520	Organization and Cataloging of Learning Materials/Resources	3
LIB 525	Information Retrieval and Reference Services	3
LIB 530	School Library-Classroom Partnerships	3
LIB 535	Library Media Technologies	3
LIB 540	Current Topics in School Media Centers	3
LIB 550	Field Experiences for the Teacher Librarian/Capstone*	3
	Approved transfer units	3-6
Total		30 units

*Students must complete six LIB courses prior to taking LIB 550.

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

Program Director: Maria Pacino, Ed.D.
(626) 815-5480, mpacino@apu.edu

This master's degree is offered in conjunction with the Teacher Librarian Services Credential. The Teacher Librarian Services Program is for credentialed teachers who wish to earn both a Teacher Librarian Services Credential as well as a Master of Arts in the same field. The master's degree can be obtained by completing three additional courses beyond the required credential courses.* Teacher Librarians serve as school and district librarians and media specialists. This program is accredited by the California Commission on Teacher Credentialing (CTC), the Western Association of Schools and Colleges (WASC), and the National Council for the Accreditation of Teacher Education (NCATE). This program is offered completely online.

*Admission to the Master of Arts in Education: School Librarianship is required.

Mission Statement

This program prepares librarian services teachers to work as librarians and media specialist/technology experts in K-12 school libraries in California.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Printer
- Internet Service Provider
- Email account

Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP)
- Latest version of Internet Explorer or Netscape Navigator
- The following software packages:
 - Microsoft Office
 - Adobe Design Suite
 - Macromedia Studio MX

Additional Requirements

- Look for a letter from the Office of Graduate Admissions after submitting the application form. A letter of admission will include instructions for registering for the applicant's first courses.
- Students may not enroll in more than 7 units per nine-week term.
- Program changes will occur as needed.
- Students must sign up for TaskStream.

Course Requirements

Core Requirements		9 units
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Concentration Requirements		30 units
LIB 500	School Library Media Center Management	3
LIB 505	Selection, Evaluation, and Management of Learning Resources	3
LIB 510	Learning Resources for Elementary Schools	3
LIB 515	Learning Resources for Secondary Schools	3
LIB 520	Organization and Cataloging of Learning Materials/Resources	3
LIB 525	Information Retrieval and Reference Services	3
LIB 530	School Library-Classroom Partnerships	3
LIB 535	Library Media Technologies	3
LIB 540	Current Topics in School Media Centers	3
LIB 550	Field Experiences for the Teacher Librarian/Capstone*	3
Approved transfer units		3-6
Total		39 units

*Students must complete six LIB courses prior to taking LIB 550.

Master of Arts in Educational Technology and Learning

Program Director: Joanne Gilbreath, Ed.D.
(626) 815-5059, jgilbreath@apu.edu

The Master of Arts in Educational Technology and Learning Program prepares students to work, teach, and thrive in a technology-rich teaching environment. This program is beneficial to anyone who delivers content in an instructional role to adult learners as well as pre-K-12 students. Students in the program gain firsthand experience in the integration and direct application of technology in the classroom through hands-on instruction and online learning.

Mission Statement

The Master of Arts in Educational Technology and Learning is an advanced degree program for educators who are primarily working professionals desiring to integrate technology tools and teaching strategies into instructional practices. Program coursework focuses on the design and application of technology-embedded curriculum for pre-K-20 and adult learners.

Additional Requirements

- Students may not enroll in more than 7units per nine-week term.
- Program changes will occur as needed.

Prerequisites

Twelve semester units of undergraduate or graduate coursework in education.

For each year of verified full-time teaching, 3 units of prerequisites may be waived.

Laptop Requirements

- A Mac or PC laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP or higher)
- Latest version of Internet Explorer, Safari, or Mozilla/Firefox
- The following software packages:
 - Microsoft Office or iWork
 - Adobe Creative Suite

Course Requirements

Level One Core Courses **12 units**

Level One Core Courses: Basic understandings for technology-embedded instruction

These courses are required of all students and are completed prior to Level Two and Level Three courses.

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 513	Digital-Age Literacies	3
EDUC 517	Digital Imaging in the Classroom	3
EDUC 522	Learning in the 21 st Century	3

Level Two Courses **12 units**

Level Two Courses: Essential instructional tools and content skills for educators

These courses are required of all students and are completed prior to Level Three courses.

EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 524	Curriculum Design and Delivery	3
EDUC 525	Web Design for the Classroom	3

Level Three Courses**9 units**

Level Three Courses: Advanced skills and tools for tech-savvy educators

These courses are required of all students and are completed prior to the capstone course.

EDUC 519	Document Design for the Classroom	3
EDUC 520	Creating Web Media	3
EDUC 523	Hypermedia-enhanced Learning Environments	3

Final Course: Apply and demonstrate authentic technology-embedded instruction. **3 units**

EDUC 526	Capstone Experience in Educational Technology and Learning*	3
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Total **36 units**

*This course includes an oral defense. This class must be taken at the end of the coursework and is required of all students to receive the Master of Arts in Educational Technology and Learning.

Approved electives or transfer credit available **6 units**

Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)

**Program Director, Mild/Moderate Disabilities
Specialist Credential (Preliminary Level I)**

Nilsa J. Thorsos, Ph.D.
(626) 815-5425, (626) 815-5373
nthorsos@apu.edu

**Program Director, Master of Arts in Education:
Digital Teaching and Learning**

Joanne Gilbreath, Ed.D.
(626) 815-5059, jgilbreath@apu.edu

Please contact the department for program requirements.

Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)

**Program Director, Moderate/Severe Disabilities
Specialist Credential (Preliminary Level II)**

Litzy Z. Ruiz, M.A.
(626) 387-5791, lruiz@apu.edu

**Program Director, Master of Arts in Education:
Digital Teaching and Learning**

Joanne Gilbreath, Ed.D.
(626) 815-5059, jgilbreath@apu.edu

Please contact the department for program requirements.

Multiple-Subject Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track A)

Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
(626) 815-5435, gkaiser@apu.edu

**Program Director, Master of Arts in Education:
Digital Teaching and Learning**
Joanne Gilbreath, Ed.D.
(626) 815-5059, jgilbreath@apu.edu

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments. All coursework and instruction are delivered from a distinctly Christian perspective, instilling in each candidate a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving candidates the invaluable advantage of a personalized education.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving students the time and training needed to develop subject-specific skills and activities. Students demonstrate their understanding of technology-embedded instruction in the final Capstone project.

Upon completion, the graduate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning, with the credential issued first.

Please check with the Department of Teacher Education for credential requirements and locations in which the credential program track is offered.

Mission Statement

The Master of Arts in Education: Digital Teaching and Learning Program is an advanced degree that prepares teacher candidates to be successful in their own classrooms meeting the needs of today's digital learners. By learning to design and implement technology-embedded instruction, program graduates integrate digital tools into their own instructional practices.

Credential Total 33 units

Additional advanced courses required for the master's. Please contact Joanne Gilbreath, Ed.D., (626) 815-5490 for advising.

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Master's Total 15 units**Total units credential and master's: 48 units**

Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track B)

Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
 (626) 815-5435, gkaiser@apu.edu

Program Director, Master of Arts in Education: Digital Teaching and Learning
Joanne Gilbreath, Ed.D.
 (626) 815-5059, jgilbreath@apu.edu

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving students the time and training needed to develop subject-specific skills and activities. Students demonstrate their understanding of technology-embedded instruction in the final Capstone project.

Candidates who possess an accredited bachelor's degree, subject-matter competency (CSET), and full-time teaching employment may be eligible for APU's innovative 2042 Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning Program. Designed for candidates already teaching in the field, the program combines curricula of the credential and master's programs to deliver a unique educational package.

Please check with the Department of Teacher Education for credential requirements and locations in which the credential program track is offered.

Mission Statement

The Master of Arts in Education: Digital Teaching and Learning Program is an advanced degree that prepares teacher candidates to be successful in their own classrooms meeting the needs of today's digital learners. By learning to design and implement technology-embedded instruction, program graduates integrate digital tools into their own instructional practices.

Credential Total 31 units

Additional advanced courses required for the master's. Please contact Joanne Gilbreath, Ed.D., (626) 815-5490 for advising.

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Master's Total 15 units**Total units credential and master's: 46 units**

Single-Subject Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track A)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
 (626) 815-5458, apbradley@apu.edu

Program Director, Master of Arts in Education: Digital Teaching and Learning
Joanne Gilbreath, Ed.D.
 (626) 815-5059, jgilbreath@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12) and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving students the time and training needed to develop subject-specific skills and activities. Students demonstrate their understanding of technology-embedded instruction in the final Capstone project.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC approved subject-matter program or passage of CSET in a content area appropriate for the field of teaching.

In addition, to further prepare themselves as highly marketable educators, single-subject candidates are encouraged to obtain a supplementary authorization along with their credential.

Please check with the Department of Teacher Education for credential requirements and locations in which the credential program track is offered.

Mission Statement

The Master of Arts in Education: Digital Teaching and Learning Program is an advanced degree that prepares teacher candidates to be successful in their own classrooms meeting the needs of today's digital learners. By learning to design and implement technology-embedded instruction, program graduates integrate digital tools into their own instructional practices.

Credential Total **30 units**

Additional advanced courses required for the master's. Please contact Joanne Gilbreath, Ed.D., (626) 815-5490 for advising.

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Master's Total **15 units**

Total units credential and master's: **45 units**

Single-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track B)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu

Program Director, Master of Arts in Education:
Digital Teaching and Learning
Joanne Gilbreath, Ed.D.
(626) 815-5059, jgilbreath@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12), and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving students the time and training needed to develop subject-specific skills and activities. Students demonstrate their understanding of technology-embedded instruction in the final Capstone project.

Upon completion, the graduate will have earned both a 2042 Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all coursework. This is a 2042 Preliminary Credential with EL authorization.

Designed for candidates already teaching in the field, the program combines the curricula of the credential and master's programs to deliver a unique educational package.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved through their subject-matter program or passage of CSET tests. In addition, to further prepare themselves as highly marketable educators, single-subject candidates are encouraged to obtain a supplementary authorization along with their credential. This optional addition to the credential program authorizes educators, though additional coursework in another NCLB approved specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please contact one of the credential analysts.

Upon completion, the graduate will have earned both a Preliminary Single-Subject Credential and a Master of Arts in Education: Digital Teaching and Learning.

Please check with the Department of Teacher Education for Single-Subject Internship Teaching Credential (Track B) Requirements and locations in which this credential program track is offered.

Mission Statement

The Master of Arts in Education: Digital Teaching and Learning Program is an advanced degree that prepares teacher candidates to be successful in their own classrooms meeting the needs of today's digital learners. By learning to design and implement technology-embedded instruction, program graduates integrate digital tools into their own instructional practices.

Credential Total 28 units

Additional advanced courses required for the master's. Please contact Joanne Gilbreath, Ed.D., (626) 815-5490 for advising.

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Master's Total 15 units

Total units credential and master's: 43 units

Online Master of Arts in Educational Technology

Program Director: Kathleen Fletcher Bacer, Ed.D.
(626) 815-5355; (626) 815-5490
kbacer@apu.edu

The Online Master of Arts in Educational Technology is available to students across the United States and capitalizes on the best teaching/learning pedagogy from face-to-face and online learning practices. This cutting-edge degree includes a functional analysis of computers and e-learning, applications of technology-supported curricular tools, telecommunications, global learning and cross-cultural literacy, applications of hypermedia, instructional design and development, and emerging trends in technologies all encased in a dynamic online learning environment. Students enter the program in learning communities of no more than 15 students, following a sequenced, integrated coursework plan. Students admitted into the online program must complete all their coursework online.

Mission Statement

The Online Master of Arts in Educational Technology offers a 36-unit, 100 percent online advanced degree available to educators across the nation. The coursework is sequenced and integrated to progressively develop content, professional and pedagogical knowledge and dispositions in the field. Built on the mission of the university, School of Education, and Department of Innovative Educational Technology and Physical Education, this program provides a scholarly and constructivist dynamic online learning environment where K-14 educators are trained to be leaders in new and innovative methods for the 21st century, equipped to infuse and implement technology effectively into K-14 teaching/learning environments and online learning communities.

Additional Requirements

- Students may not enroll in more than 6 units per nine-week term.
- Program changes will occur as needed.

Prerequisites

Twelve semester units of undergraduate or graduate coursework in education.

For each year of verified full-time teaching, 3 units of prerequisites may be waived.

Course Requirements and Sequence

Term 1

EDTC 511	Foundations in Educational Technology	3
EDTC 571	Curriculum Foundations*	3

Term 2

EDTC 517	Telecommunications	3
EDTC 527	Special Topics in Educational Technology	3

Term 3

EDTC 518	Global Learning/Cross-Cultural Classrooms	3
EDTC 524	Instructional Design and Development	3

Term 4

EDTC 523	Educational Applications of Information Design and Hypermedia	3
EDTC 573	Philosophy/Ethics and History of Education	3

Term 5

EDTC 515	Emerging Trends in Technology	3
EDTC 520	Applications of Technology-Supported Curricular Tools	3

Term 6

EDTC 526	Practicum in Educational Applications of Technology	3
EDTC 572	Advanced Educational Psychology*	3

Total 36 units

*Up to 6 approved units maybe transferred in.

For more complete information, visit www.apu.edu/education/advanced/edtechonline and/or contact Kathleen Fletcher Bacer, Ed.D., director, Online Educational Technology, (626) 815-5355, or kbacer@apu.edu.

Master of Science in Physical Education

Program Director: Joseph K. Mintah, Ed.D.
(626) 815-5490, jmintah@apu.edu

The program provides advanced study within the broad discipline of physical education and allows students to elect coursework with advisor approval in sport medicine, fitness and wellness, sociology of sport, sport psychology, curriculum, and the history and philosophy of human movement.

Mission Statement

The Master of Science in Physical Education equips students with lifelong skills and knowledge through scholarly endeavors. The goal of the academic curriculum in physical education is to develop each student's awareness of the process involved in effecting a change in the lives of people whom they will serve in the years to come through the mastery of professional skills, knowledge, teaching techniques and strategies, as well as social and ethical considerations.

These programs are offered at the following locations:

- Azusa
- Inland Empire
- High Desert
- Murrieta
- Orange County
- San Diego
- Ventura County

Additional Requirements

- Students may not enroll in more than 7 units per nine-week term.
- Program changes will occur as needed.

Prerequisites

- Twelve semester units of undergraduate coursework in education, or a baccalaureate degree or concentration in physical education
- For each year of verified, full-time teaching or coaching experience, 3 units of prerequisites may be waived.
- Students pursuing a teaching credential should refer to the TEP department prior to applying to the Physical Education Program.

Course Requirements

Core Courses		12 units
PE 551	Curriculum Theory and Design in Physical Education	3
PE 552	History and Philosophy of Physical Education*	3
PE 582	Seminar in Professional Literature in P.E. and Sport	3
PE 584	Assessment and Evaluation in Physical Education and Exercise Science*	3
Research Project Component		6 units
PE 589A	Research Methods for Physical Education and Exercise Science: Beginning Process	3
PE 589B	Physical Education and Exercise Science Capstone	3
Emphasis Elective Courses		18 units
PE 509	Special Topics in Physical Education	3
PE 550	Sociology of Sport	3
PE 560	Sport Medicine	3
PE 561	Ethics in Physical Education and Athletics*	3
PE 565	Physical Education, Athletics, and the Law*	3
PE 575	Advanced Principles of Physical Conditioning	3
PE 576	Trends and Issues in Physical Education and Sport	3
PE 577	Administration of Physical Education and Athletic Programs	3
PE 578	Sport Psychology*	3
PE 580	Wellness and Fitness for Life	3
PE 581	Techniques of Fundraising	3
PE 599	Readings in Physical Education	1-3
Approved transfer units		3-6
Total		36 units

*Offered online.

NOTES:

1. Students must sign up for TaskStream.
2. Students must take PE 582 within the first two terms in the program.
3. Students must take PE 589A and PE 589B toward the end of the program, during the last two or three terms prior to graduation.

Single-Subject Teaching Credential/Master of Arts in Physical Education (Track A)

*Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu*

*Program Director, Master of Arts in Physical Education
Joseph K. Mintah, Ed.D.
(626) 815-6000, Ext. 5213, jmintah@apu.edu*

Please check with the Department of Teacher Education for credential requirements and locations in which the credential program track is offered.

Mission Statement

The Master of Arts in Physical Education with a Single-Subject Teaching Credential Program equips students with the skills and knowledge needed to teach physical education and coach at the K–12, junior college, and four-year university levels. The goal of this academic program is to develop each student’s awareness of the process involved in effecting a change in the lives of the people they will serve in the years to come through the mastery of professional skills, knowledge, teaching techniques and strategies, as well as social and ethical considerations.

Credential Total	30 units
Required Courses for Master of Arts in Physical Education	6 units
PE 551 Curriculum Theory and Design in Physical Education	3
PE 582 Seminar in Professional Literature in Physical Education and Sport	3
Elective Courses	6 units
Elective Choose One (PE 550, 561, 576, 577, 578, 581)	3
Elective Choose One (PE 560, 575, 580)	3
Final Courses – Required	6 units
(To be taken after all other coursework/student teaching are completed)	
PE 589A Research Methods for Physical Education and Exercise Science: Beginning Process	3
PE 589B Physical Education and Exercise Science Capstone	3
Master’s Total	18 units
Total units credential and master’s:	48 units

Single-Subject Internship Teaching Credential/Master of Arts in Physical Education (Track B)

*Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu*

*Program Director, Master of Arts in Physical Education
Joseph K. Mintah, Ed.D.
(626) 815-6000, Ext. 5213, jmintah@apu.edu*

Please check with the Department of Teacher Education for credential requirements and locations in which the credential program track is offered.

Mission Statement

The Master of Arts in Physical Education with a Single-Subject Teaching Credential Program equips students with the skills and knowledge needed to teach physical education and coach at the K–12, junior college, and four-year university levels. The goal of this academic program is to develop each student’s awareness of the process involved in effecting a change in the lives of the people they will serve in the years to come through the mastery of professional skills, knowledge, teaching techniques and strategies, as well as social and ethical considerations.

Credential Total	25 units
Required Courses for Master of Arts in Physical Education	6 units
PE 551 Curriculum Theory and Design in Physical Education	3
PE 582 Seminar in Professional Literature in Physical Education and Sport	3
Elective Courses	6 units
Elective Choose One (PE 550, 561, 576, 577, 578, 581)	3
Elective Choose One (PE 560, 575, 580)	3
Final Courses – Required	6 units
(To be taken after all other coursework/student teaching are completed)	
PE 589A Research Methods for Physical Education and Exercise Science: Beginning Process	3
PE 589B Physical Education and Exercise Science Capstone	3
Master’s Total	18 units
Total units credential and master’s:	43 units

Department of School Counseling and School Psychology

Faculty

*Chair, Department of School Counseling and School Psychology;
and Associate Professor: David Morrison, Ed.D.*

*Assistant Chair, Program Director, Fieldwork and Internship; and
Professor: Robert Martin, Ph.D.*

*Program Director, School Counseling; and Associate Professor:
Michael Block, Ph.D.*

*Program Director, School Psychology; and Assistant Professor:
Pedro Olvera, Psy.D.*

Associate Professors: Lewis Bonney, Ph.D.; Mary Jo Lang, Ph.D.

*Assistant Professors: Ruth Cotto-Silva, Ed.D.; Michelle Cox, M.A.;
Trisha Crosby-Cooper, Ph.D.; Rema Reynolds, Ph.D.*

*Lecturers (part time): Dorcas Amoah, Ph.D.;
Martin Quisenberry, M.A.; Tom Ryerson, Psy.D.*

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

Programs Offered

- Master of Arts in Education: Educational Counseling
- PPS: School Counseling Credential
- Master of Arts in Education: Educational Psychology
- PPS: School Psychology Credential

Accreditation

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

For more detailed information about the Department of School Counseling and School Psychology, please visit www.apu.edu/education/counselingpsych/.

Admissions

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

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

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

Master of Arts in Education: Educational Counseling (with an embedded School Counseling Credential)

**Program Director: Michael Block, Ph.D.
(626) 815-5361, mblock@apu.edu**

APU's Master of Arts in Education: Educational Counseling offers students an efficient path to a school counseling career by embedding within the master's program all requirements for the Pupil Personnel Services Credential: School Counseling.

A requirement in completing the program includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after all 10 prerequisites have been met. An Internship Credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school counseling.

Mission Statement

The Department School Counseling and School Psychology offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises field work leading to the Master of Arts in Education: Educational Counseling and the Master of Arts in Education: Educational Psychology. In addition, the department offers a credential-only program for those who hold a master's degree and seek certification in school counseling or school psychology.

Students take courses in the following sequence:

(Please obtain academic advising prior to initial registration.)

Term 1

- EDCO 533 Basic School Counseling*
EDCO 557 Child Development and Learning*

Term 2

- EDCO 550 Issues in School Counseling*
EDCO 593 Historical Development of School Counseling and School Psychology

Term 3

- EDCO 528 Community, Family, and School Collaboration*
EDUC 555 Group Counseling Skills

Term 4

- EDCO 535 Legal Mandates for School Counselors and Psychologists*
EDCO 545 Positive Behavior Supports and Classroom Intervention

Term 5

- EDCO 583 Intervention Through Consultation*
EDCO 592 Educational Psychology: Theory into Practice

Term 6

- EDCO 549 Career Development and Technology
EDCO 579 Sociocultural Issues in Counseling

Term 7

- EDCO 534 Educational Measurement and Assessment
EDCO 587 PPS Leadership, Ethics, and Professionalism

*Prerequisites for Fieldwork/Internship

Supervised Field Experience/Fieldwork Internship

EDCO 564 School Counseling Fieldwork 1 (300 hours)

EDCO 568 School Counseling Fieldwork 2 (300 hours)

– or –

EDCO 594 School Counseling Internship 1 (300 hours)

EDCO 595 School Counseling Internship 2 (300 hours)

Total **48 units**

Additional Requirements

1. Students must pass a Praxis exam to demonstrate their competence in school counseling prior to completion of the program.
2. Students prepare a Graduate Research Project which includes a formal research paper and a program evaluation. The Graduate Research Project content summarizes a topic which the student chooses to study in depth. The evaluation is a reflection on professional growth during the program. The research portion of the project will be completed in EDCO 592 for students entering the program in fall 2010. In addition to the Graduate Research Project, students are required to present their research paper to a panel.
3. All candidates that are admitted to the Master of Education: Educational Counseling and Master of Education: Educational Psychology programs are required to submit a copy of their California Certificate of Clearance (COC). Azusa Pacific University is required by law to keep these records on file while candidates are in attendance at APU.

Advisory Notes

Educational Psychology can be pursued as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately.

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.

- The practicum experience included in the Educational Counseling Program is required by the State of California Commission on Teacher Credentialing and consists of 110 hours.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.

- Students in an educational counseling or educational psychology program may request to waive a course (see "Waivers" in the Academic Policies and Procedures section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see "Transfer Credit"), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the Department of Teacher Education. Students must complete all credential requirements to apply for the credential.
- Notify graduate registrar of intent to graduate 90 days before intended graduation. Students approaching graduation must obtain an Intent to Graduate Form from the graduate registrar. The graduate registrar will determine whether the student has met all requirements.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.

PPS: School Counseling Credential

Program Director: Robert Martin, Ph.D.
(626) 815-6000, Ext. 5131, rhmartin@apu.edu

Prerequisite: Master of Arts in Education: Educational Psychology and PPS Credential in School Psychology

A required transcript evaluation of students' current PPS school psychology courses will determine which courses will count toward the PPS: School Counseling Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Counseling with embedded PPS: School Counseling Credential program with the exception that no Graduate Research Project is required.

Master of Arts in Education: Educational Psychology (with an embedded School Psychology Credential)

Program Director: Pedro Olvera, Psy.D.
(626) 815-6000, Ext. 5124, polvera@apu.edu

Azusa Pacific University's embedded program pairs the Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential: School Psychology for a broader, more marketable approach for school psychologists.

The Master of Arts in Education: Educational Psychology equips candidates for career advancement opportunities and gives them a highly marketable specialty. With a solid background in this area, candidates are able to assess students of all cultures, social levels, and learning abilities more effectively. A requirement in completing the credential includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after the 13 prerequisites have been met. An internship credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school psychology.

Azusa Pacific University's Educational Psychology (with an embedded School Psychology Credential) Program is a nationally recognized program receiving conditional approval by the National Association of School Psychologists (NASP) and National Association of Accreditation of Teacher Education (NCATE). Upon earning a passing score (165) on the Praxis 2 (school psychology) exam, graduates of the program are eligible to apply to become a Nationally Certified School Psychologist (NCSP).

Mission Statement

The Department School Counseling and School Psychology offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises field work leading to the Master of Arts in Education: Educational Counseling and the Master of Arts in Education: Educational Psychology. In addition, the department offers a credential-only program for those who hold a master's degree and seek certification in school counseling or school psychology.

Additional Admission Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. The GRE must have been taken within the last 12 months prior to application. All three scores, with an emphasis on the writing score, are used as one consideration for approving an application. Although a minimum score is not required, the GRE is one element in the application process. Admission is competitive and not all students who meet the minimum requirements will be admitted. Information on the administration of this test is available at www.ets.com and the Department of School Counseling and School Psychology.

2. After all above materials have been received by the Office of Graduate Admissions, the Department of School Counseling and School Psychology reviews the file and notifies the applicant by mail to schedule an admission interview. The prospective candidate should come prepared to be interviewed by two members of the department's faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.
3. All candidates that are admitted to the Master of Education: Educational Counseling and Master of Education: Educational Psychology programs are required to submit a copy of their California Certificate of Clearance (COC). Azusa Pacific University is required by law to keep these records on file while candidates are in attendance at APU.
4. Student must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Educational Psychology (with an embedded School Psychology Credential). Students can register to take the test at <http://www.cbest.nesinc.com>.

Students take courses in the following sequence:

(Please obtain academic advising prior to initial registration.)

YEAR 1

Term 1

- EDCO 533 Basic School Counseling*
EDCO 557 Child Development and Learning*

Term 2

- EDCO 550 Issues in School Counseling*
EDCO 593 Historical Development of School
Counseling and School Psychology

Term 3

- EDCO 528 Community, Family, and School Collaboration*
EDCO 592 Educational Psychology: Theory into Practice

Term 4

- EDCO 535 Legal Mandates for School Counselors
and Psychologists*
EDCO 545 Positive Behavior Supports
and Classroom Intervention

Term 5

- EDCO 583 Intervention Through Consultation*
EDPY 556 Academic Assessment and Intervention

YEAR 2

Semester 1

- EDPY 624 Disabilities in Children (Mild, Moderate, Severe)*
EDPY 635A Role/Function Practicum:
Positive Behavior Supports
EDPY 681 Psychoeducational Assessment I*

Semester 2

- EDPY 635B Role/Function Practicum:
Individual/Group Counseling
EDPY 637 Child Psychopathology*
EDPY 682 Psychoeducational Assessment II*

Semester 3

EDPY 633 Multicultural and Bilingual Assessment and Intervention*

EDPY 635C Role/Function Practicum: Assessment

EDPY 683 Psychoeducational Assessment III*

YEAR 3

Semester 4 (Student Begins Fieldwork – See Below)

EDPY 636 Research and Evaluation

EDPY 697 Readings in School Psychology

Semester 4 (Student Continues Fieldwork – See Below)

EDPY 690 Advanced Individual Research

Supervised Fieldwork Courses

EDPY 695 School Psychology Fieldwork 1 (600 Hours)

EDPY 696 School Psychology Fieldwork 2 (600 Hours)

– or –

EDPY 655 School Psychology Internship 1 (600 Hours)

EDPY 656 School Psychology Internship 2 (600 Hours)

*Prerequisites for Fieldwork/Internship

Total

66 units

Additional Requirements

1. Students must earn a passing score of 165 on the Praxis 2 exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the Praxis 2 with a score of 165, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project which includes a formal research paper and a program evaluation. The Graduate Research Project content summarizes a topic which the student chooses to study in depth. The evaluation is a reflection on professional growth during the program. The research portion of the project will be completed in EDPY 636/EDPY 690 for students entering the program in fall 2010. In addition to the Graduate Research Project, students are required to present their research paper to a panel.
3. Students will complete a performance-based portfolio during Internship/Fieldwork.

Advisory Notes

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.

Students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology.

- The practicum experience at APU consists of 450 hours (required by the State of California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K–12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinic) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning Fieldwork/Internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than two years of experience.

- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.
- Students in an educational counseling or educational psychology program may request to waive a course (see "Waivers" in the Academic Policies and Procedures section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see "Transfer Credit"), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the Department of Teacher Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Graduate Form from the graduate registrar at least 90 days before intended graduation. The graduate registrar will determine whether the student has met all requirements.
- Remediation will be required for grades lower than a B in any course. The remediation does not change the course grade, but demonstrates competency that allows the school counseling or school psychology candidate to proceed.

PPS: School Psychology Credential

Program Director: Robert Martin, Ph.D.
(626) 815-6000, Ext. 5131, rhmartin@apu.edu

Prerequisite: Master of Arts in Education: Educational Counseling and PPS Credential in School Counseling

A required transcript evaluation of students' current PPS school counseling courses will determine which courses will count toward the PPS: School Psychology Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Psychology with embedded PPS: School Psychology Credential Program with the exception that no Graduate Research Project is required.

Department of Special Education

Faculty

*Chair, Department of Special Education; Program Director,
Moderate to Severe; and Associate Professor: Nilsa Thorsos, Ph.D.*

*Site Coordinator, Inland Empire; and Associate Professor:
Nancy Contrucci, Ph.D.*

*Program Director, Moderate to Severe; and Associate Professor:
Litzzy Z. Ruiz, M.A.*

*Site Coordinator, San Diego; and Associate Professor:
Stephen Cochrane, Ph.D.*

*Site Coordinator, Azusa; and Associate Professor:
Bennett Nworie, Ph.D.*

*Site Coordinator, Ventura; and Assistant Professor:
Craig Bartholio, M.S.*

Site Coordinator, Orange; and Assistant Professor: Jan Forsse, M.S.

*Site Coordinator, Los Angeles; and Assistant Professor:
Yvette Latunde, Ed.D.*

*Site Coordinator, High Desert; and Assistant Professor:
Gregory Richardson, M.Ed.*

*Site Coordinator, Azusa; and Assistant Professor:
Ramon Barreras, Ph.D.*

Programs Offered

- Mild/Moderate Disabilities (K–12) Specialist (Preliminary) Credential (Tracks A and B) ELL embedded, credential only
- Mild/Moderate Disabilities (K–12) Specialist (Preliminary) Credential and Master of Arts in Education: Special Education (Tracks A and B) ELL embedded
- Moderate/Severe Educational Specialist Preliminary Credential and Master of Arts in Education: Special Education (Tracks A and B)
- Mild/Moderate Educational Specialist Professional Clear (With or without Master of Arts in Education: Special Education)
- Moderate/Severe Educational Specialist Professional Clear (With or without Master of Arts in Education: Special Education)
- Autism Added Authorization
- Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)
- Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)
- Master of Arts in Education: Special Education (non-credential)
- Master of Education in Special Education and Educational Technology (non-credential)

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- Azusa Pacific University offers teacher education programs approved by the State of California Commission on Teacher Credentialing (CTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation of Teacher Education (NCATE).

For more detailed information about the Department of Special Education, please visit www.apu.edu/education/special/.

Admission

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

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

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

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

Mission Statement

The Department of Special Education seeks to embody the whole essence of Christianity while engaging in the scholarship of discovery, integration, application, teaching, and service so that students become:

1. Identified as competent, innovative, visionary educators able to create environments within their professions that contribute to the learning, growth, and development of the whole person, as spiritual, emotional, psychological, and social creations, and empower those with whom they work to live the "whole person" concept in the world.
2. Recognized as scholarly practitioners who integrate theoretical knowledge with practical decision-making and who are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and dedicated to improving their own professional practice, as well as that of other professions.
3. Respected as individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence, and who dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world.

Special Education Programs

Department Chair
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Mild/Moderate Credential Program Director
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Moderate/Severe Credential Program Director
Litzy Z. Ruiz, M.A.
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The Special Education Program offers two credential tracks for a **Preliminary Level Education Specialist Credential: Mild/Moderate Disabilities, Track A** is for special education teacher candidates without full-time teaching contracts or who are without Subject-Matter Competence and **Preliminary Level, Track B** is for special education contracted teacher candidates who are employed full-time in a public or WASC-approved private K–12 school, in a setting and assignment approved by the special education program director or chair. They also must have Subject-Matter Competence. All special education candidates must participate in supervised field experience, clinical practice, and develop an ePortfolio through TaskStream. These are state-approved, ELL-embedded programs.

If desired, candidates may qualify to enter one of the **credential/master's degree combined** programs which work with the same **Preliminary Level, Track A** and **Preliminary Level, Track B** credentials as described above. Credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in Special Education. Master's degree coursework usually follows completion of credential programs. These are state-approved ELL-embedded programs.

The Special Education Program offers two credential tracks for a **Preliminary Level Education Specialist Credential: Moderate/Severe Disabilities. This program is conducted online. This program is offered face to face at selected Regional Centers. Preliminary Level, Track A** is for special education teacher candidates without full-time teaching contracts or who are without Subject-Matter Competence. **Preliminary Level, Track B** is for special education contracted teacher candidates who are employed full-time in a public or WASC-approved private K–12 school, in a setting and assignment approved by the special education program director or chair. They also have Subject-Matter Competence. All special education candidates must participate in clinical practice, and develop an ePortfolio through TaskStream. Field Experience is embedded into each course. These are state-approved ELL-embedded programs.

The Department of Special Education offers the **Educational Specialist Credential (Professional Clear)**. After completing a **Preliminary Level** credential and beginning employment in a full-time special education teaching position, candidates must proceed to a Professional Clear Educational Specialist Credential by meeting with their site coordinator/advisor. The Professional Clear Credential is offered as a credential only or as a combination with a Master of Arts in Education: Special Education. The process of induction begins with the individualized Induction Plan at the admission and advising meeting with the site coordinator/advisor.

The Department offers the **Master of Arts in Education: Special Education (non-credential)** with five possible emphases: classroom interventions, bilingual special education, educational technology, behavior interventions, autism spectrum disorders, and resource specialist. The Master of Arts program is designed for individuals not pursuing a teaching credential.

General Application Requirements for All Credential Programs

Complete details regarding admission and specific program requirements, advising, and general information about APU's Special Education Credential Programs are discussed at information meetings. Each program has specific requirements listed within its description. Prospective candidates should expect to participate in a group or individual interview that focuses on dispositions, writing skills, and attitudes for teaching. These attributes are considered during the admission process and at selected transition points within each program.

Application Requirements

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

Candidates must be advised by a designated special education faculty member as part of an admissions interview prior to enrollment in the program. This occurs after the admissions application has been completed and reviewed by the Credential Analysts’ Office for any missing program required documentation and verification of the Certificate of Clearance. **Candidates will be notified by the department when an interview appointment may be scheduled.**

Additional Information about Bachelor’s Degrees

APU offers a number of CTC-approved subject-matter programs for candidates completing their bachelor degrees. The Department of Special Education collaborates with other departments that offer the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Human Development (Center for Adult and Professional Studies).

NOTE: Candidates with an incomplete bachelor’s degree and a minimum of 60 transferable units may qualify for APU’s human development bachelor’s degree completion program, an accelerated CTC-approved ESM program which prepares candidates for taking the CSET prior to admission to a Teaching Credential/Master of Arts in Education: Special Education. Please contact the Center for Adult and Professional Studies (CAPS) for more information at (626) 815-5301.

About the Credential Candidates

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, writing skills, including dispositions necessary to help all candidates learn. As a result, APU candidates are highly sought after because of the fulfillment of these professional standards. Therefore, the Department of Special Education assesses the candidates from admission through recommendation of credentials in these credential standards including dispositions.

- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- Candidates are required to sign the Disposition Form.
- All credential candidates must have access to technology. In addition, they must participate in an assessment system specified to them upon admission and pay a one-time assessment fee to cover costs of Summative Assessment and a two-year TaskStream account.
- All credential standards and requirements for special education are subject to CTC, NCATE, and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.
- The department reserves the right to change the admission process and requirements.

- Please refer to published general application requirements for credential programs.
- Clinical Practice requirement for Track A: 18 weeks full-time, voluntary work.

Credential Analysts

Credential analysts are liaisons between graduate education candidates, school districts, and the CTC. They process requests for fingerprint clearance (Certificates of Clearance) and applications required to file credentials with the CTC. They review all potential candidate files as part of the admissions process. For more information, please contact (626) 815-5486 or (626) 815-5346.

Mild/Moderate Disabilities (K–12) Specialist (Preliminary) Credential, Tracks A and B

Program Director
Nilsa J. Thorsos, Ph.D.
(626) 815-5425, (626) 815-5373
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Track A – Traditional Candidates **without** Full-time Teaching Employment and/or Subject-Matter Competence

The special education credential program contains a Track A specifically designed for the candidate who is not teaching full-time in a K–12 school and/or who lacks subject-matter competence. This track is appropriate for adults making career changes, as well as for those who are entering the program in Module 1 **without** fulfilling subject-matter competence.

Track B – Teacher Candidates with Full-time Teaching Employment and Subject-Matter Competence

The special education credential program contains a Track B specifically designed for the candidate who is teaching full-time in an appropriate setting in a public K–12 or private WASC-approved K–12 school. This assignment must be verified and approved by the program director prior to course registration.

If the full-time teaching assignment does not meet the requirements for candidate teaching, or the assignment does not meet program requirements (e.g., non-WASC accredited private school), teacher candidates must contact the program director who may direct them to petition the department chair for a solution that modifies or extends their assignment to meet state and program standards. Modification involves an extra four-six weeks of clinical practice and placement by the Office of Student Services.

NOTES: Candidates who are completing Level I, Track B must complete a minimum of 15 units in residence at APU which must include Clinical Experience SPED 575. Official waiver forms must be completed by the candidate and approved by the program director before a candidate may complete less than the total coursework normally required. Waivers may not be submitted until after a candidate has been admitted to the program.

Candidates are strongly encouraged to complete their credential coursework and requirements before starting their master's coursework. Candidates should apply for their credential through the Credential Analysts' Office once all requirements are met. (626) 815-5486 or (626) 815-5346.

Prerequisite for Intern Credential: English Language Learner Pre-service Requirement for Interns.

Special Education Digital Modules' pre-service hours: 150 hours.

Any special education teacher candidate desiring to begin an internship in the fall or spring semester must complete the Special Education Digital Modules' pre-service hours. The Digital Modules will be available during fall, spring, and summer. For more information, please contact the Department of Special Education.

Nine Steps to Becoming a Teacher (Both Tracks A and B)

The cohort model begins with entry in Module 1 in Fall I or Spring I. Candidates may enter at other times of the year. Their academic advisor will direct candidates as to specific courses in which to enroll.

STEP 1: Successful Completion of First and Second Modules of coursework (See credential/master's program for specific courses.)

NOTE: Candidates admitted with Provisional Program Acceptance must complete the first 12 units with a *B* (3.0) or better in each course to remain eligible for continued enrollment at the university. CBEST must be passed before moving to Module 2.

Step 2: TPA – Task 1

As part of SPED 505/506 in the first module, candidates must demonstrate mastery of the Teaching Performance Expectation (TPE) through Teacher Performance Assessment (TPA) by completing task one. A one-time assessment fee is levied at the beginning of the program. TPE will be met through SPED courses.

Step 3: RICA

Special Education candidates are required to pass the Reading Instruction Competence Assessment (RICA) before applying for a Preliminary Credential. As the course to prepare for this exam is taken in the first module (SPED 515/516), students are strongly encouraged to take the exam during the second module.

Step 4: Clearance to advance to Clinical Practice (Student/Contract Teaching)

The Application for Clinical Practice Clearance must be submitted to the Office of Student Services (626) 815-5353 or (626) 815-5343 by **October 1, for the spring semester**, or by **April 1, for the fall semester** with the supporting documentation listed below:

- Subject-Matter Competency according to state and program guidelines by:
 - **Proof of passage** of California Subject Examinations for Teacher (CSET):
 - Multiple-Subject, all three subtests
 - **Or** if teaching in a junior or senior high school setting:
 - **Proof of passage** of Single-Subject Assessment Examination, all required subtests
 - Or **official verification** of completion of a CTC-approved subject-matter program signed by the credential analyst at the institute of higher education in which the courses were successfully completed
 - U.S. Constitution requirement (passage by test or by verified coursework)
 - Verification of passage of CBEST
 - Receipt of results of Certificate of Clearance or a copy of a current Emergency Permit
 - Verification of negative results from a Mantoux TB skin test
 - Continuing positive disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing “character” standards, and other requirements listed on the application
- NOTE:** Candidates must report any changes or issues in “character” standings, including unresolved issues with the law and/or the CTC, to the credential analysts at APU. **Failure to do so may result in expulsion from the program.**
- Completion of SPED 505/506, 515/516, 530, 535, 565/566A, and 565/566B with a grade of *B* or above. Remediation is required if a candidate only earn a *B-* and is done through the instructor or program director. Candidates must retake the course if their final grade is *C* or below.
- NOTE:** Remediation does not change the course grade but shows competency and allows the teacher candidate to proceed.
- Candidates must attend the **Mandatory Orientation Meeting** as directed by the department **before** Clinical Practice.
 - Clinical Practice is met through one of the following:
 - Track A** – Traditional student teaching in a master teacher's classroom during **Modules 3 and 4 (18 weeks, full-time, voluntary work).**
 - Track B** – Contracted teaching assignment in the candidate's own classroom. Candidates must provide a copy of their **contract and letter** on school letterhead fully describing the assignment for consideration and must obtain prior approval from the program director.

NOTE: Candidates with an approved **non-WASC** teaching position **must complete an extra 50 hours (four to six weeks)** of Clinical Practice in a WASC setting as placed by the Office of Student Services. (626) 815-5353 or (626) 815-5343

- Step 5:** Successful completion of Clinical Practice and all coursework in Modules 3 and 4 (See credential/master's program for specific courses.)
- Step 6:** Successful completion of additional Credential Courses (See credential/master's program for specific courses.)
- Step 7:** Completion of Competency Signature Page Booklet, a document that is received at initial advising and is to be signed by each instructor of record at the last session of each course. It is a requirement for the Preliminary Credential.
- Step 8:** Apply for Credential. Candidates may apply for the Preliminary Credential upon completion of all the above criteria. The Preliminary Credential is valid for five years and nonrenewable. Contact the Credential Analysts' Office for application materials at the end of the fourth module. (626) 815-5486 or (626) 815-5346.
- Step 9:** Level II Credential – candidates completing their Preliminary Credential and are employed, have 120 days to begin work on their Level II (Professional Clear) Credential. A Change of Program must be submitted in order to be admitted and advised for the Individual Induction Plan process. During this advisement, the IIP is developed and permission is given to register for Level II coursework. (See Level II program for more information.)

NOTE: Those in the credential/master's programs are allowed to continue with their master's coursework while they are completing their Level II program.

Mild/Moderate Disabilities (K–12) Specialist (Preliminary) Credential/Master of Arts in Education: Special Education, Tracks A and B

Program Director
Nilsa J. Thorsos, Ph.D.
(626) 815-5425, (626) 815-5373
nthorsos@apu.edu

If desired, candidates may qualify to enter one of the **credential/master's degree combined** programs which work with the same **Level I, Track A** and **Level I, Track B** credentials as described. All requirements are the same. These are state-approved, ELL-embedded programs.

Credential courses are combined with selected courses required for a **Master of Arts in Education with an emphasis in Special Education**. Master's degree coursework usually follows completion of credential programs. In the event that courses were waived for the

credential (see above programs for more information), **all units must still be covered** by department-approved master's-level coursework in order **to complete the master's degree**. A request for Transfer Credit Form may be completed by the candidate and, if approved by their academic records counselor in the Office of the Graduate Registrar, 6 semester units or 8 quarter units may be transferred in to cover these waived units.

TaskStream ePortfolios

Candidates are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate teacher candidate evaluation. Candidates create electronic portfolios to showcase and document their competencies and experience with the California Commission on Teacher Credentialing (CTC). Candidates submit sections of their portfolio for evaluation online, and track their progress toward certification. Each course has signature assignments that create the ePortfolio. **A one-time assessment fee is levied at the program's outset to cover these requirements.**

Mild/Moderate Disabilities (K–12) Specialist Credential/Master of Arts in Education: Special Education, Track A Requirements

The cohort model begins with entry in Module 1 entry in Fall I or Spring I. Candidates who enter at other times of the year will be advised about course enrollment prior to the next Module 1 entry. A maximum of 9 units may be taken per term with the department chair's prior written approval for additional units.

Module 1

SPED 506	Educational Foundations and Classroom Management*	3
SPED 516	Methods of Teaching Reading and Writing**	3
SPED 566A	Field Experience I***	1

*TPA - Task 1 is required to be completed as part of this course.

**Students must complete this course before taking the RICA. The RICA must be passed before applying for the credential.

***This is a mentor-based course with two seminar meetings as scheduled by each regional center SPED site coordinator. Coursework is assessed via eCompanion, and signature assignments are posted on TaskStream. Teacher candidate must be able to complete observation hours.

Apply for Clinical Practice by April 1 for spring and October 1 for fall.

Module 2

SPED 530	Introduction to Individual Differences and Strengths-based Education	3
SPED 535	Counseling, Collaboration, and Consultation*	3
SPED 566B	Field Experience II**	1

*TPA - Task 2 is required to be completed as part of this course.

**This is a mentor-based course with two seminar meetings as scheduled by the regional center SPED site coordinators. Coursework is a continuation of SPED 566A and is assessed via eCompanion, and signature assignments are posted on TaskStream. Teacher candidate must be able to complete observation hours.

Clearance for Clinical Practice-Placement by Office of Student Services with master teacher

Module 3

SPED 531	Assessment Issues and Methodologies Related to Student Learning	3
SPED 540	Rtl/Brain-based Teaching and Learning: Math Disorders	3
SPED 576A	Clinical Practice I (Student Teaching)*	1

*Candidates may not register for this course without clearance from the Office of Student Services. This is a mentor-based course without regular class sessions. TaskStream is used for ePortfolio verifying Clinical Practice. Course packet access information is given at the Mandatory Clinical Practice Orientation Meeting.

Module 4

SPED 536	Rtl/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3
SPED 537	Theories and Intervention in Behavior Disorders	3
SPED 576B	Clinical Practice II (Student Teaching)*	1

*Candidates may not register for this course without clearance from the Office of Student Services. This is a mentor-based course without regular class sessions. TaskStream is used for ePortfolio verifying Clinical Practice. Course packet access information is given at the Mandatory Clinical Practice Orientation Meeting. Coursework is a continuation of SPED 576A.

Additional Credential Courses (Summer II or as advised)

EDUC 504	Teaching and Cultural Diversity	3
- or -		
SPED 511	Language Development for All Students	3
SPED 582	Theories of Learning and Research in Disability Studies	3

Total units for credential only **34**

Apply for Preliminary Credential.

Required Courses for Master of Arts in Education: Special Education (for those in combination programs only):

Comprehensive Exam

Submit Intent to Graduate Form to Graduate Registrar.

SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3

Total units for both credential and master's **49**

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before the master's degree will be posted. An Intent to Graduate Form must be completed and fees paid by the deadlines set by the Office of the Graduate Registrar.

Mild/Moderate Disabilities (K–12) Specialist Credential/Master of Arts in Education: Special Education, Track B Requirements

Application for Clinical Practice (Contract Teaching) must include the following:

- **Prerequisite for Intern Credential English language learner pre-service requirement:** All SPED teacher candidate desiring to begin an internship in the fall must complete pre-service training (called Pre-Service Academy) during the Summer II Term (before Module 1 coursework begins). This Summer II Term consists of two 3-unit courses for six weeks and one English Learner-Pedagogy Workshop during the seventh week. Candidates desiring an internship later in the program must complete coursework and workshop as well. Contact the Department of Special Education for more information.
- **Proof of passing of Subject-Matter Competency** by deadlines placed by the Office of Student Services.
- **Full-time contract for SPED teaching position** in a public school or WASC-accredited non-public, or private school.
- **Letter** on official school letterhead from administrator **fully describing the assignment/position** for consideration (to receive approval by program director).
- Candidates with an approved **non-WASC teaching position** must complete an **additional 4–6 weeks** of clinical practice in a WASC setting, **as placed by the Office of Student Services.**

The cohort model begins with entry in Module 1 in Fall I or Spring I. Candidates who enter at other times of the year will be advised about course enrollment prior to the next Module 1 entry. A maximum of 9 units may be taken per term with the department chair's prior written approval for additional units.

Pre-Service Academy (Summer II or as advised)

Any special education teacher candidate desiring to begin an internship in the fall or spring semester must complete the Special Education Digital Modules' pre-service hours. The Digital Modules will be available during fall, spring and summer. For more information, please contact the Department of Special Education.

Module 1

SPED 505	Education Foundations and Classroom Experiences*	3
SPED 515	Clinical Experience in Teaching Reading and Writing**	3
SPED 565A	Field Experience I***	1

* TPA - Task 1 is completed as part of this course.

**Students must complete this course before taking the RICA. The RICA must be passed before applying for a credential.

***This is a mentor-based course with two seminar meetings as scheduled by each regional center SPED site coordinator. Coursework is assessed via eCompanion, and signature assignments are posted on TaskStream. Mentors will conduct four site visits per term to observe intern teacher candidates.

Apply for Clinical Practice by April 1 for spring and October 1 for fall.

Module 2

SPED 530	Introduction to Individual Differences and Strengths-based Education	3
SPED 535	Counseling, Collaboration, and Consultation*	3
SPED 565B	Field Experience II**	1

* TPE is required to be completed as part of this course.
 **This is a mentor-based course with two seminar meetings as scheduled by each regional center SPED site coordinator. Coursework is a continuation of SPED 565A and assessed via eCompanion, and signature assignments are posted on TaskStream. Mentors will conduct four classroom visits to observe intern teachers.

Clearance for Clinical Practice in candidate's approved classroom

Module 3

SPED 531	Assessment Issues and Methodologies Related to Student Learning	3
SPED 540	Rtl/Brain-based Teaching and Learning: Math Disorders	3
SPED 575A	Clinical Practice I (Contract Teaching)*	1

*Candidates may not register for this course without clearance from the Office of Student Services. This is a mentor-based course without regular class sessions. TaskStream is used for ePortfolio verifying Clinical Practice. Course packet access information is given at the Mandatory Clinical Practice Orientation Meeting.

Module 4

SPED 536	Rtl/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3
SPED 537	Theories and Intervention in Behavior Disorders	3
SPED 575B	Clinical Practice II (Contract Teaching)*	1

*Candidates may not register for this course without clearance from the Office of Student Services. This is a mentor-based course without regular class sessions. TaskStream is used for ePortfolio verifying Clinical Practice. Course packet access information is given at the Mandatory Clinical Practice Orientation Meeting. Coursework is a continuation of SPED 575A.

Additional Credential Courses (Summer II or as advised)

EDUC 504	Teaching and Cultural Diversity	3
- or -		
SPED 511	Language Development for All Students	3
SPED 582	Theories of Learning and Research in Disabilities Studies	3

Total units for credential only 34

Apply for Preliminary Credential.

Required Courses for Master of Arts in Education: Special Education (for those in combination programs only):

Comprehensive Exam

Submit Intent to Graduate Form to Graduate Registrar.

SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3

SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3
Total units for both credential and master's		43

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before the master's degree will be posted. An Intent to Graduate Form must be completed and fees paid by the deadlines set by the Office of the Graduate Registrar.

Moderate/Severe Educational Specialist Preliminary Credential/ Master of Arts in Education: Special Education, Tracks A and B

Program Director
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Track A – Traditional Candidates without Full-time Teaching Employment and/or Subject-Matter Competence

The special education credential program contains a Track A specifically designed for the candidate who is not teaching full time in a K–12 school and/or who lacks subject-matter competence. This track is appropriate for adults making career changes as well as those who are teaching without fulfilling subject-matter competence.

Track B – Teacher Candidates with Full-time Teaching Employment and Subject-Matter Competence

The special education credential program contains a Track B specifically designed for the candidate who is teaching full time in an appropriate setting in a public K–12 or private WASC-approved K–12 school. This assignment must be verified and approved by the program director prior to course registration.

If the full-time teaching assignment does not meet the requirements for candidate teaching, or the assignment does not meet program requirements (e.g., non-WASC accredited private school), teacher candidates must contact the program director who may direct them to petition the department chair for a solution that modifies or extends their assignment to meet state and program standards. Modification involves an extra four to six weeks of clinical practice as placed by the Office of Student Services.

NOTES: Those completing the preliminary Track B must complete a minimum of 15 units in residence at APU which must include Clinical Experience SPED 585. **Official waiver forms must be completed by the candidate and approved by the program director before a candidate may do less than the total coursework normally required. Waivers cannot be processed until after a candidate has been admitted to the program.**

Candidates should apply for their credential through the Credential Analysts' Office once all requirements are met. (626) 815-5486 or (626) 815-5346

Prerequisite for Intern Credential: English Language Learner Pre-service Requirement for Interns

Any SPED teacher candidate desiring to begin an internship in the fall semester must complete pre-service training during the Summer II term (before module coursework begins). Contact department for more information.

Summer II

Digital ELL Workshop: 120 hours with 10 hours of classroom observation

Student must submit all modules into TaskStream account. This digital workshop is available during the academic school year.

Seven Steps to Becoming a Teacher

(Both Tracks A and B)

The cohort model begins with entry in Module 1 in Fall I or Spring I. Students who enter at other times of the year will be advised regarding course enrollment prior to the next modular entry date.

Step 1: Successful completion of first and second modules of coursework

NOTE: Candidates admitted with provisional program acceptance must complete the first 12 units with a *B* (3.0) or better in each course to remain eligible for continued enrollment at the university. CBEST must be passed before moving to Module 2.

Step 2: RICA

Special education candidates are required to pass the reading Instruction Competence Assessment (RICA) before applying for a Preliminary Credential. As the course to prepare for this exam is taken in the first module (SPED 574), students are strongly encouraged to take the exam during the second module.

Step 3: Successful completion of Clinical Practice and all coursework in Modules 3 and 4

Step 4: TPE: Teacher Performance Expectation will be met through SPED courses.

Step 5: Clearance to advance to Clinical Practice (Student/Contract Teaching)

The Application for Clinical Practice Clearance must be submitted to the Office of Student Services (626) 815-5353 or (626) 815-5343 by **October 1 for the spring semester**, or by **April 1 for the fall semester**, with the supporting documentation listed below:

- Subject-Matter Competency according to state and program guidelines by:

Proof of passage of California Subject Examinations for Teacher (CSET):

– Multiple-Subject, all three subtests

Or if teaching in a junior or senior high school setting:

– **Proof of passage** of Single-Subject Assessment Examination, all required subtests

– **Or official verification** of completion of a CTC-approved subject-matter program signed by the credential analyst at the institute of higher education in which the courses were successfully completed

- U.S. Constitution requirement (passage by test or by verified coursework)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance
- Verification of negative results from a Mantoux TB skin test
- Continuing positive disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing “character” standards, and other requirements listed on the application

NOTE: Candidates must report any changes or issues in “character” standings, including unresolved issues with the law and/or the CTC, to the credential analysts at APU. **Failure to do so may result in expulsion from the program.**

- Completion of **all module 1–4 coursework** with remediation for *B-* grades. Remediation is done through the program director. Grades below *B-* require a repeat of the course by permission of the program director.

NOTE: Remediation does not change the course grade but shows competency and allows the teacher candidate to proceed.

- Candidates must attend a **mandatory meeting** as directed by the department before Clinical Practice begins.
- Clinical Practice is met through one of the following:
 - Traditional candidate teaching (student teaching) in a master teacher’s classroom during the third and fourth modules (**18 weeks, full-time, voluntary work**)
 - Contracted teaching assignment in the candidate’s own classroom
- **If Track B** – must also include full-time public school **contract and letter** on school letterhead fully describing the assignment for consideration (**must obtain prior approval from the program director**).

NOTE: Candidates with an approved **non-WASC** teaching position **must complete an extra four to six weeks** of Clinical Practice in a WASC setting as placed by the Office of Student Services. (626) 815-5353 or (626) 815-5343

Step 6: Apply for Credential

Candidates may apply for the Preliminary Credential upon completion of all the above criteria. The Preliminary Credential is valid for five years and nonrenewable. Contact the Credential Analysts’ Office for application materials, at the end of the module. (626) 815-5486 or (626) 815-5346

Step 7: Professional Clear Credential

Those who successfully complete the Preliminary Credential and are employed, have 120 days to begin work on their Clear Credential. A Change of Program must be submitted in order to be advised and allowed to register for the coursework involved. An Individual Induction Plan is also developed. (See Clear Credential program for more information.)

TaskStream ePortfolios

Candidates are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate teacher candidate evaluation. Candidates create electronic portfolios to showcase and document their competencies and experience with the California Commission on Teacher Credentialing (CTC), share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward certification. Each course has assignments, etc. that create the portfolio.

A one-time assessment fee is levied at the program’s outset to cover these requirements.

Educational Specialist Credential: Moderate/Severe Disabilities Preliminary Credential, Track A Requirements

The cohort model begins with entry in Module 1 in Fall I or Spring I. Candidates who enter at other times of the year will be advised regarding course enrollment prior to the next modular entry date. A maximum of nine units may be taken per term with the department chair’s prior written approval only. **All courses are online.**

Module 1

SPED 511	Language Development for All Students	3
SPED 574	Literacy and Reading Instruction for Students with Moderate/Severe Disabilities* (TPA - Task 1 is completed as part of this course)	3

Module 2

SPED 521	Collaboration, Inclusion, Community Integration for Students with Moderate/Severe Disabilities* (TPA - Task 2 is completed as part of this course)	3
SPED 530	Introduction to Individual Differences and Strengths-based Education	3

*Students must complete this course before taking the RICA, and the RICA must be passed before qualifying for a credential.

Module 3

SPED 501	Instructional Strategies for Students with Moderate/Severe Disabilities	3
SPED 507	Assessment and IEP Development for Students with Moderate/Severe Disabilities	3
SPED 586A	Clinical Practice/Seminar for Moderate to Severe Disabilities I (Student Teaching)	2

Candidates cannot register for this course without clearance from the Office of Student Services. **This is a mentor-based course. Teacher candidates do not attend classes to meet regularly with an instructor. Teacher candidates must attend a mandatory Clinical Practice orientation meeting before the term begins.**

Pass RICA.

Apply for Clinical Practice by April 1 for spring and October 1 for fall.

Module 4

SPED 502	Diagnostic and Prescriptive Intervention for Students with Moderate/Severe Disabilities	3
SPED 503	Behavior Support to Students with Moderate/Severe Disabilities	3
SPED 586B	Clinical Practice/Seminar for Moderate to Severe Disabilities II (Student Teaching)	1

Candidates cannot register for this course without clearance by the Office of Student Services. **This is a mentor-based course. Teacher candidates do not attend classes to meet regularly with an instructor. Teacher candidates must attend a mandatory Clinical Practice orientation meeting before the term begins.**

**Clearance for Clinical Practice
Placement by Office of Student Services
with Master Teacher**

Traditional candidate teaching (student teaching) in a master teacher's classroom during the third and fourth modules **(18 weeks, full-time, voluntary work)**

Total units for credential only 27

Apply for Preliminary Credential

Track B Requirements

Application for Clinical Practice (Contract Teaching) must include the following:

Digital ELL Workshop: 120 hours with 10 hours of classroom observation

Any special education teacher candidate desiring to begin an internship in the fall or spring semester must complete the Special Education Digital Modules' pre-Service hours. The Digital Modules will be available during fall, spring and summer. For more information, please contact the Department of Special Education.

- **Proof of passage of Subject-Matter Competency** by deadlines placed by the Office of Student Services
- **Full-time** public school or WASC-accredited private school **contract for SPED position**
- **Letter** on official school letterhead from administrator **fully describing the assignment/position** for consideration (must have prior approval by program director)
- Candidates with an approved **non-WASC teaching position** must complete an extra 4-6 weeks of Clinical Practice in a WASC setting, **as placed by the Office of Student Services.**

The cohort model begins with entry in Module 1 in Fall I or Spring I. Candidates who enter at other times of the year will be advised regarding course enrollment prior to the next modular entry date. A maximum of 9 units may be taken per term with the department chair's prior written approval only.

Module 1

SPED 511	Language Development for All Students	3
SPED 574	Literacy and Reading Instruction for Students with Moderate/Severe Disabilities* (TPA - Task 1 is completed as part of this course)	3

Module 2

SPED 521	Collaboration, Inclusion, Community Integration for Students with Moderate/Severe Disabilities* (TPA - Task 2 is completed as part of this course)	3
SPED 530	Introduction to Individual Differences and Strengths-based Education	3

*Students must complete this course before taking the RICA, and the RICA must be passed before qualifying for a credential.

Module 3

SPED 501	Instructional Strategies for Students with Moderate to Severe Disabilities	3
SPED 507	Assessment and IEP Development for Students with Moderate/Severe Disabilities	3
SPED 585A	Clinical Practice/Seminar for Moderate to Severe Disabilities I (Contract Teaching)	2

Candidates cannot register for this course without clearance from the Office of Student Services. **This is a mentor-based course. Teacher candidates do not attend classes to meet regularly with an instructor. Teacher candidates must attend a mandatory Clinical Practice orientation meeting before the term begins.**

Pass RICA

Apply for Clinical Practice by April 1 for spring and October 1 for fall.

Module 4

SPED 502	Diagnostic and Prescriptive Intervention for Students with Moderate/Severe Disabilities	3
SPED 503	Behavior Support to Students with Moderate to Severe Disabilities	3
SPED 585B	Clinical Practice/Seminar for Moderate to Severe Disabilities II (Contract Teaching)	1

Candidates cannot register for this course without clearance from the Office of Student Services. **This is a mentor-based course. Teacher candidates do not attend classes to meet regularly with an instructor. Teacher candidates must attend a mandatory Clinical Practice orientation meeting before the term begins.**

**Clearance for Clinical Practice
Placement by Office of Student Services
with Master Teacher**

Total units for credential only 27

Apply for Preliminary Credential

Required Courses for Master of Arts in Education: Special Education (for those in combination programs only):

Comprehensive Exam

Submit Intent to Graduate Form to Graduate Registrar.

SPED 532	Bilingual Special Education	3
SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3
Total units for both credential and master's		45

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before the master's degree will be posted. An Intent to Graduate Form must be completed and fees paid by the deadlines set by the Office of the Graduate Registrar.

Mild/Moderate and Moderate/Severe Educational Specialist Professional Clear Credential, with or without a master's degree

Program Director
Nilsa J. Thorsos, Ph.D.
(626) 815-5425, (626) 815-5373
nthorsos@apu.edu

Clear Credential candidates with a preliminary credential and employed, have 120 days to begin work on their Professional Clear Credential. A Change of Program Form must be submitted in order for a candidate to be admitted and advised for the Individual Induction Plan process. During this advisement, the IIP is developed and permission is given to register for Clear Credential coursework.

NOTE: Those in the credential/master's programs are allowed to continue with their master's coursework while they are completing their Clear Credential program.

Criteria for Admission

Admission into the Mild/Moderate (M/M) or Moderate/Severe (M/S) Educational Specialist Professional Clear Credential requires that a candidate must have:

- Employment in a special education M/M or M/S position that is likely to have sufficient duration for the Level II IIP to be completed (a minimum of at least two years).
- A Preliminary Level Mild/Moderate Educational Specialist Credential or Moderate/Severe Educational Specialist Credential.

STEPS:

1. Contact the Office of Graduate Admissions at (626) 815-4584 for admission to the program. A change of program must be submitted for those already admitted into the APU graduate program. Otherwise, full admission procedures must be initiated.

2. Once the file is received, the candidate will be contacted regarding admissions, advising, and the initiation of the Individual Induction Plan. This is usually the SPED site coordinator at the closest regional center.

NOTE: Candidates may not begin any Clear Credential coursework until the above steps are completed and the admission requirements are met.

Criteria for Clear Credential Program

In order to receive the Mild/Moderate Educational Specialist Professional Clear Credential, candidates must complete the following requirements:

Development and Administration of the Individual Induction Plan (IIP)

The Individual Induction Plan (IIP) shall be developed in consultation among the candidate, employer, and APU academic advisor. The IIP shall identify and address individual candidate needs, college or university requirements, consultations and other activities with a district-assigned support provider, and assessment of the plan's completion.

Non-university Activity Option

The IIP may include other professional development activities sponsored by organizations other than APU. Completion of approved non-university activities may be included in the Clear Credential IIP for up to 25 percent or one quarter of the total program in consultation with the candidate and the employer's representative. BTSA can account for 20 hours of professional development.

Support Activities

Consultations will be provided with an assigned support provider from the candidate's district who will meet periodically with the candidate.

A verified successful completion of a **minimum of two years** of teaching experience in a **full-time special education position** or the equivalent (verified by Form CL-41 EXP, signed by the district's director of human resources) in a public school or private school equivalent status while holding the Preliminary Mild/Moderate Educational Specialist Credential is required.

Academic Requirements

NOTE: Candidates may not begin Clear Credential coursework until the above steps are completed and the admission requirements are met.

Complete the core courses plus other experiences as defined below:

SPED 581	Historical and Philosophical Perspectives of Disabilities Studies	3
SPED 582	Theories of Learning and Research in Disabilities Studies	3
SPED 583	Current Trends in Curriculum in Disabilities Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3

Areas of Emphasis:

Twelve units in an area of emphasis or added authorization, per IIP areas

Emotional Disturbance (Behavior Analysis)

SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Design: Measurement and Experimental Evaluation of Behavior	3

Bilingual Special Education Strategies

SPED 511	Language Development for All Students	3
SPED 513	Prescriptive Literacy and Math with Assistive Technology	3
SPED 532	Bilingual Special Education	3
SPED 536	Rtl/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3

- plus -

SPED 509	Technology in Special Education	3
SPED 547	Implementation of Special Education Legislation	3

Autism Spectrum Disorders

SPED 503	Behavior Support to Students with Moderate to Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorder	3

Resource Specialist (RSP)

SPED 546	Resource Specialist Communication Skills	3
SPED 547	Implementation of Special Education Legislation	3
SPED 548	RSP: Staff Development and Parent Education Techniques	3
SPED 549	Supervised Field Experience: Resource Specialist	3

Added Authorization in Special Education: Autism

The California Commission on Teacher Credentialing (CTC) has approved a new add-on teaching authorization for teaching students with autism spectrum disorders. The new authorization can be added to an existing special education mild-to-moderate teaching credential to expand the scope of instruction for current teachers. For example, a teacher with an Education Specialist Credential in the area of mild/moderate disabilities was not previously authorized to teach students with autism spectrum disorders. Now, by completing a CTC-approved program of 12 units, the teacher can be assigned to teach students with autism. For more information, please contact the Department of Special Education.

Eligible candidates are those with a current CTC-designated Education Specialist Credential, Mild/Moderate (before Summer 2010)

- Certificate of eligibility, or
- Level 1 Credential
- Level 2 Credential

Autism Spectrum Disorders Coursework 12 units

SPED 503	Behavior Support to Students with Moderate to Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorder	3

Master of Arts in Education: Digital Teaching and Learning and Mild/Moderate Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)

Program Director, Mild/Moderate Disabilities Specialist Credential (Preliminary Level I)
Nilsa J. Thorsos, Ph.D.
 (626) 815-5425, (626) 815-5373
 nthorsos@apu.edu

Program Director, Master of Arts in Education: Digital Teaching and Learning
Joanne Gilbreath, Ed.D.
 (626) 815-5059, jgilbreath@apu.edu

Please contact the department for program requirements.

Master of Arts in Education: Digital Teaching and Learning and Moderate/Severe Disabilities Specialist Credential (Preliminary Level I, Tracks A and B)

Program Director, Moderate/Severe Disabilities Specialist Credential (Preliminary Level II)
Litzy Z. Ruiz, M.A.
 (626) 387-5791, lruiz@apu.edu

Program Director, Master of Arts in Education: Digital Teaching and Learning
Joanne Gilbreath, Ed.D.
 (626) 815-5059, jgilbreath@apu.edu

Please contact the department for program requirements.

Master of Arts in Education: Special Education (non-credential)

Program Director
Nilsa J. Thorsos, Ph.D.
(626) 815-5425, (626) 815-5430
nthorsos@apu.edu

The Master of Arts in Education: Special Education (non-credential) is designed for individuals eager to pursue a Master of Arts with emphases: classroom interventions, bilingual special education strategies, emotional disturbance (behavior analysis), autism spectrum disorders, or resource specialist. **This program does not lead to a California teaching credential.**

Criteria for Admission

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

The candidate must be advised by a designated special education faculty member as part of an admissions interview prior to enrollment in the program. This occurs after the admissions application has been completed and reviewed for any missing program required documentation. **Candidates will be notified by the department when an interview appointment can be made.**

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

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

Applicants must provide proof of passage for the following exams:

- CBEST
- CSET: one multiple-subject subtest or a single-subject exam
– or –
- GRE: (Graduate Record Examination): Minimum score of 1,000 for verbal and quantitative sections; must be taken within 12 months prior to application

The candidate must be advised by a designated special education faculty member as part of an admissions interview prior to enrollment in the program. This is usually done by the SPED site coordinator at the closest regional center.

Master of Arts in Education: Special Education (non-credential) Requirements

TaskStream ePortfolios

Candidates are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate candidate evaluation. Candidates create electronic portfolios to showcase and document their competencies and experience, share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward their degree. Courses include assignments, etc. that create the portfolio. **A one-time assessment fee is levied at the program's outset to cover these requirements.**

NOTES: Up-to-date course schedules can be found through the university's Web portal, APU's Intranet, or with the assistance of the SPED site coordinator.

Candidates should not take more than two courses (six units) per term.

Completion of all requirements, including all examinations and coursework, must be met before a candidate may participate in the graduation ceremony or have their master's degree posted. An Intent to Graduate Form must be completed by deadlines set by the graduate registrar and fees paid whether the candidate wishes to participate in the ceremony or not.

Masters of Arts in Education: Special Education 42 units

Core Coursework 15 units

SPED 581	Historical and Philosophical Perspectives of Disability Studies	3
SPED 582	Theories of Learning Research in Disability Studies	3
SPED 583	Current Trends in Curriculum and Disability Studies	3
SPED 584A	Guided Research Project: Procedures	3
SPED 584B	Guided Research Project: Findings	3

Required Advanced Courses* 15 units

SPED 509	Technology in Special Education	3
SPED 510	Research Based Learning Theories	3
SPED 538	Special Education Issues: Mild to Moderate Disabilities	3
SPED 547	Implementation of Special Education Legislation	3
SPED 558	Advanced Theory and Research-based Practices for Supporting Students with Disabilities	3

*May use credential courses for advanced course requirements

**Required Emphasis Courses:
student selects one emphasis area 12 units***

*15 units for emphasis in Emotional Disturbance (Behavioral Analysis)

Emphasis in Classroom Interventions 12 units

SPED 513	Prescriptive Literacy and Math with Assistive Technology	3
SPED 515	Clinical Experience in Teaching Reading and Writing	3
SPED 540	RtI/Brain based Teaching and Learning: Math Disorders	3
SPED 546	Resource Specialist Communication Skills	3

**Emphasis in Bilingual
Special Education Strategies 12 units**

SPED 511	Language Development for All Students	3
SPED 532	Bilingual Special Education	3
Electives to be selected and approved by advisor		6

**Emphasis in Emotional Disturbance
(Behavior Analysis) 15 units**

Note: Board Certified Behavior Analyst (BCBA) Coordinator must approve admission to this emphasis

SPED 537	Theories and Intervention in Behavior Disorders	3*
SPED 504	Introduction to Behavior Analysis in Applied Settings	3
SPED 514	Advanced Behavior Analysis in Applied Settings	3
SPED 524	Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis	3
SPED 534	Single-case Designs: Measurement and Experimental Evaluation of Behavior	3

*Prerequisite for this emphasis

Emphasis in Autism Spectrum Disorders 12 units

SPED 503	Behavior Support to Students with Moderate to Severe Disabilities	3
SPED 512	Autism Spectrum Disorders: From Theory to Practice	3
SPED 522	Collaboration and Communication Skills of Students with Autism Spectrum Disorder	3
SPED 542	Understanding and Meeting the Academic Needs of Students with Autism Spectrum Disorder	3

Emphasis in Resource Specialist (RSP) 12 units

SPED 546	Resource Specialist Communication Skills	3
SPED 547	Implementation of Special Education Legislation	3
SPED 548	RSP: Staff Development and Parent Education Techniques	3
SPED 549	Supervised Field Experience: Resource Specialist	3

May use 6 units of electives to be chosen from below and approved by advisor:

EDPY 633	Multicultural and Bilingual Assessment and Intervention	3
EDUC 500	Advanced Computer Education	3
EDUC 501	Language Structure and Use	3
EDUC 502	Foundations of Literacy Development and Content Instruction for English Learners	3
EDUC 503	Practical Approaches and Methods to Literacy Development for English Learners	3
EDUC 504	Teaching and Cultural Diversity	3*
EDUC 507	Family, Community, and School Connections	3
EDUC 574	Current Issues in Education	3
SPED 500	Special Topics in Education (varied)	3
SPED 505	Educational Foundations and Classroom Management K-12	3
SPED 509	Technology in Special Education	3
SPED 511	Language Development for All Students	3*
SPED 515	Clinical Experience in Teaching Reading and Writing	3*
SPED 530	Introduction to Individual Differences and Strength-based Education	3*
SPED 531	Assessment Issues and Methodologies Related to Student Learning	3*
SPED 535	Counseling, Collaboration, and Consultation	3*
SPED 536	RtI/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders	3*
SPED 537	Theories and Interventions in Behavior Disorders	3*
SPED 538	Special Education Issues: Mild to Moderate Disabilities	3*
SPED 540	RtI/Brain-based Teaching and Learning: Math Disorders	3*
SPED 547	Implementation of Special Education Legislation	3
SPED 554	Advanced Study Teaching Special Populations	3

Total elective units 6

Total units for master's 42

*Preliminary M/M credential courses

Other Requirements

- **Comprehensive Exam offered three times a year: Fall I, Spring I, and summer.**
- **Submit Intent to Graduate Form to graduate registrar by deadline.**

Master of Education in Special Education and Educational Technology (non-credential)

Program Directors
Nilsa J. Thorsos, Ph.D.
(626) 815-5425, (626) 815-5373
nthorsos@apu.edu

Joanne Gilbreath, Ed.D.
(626) 815-5059
jgilbreath@apu.edu

This program focuses research-proven instructional strategies and the integration of technology into the curriculum for special needs populations. Coursework prepares students to be competent users of technology in both the curricular and data management areas of professional practice.

All levels of technology competence (including beginners) are encouraged to enroll in this program. Coursework provides the opportunity for students to earn a unique degree that emphasizes technology use in the special-needs classroom. The demand for special education teachers who are competent users of technology is at an ever-increasing level within school districts throughout California.

Criteria for Admission

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

The candidate must be advised by a designated special education faculty member as part of an admissions interview prior to enrollment in the program. This occurs after the admissions application has been completed and reviewed for any missing program required documentation. **Candidates will be notified by the department when an interview appointment can be made.**

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

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

Applicants must provide proof of passage for the following exams:

- CBEST
- CSET: one multiple-subject subtest or a single-subject exam
– or –
- GRE: (Graduate Record Examination): Minimum score of 1,000 for verbal and quantitative sections; must be taken within 12 months prior to application.

The candidate must be advised by a designated special education faculty member as part of an admissions interview prior to enrollment in the program. This is usually done by the SPED site coordinator at the regional center closest to the candidate.

Academic Requirements

LAPTOP – a MAC or PC laptop computer that meets the minimum requirements (Contact the educational technology program director for specifications at (626) 815-5059; jgilbreath@apu.edu.)

TaskStream ePortfolios

Candidates are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate candidate evaluation. Candidates create electronic portfolios to showcase and document their competencies and experience, share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward their degree. Courses have assignments, etc. that create the portfolio. **A one-time assessment fee is levied at the program's outset to cover these requirements.**

NOTES: Up-to-date schedule of course offerings can be found through the university's Web portal, Cougar's Den, or with the assistance of the SPED site coordinator.

Candidates should not take more than two courses (6 units) per term.

Completion of all requirements, including all examinations and coursework, must be met before candidates may participate in the graduation ceremony or have their master's degree posted. An Intent to Graduate form must be completed by deadlines set by the graduate registrar and fees paid whether the candidate wishes to participate in the ceremony or not.

Term 1		
EDUC 512	Instructional Applications of Productivity Software	3
SPED 513	Prescriptive Literacy and Math with Assistive Technology	3
Term 2		
EDUC 522	Learning in the 21 st Century	3
SPED 547	Implementation of Special Education Legislation	3
Term 3		
EDUC 514	Digital Video in the Classroom	3
SPED 538	Special Education Issues	3
Term 4		
EDUC 515	Evolving Educational Technologies	3
SPED 509	Technology for Special Needs	3
Term 5		
SPED 511	Language Development for All Students	3
SPED 554	Advanced Study Teaching Special Populations	3
Term 6		
EDUC 526	Capstone Experience in Educational Technology and Learning	3
SPED 558	Advanced Theory and Researched Based Practices for Supporting Students with Disabilities	3
Total units for master's		36

Other Requirements

- ***Comprehensive Exam – offered three times a year: Fall I, Spring I, and summer.***
- ***Submit Intent to Graduate Form to graduate registrar by deadline.***

Department of Teacher Education

Faculty

*Chair, Department of Teacher Education; and Professor:
Chinaka DomNwachukwu, Ph.D.*

*Program Director, Single-Subject Credential Program, Tracks A and B;
and Assistant Professor: Ann Bradley, Ed.D.*

*Program Director, Multiple-Subject Credential Program, Tracks A and B;
and Professor: Gregory Kaiser, Ph.D.*

*PDS Director; CTEL/CLAD Coordinator; and Professor:
Ivy Yee-Sakamoto, Ph.D.*

*PDS Coordinator and Instructor; Leansa Bryan, M.M.M.
Program and Intern Grant Director; and Assistant Professor:
Christopher Yoon, Ph.D.*

Professor: Gail Reeder, Ph.D.

*Associate Professors: Elizabeth Andersen, Ph.D.;
Matthew Fraijo, Ph.D. JoAnn Jurchan, Ed.D.;
Hee Kap Lee, Ph.D.; Todd Morano, Ed.D.*

*Assistant Professors: Jessica Cannaday, Ph.D.;
Pamela Cotton-Roberts, Ed.D.; Barbara Flory, Ed.S.;
David Landers, M.A.; Jeffrey Lee, Ed.D.; Amber Parks, Ed.D.*

Lecturer (part time): Marilyn Dye, M.S

Programs Offered

- Multiple-Subject Teaching Credential/Master of Arts in Education: Teaching, Tracks A and B
- Single-Subject Teaching Credential/Master of Arts in Education: Teaching, Tracks A and B
- Multiple-Subject Teaching Credential/Master of Arts in Education: Digital Teaching and Learning, Tracks A and B
- Single-Subject Teaching Credential/Master of Arts in Education: Digital Teaching and Learning, Tracks A and B
- Single-Subject Teaching Credential/Master of Arts in Physical Education, Tracks A and B
- English Language Learner (ELL)/California Teachers for English Learners (CTEL) Program leading to Cross-Cultural Language and Academic Development Certificate (CLAD)
- Master of Arts in Education: P-12 Teaching with Concentration in Gifted and Talented Education
- Master of Arts in Education: P-12 Teaching with Early Childhood Education Concentration (Optional, Child Center Permit)
- Multiple- and Single-Subject Clear Credential, with optional Master of Arts in Education: P-12 Teaching
- Master of Arts in Teaching (non-credential)

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- Azusa Pacific University's School of Education is accredited by: the State of California Commission on Teacher Credentialing (CTC), and the National Council on Teacher Credentialing (NCATE).

For more detailed information about the Department of Teacher Education, please visit www.apu.edu/education/teacher/.

Admission

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

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

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

Mission Statement

The Department of Teacher Education produces teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They will model servanthood as a means to clarify and practice their faith and knowledge.

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

About the Credential Candidates

The Department of Teacher Education prepares candidates to become school teachers and to know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn. As a result, APU credential candidates are highly sought after because of the fulfillment of these professional standards. The Department of Teacher Education assesses candidates from admission through recommendation of credentials in these credential standards including dispositions.

- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- All credential candidates must have access to technology. In addition, they must participate in an assessment system specified to them upon admission and pay a one-time assessment fee to cover costs of Summative Assessment and a two-year TaskStream account.
- All 2042 credential standards and requirements for multiple-subject, and single-subject are subject to CTC, NCATE, and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.
- The department reserves the right to: change the admission process and requirements as needed; withhold credential recommendation due to candidate's failure to meet and/or maintain APU professional and ethical behavior standards and dispositions; expel a candidate at any time in the program due to candidate's failure to meet and/or maintain APU professional and ethical standards and dispositions.
- Please refer to published general application requirements for credential programs.

Credential Analysts

Credential analysts are liaisons between graduate education candidates, school districts, and the CTC. They process requests for fingerprint clearance (Certificates of Clearance) and applications required to file for credentials with the CTC. For more information, please contact (626) 815-5346.

Track A – Traditional Candidates without Full-time Teaching Employment

The Multiple-Subject and Single-Subject Credential Programs contain a Track A specifically designed for the candidate who is not teaching full-time in a K–12 school.

Track B – Teacher Candidates with Full-time Teaching Employment

The Multiple-Subject and Single-Subject Credential Programs contain a Track B specifically designed for the candidate who is teaching full-time in an appropriate setting in a public or private K–12 school, verified and approved by the program director prior to course registration.

NOTE: Must be an appropriate setting as verified by the program director.

NOTE: In both Track A and Track B, candidates will complete the credential first, prior to deciding on a completion date for the master's degree.

Additional Information about Bachelor's Degrees

APU offers a number of CTC-approved subject-matter programs for candidates completing their bachelor degrees. The Department of Teacher Education collaborates with other departments that offer the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Human Development (Center for Adult and Professional Studies).

NOTE: Candidates with an incomplete bachelor's degree and a minimum of 60 transferable units may qualify for APU's human development bachelor's degree completion program, an accelerated CTC-approved ESM program which prepares candidates for taking the CSET prior to admission to a Teaching Credential/Master of Arts in Education: Teaching Program. Please contact the Center for Adult and Professional Studies (CAPS) for more information at (626) 815-5301.

Multiple-Subject Teaching Credential/Master of Arts in Education: Teaching (Track A)

**Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
(626) 815-5435, gkaiser@apu.edu**

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

Upon completion, the credential candidate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching, with the credential issued first.

Please check with the Department of Teacher Education for locations in which the credential program track is offered.

Multiple-Subject Teaching Credential (Track A) Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Module 1

TEP 506	Educational Foundations and Classroom Management (K–8)	3
TEP 516	Methods of Teaching Reading and Writing (K–8)	3
TEP 566A	Field Experience I	1

Pass RICA Exam

Module 2

TEP 526	Methods of Teaching Mathematics (K–8)	3
TEP 556	Methods of Teaching English Language Learners (K–8)	3
TEP 566B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 536	Methods of Teaching Science (K–8)	3
TEP 586	Student Teaching Seminar (K–8)	3
TEP 576A	Clinical Practice I (Student Teaching, K–8)	2

Module 4

TEP 546	Methods of Integrating the Humanities (K–8)	3
TEP 576B	Clinical Practice II (Student Teaching, K–8)	2

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total 33 units

Required Courses for Master of Arts in Education: Teaching

Core Courses 3 units

EDUC 572	Advanced Educational Psychology (if not taken for credential)	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select one) 3 units

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principals and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required

6-10 units

(To be taken after credential is completed.)

EDUC 571	Curriculum Foundations	3
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Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total

45–49 units

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before a candidate may participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching (Track B)

**Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
(626) 815-5435, gkaiser@apu.edu**

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

Upon completion, the credential candidate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework.

Candidates who possess an accredited bachelor's degree, subject-matter competency (CSET), and full-time teaching employment may be eligible for APU's innovative 2042 Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Program. Designed for candidates already teaching in the field, the program combines curricula of the credential and master's programs to deliver a unique educational package. More than 150 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

English Language Learner Pre-service Requirement for Interns in Fall

Any multiple-subject credential candidate planning to begin an internship in the fall semester must complete pre-service training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Multiple-Subject Internship Teaching Credential (Track B) Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Application for Intern Credential requires:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern Program).

Module 1

TEP 505	Educational Foundations and Classroom Management (K–8)	3
TEP 515	Clinical Experiences in Teaching Reading and Writing (K–8)	3
TEP 565A	Field Experience I	1

Module 2

TEP 525	Clinical Experiences in Teaching Mathematics (K–8)	3
TEP 555	Clinical Experiences in Teaching English Language Learners (K–8)	3
TEP 565B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 535	Clinical Experiences in Teaching Science (K–8)	3
TEP 575A	Clinical Practice I	1
TEP 585	Intern Teaching Seminar (K–8)	3

Module 4

TEP 545	Clinical Experiences with Integrating the Humanities (K–8)	3
TEP 575B	Clinical Practice II	1

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total 31 units

Required Courses for Master of Arts in Education: Teaching

Core Courses 3–6* units

EDUC 572	Advanced Educational Psychology (if not taken for credential)*	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select one) 3 units

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principals and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required 6–10 units

(To be taken after credential is completed.)

EDUC 571	Curriculum Foundations	3
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Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total 43–50 units

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before candidates can participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

Single-Subject Teaching Credential/Master of Arts in Education: Teaching (Track A)

**Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu**

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12), and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program or passage of CSET in a content area appropriate for the field of teaching.

In addition, to further prepare themselves as highly marketable educators, single-subject candidates are encouraged to obtain a supplementary authorization along with their credential.

Single-Subject Teaching Credential (Track A) Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Module 1

TEP 508	Educational Foundations and Classroom Management (7–12)	3
TEP 518	Methods of Teaching Reading and Writing (7–12)	3
TEP 568A	Field Experience I	1

Module 2

TEP 528	Teaching Strategies (7–12)	3
TEP 558	Methods of Teaching English Language Learners (7–12)	3
TEP 568B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 548	Curriculum and Assessment (7–12)	3
TEP 578A	Clinical Practice I (Student Teaching, 7–12)	2

Module 4

TEP 588	Student Teaching Seminar (7–12)	3
TEP 578B	Clinical Practice II (Student Teaching, 7–12)	2

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **30 units**

Required Courses for Master of Arts in Education: Teaching

Core Courses **3–6* units**

EDUC 572	Advanced Educational Psychology (if not taken for credential)*	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select two) **6 units**

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principals and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required **6–10 units** (To be taken after credential is completed.)

EDUC 571	Curriculum Foundations	3
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Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total **45–52 units**

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before candidates can participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching (Track B)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12), and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

This track is tailored to the working professional with subject-matter competence, offers classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the graduate will have earned both a 2042 Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework. This is a 2042 Preliminary Credential with EL authorization.

Designed for candidates already teaching in the field, the program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 170 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through their subject-matter program or passage of CSET tests. In addition, to further prepare themselves as highly marketable educators, single-subject candidates are encouraged to obtain a supplementary authorization along with their credential. This optional addition to the credential program authorizes educators, through additional coursework in another NCLB-approved specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please contact the credential analysts' office.

Upon completion, the graduate will have earned both a Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Teaching.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

English Language Learner Pre-service Requirement for Interns in Fall

Any single-subject credential candidate planning to begin an internship in the fall semester must complete pre-service training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Single-Subject Internship Teaching Credential (Track B) Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Application for Intern Credential must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program).

Module 1

TEP 507	Educational Foundations and Classroom Experiences (7–12)	3
TEP 517	Clinical Experiences in Teaching Reading and Writing (7–12)	3
TEP 567A	Field Experience I	1

Module 2

TEP 527	Clinical Experiences in Teaching Strategies (7–12)	3
TEP 557	Clinical Experiences in Teaching English Language Learners (7–12)	3
TEP 567B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 547	Clinical Experiences in Curriculum and Assessment (7–12)	3
TEP 577A	Clinical Practice I (Contract Teaching, 7–12)	1

Module 4

TEP 577B	Clinical Practice II and Seminar (Contract Teaching, 7–12)	1
TEP 587	Intern Teaching Seminar (7–12)	3

Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total 28 units

Required Courses for Master of Arts in Education: Teaching

Core Courses 3–6* units

EDUC 572	Advanced Educational Psychology (if not taken for credential)*	3
EDUC 573	Philosophy/Ethics and History of Education	3

Elective – Advanced Course (select two) 6 units

EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principals and Practices	3
EDUC 574	Current Issues in Education	3

Capstone Courses – Required 6–10 units

(To be taken after credential is completed.)

EDUC 571	Curriculum Foundations	3
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Option A:

EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

(Taken at the end of the master's degree and requiring access to a classroom.)

Option B:

EDUC 590	Seminar in Research Methods	3
EDUC 591	Thesis	4

(Students may choose the thesis option in place of EDUC 589A and B and one elective in their areas of concentration offered at the end of the students' programs.)

Total 40–47 units

NOTE: Completion of all credential requirements, including all examinations, coursework, and other requirements, must be met before candidates may participate in the graduation ceremony for the Master of Arts in Education: Teaching and have their degree posted.

Multiple-Subject Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track A)

Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
 (626) 815-5435, gkaiser@apu.edu

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving candidates the time and training needed to develop subject-specific skills and activities. Candidates demonstrate their understanding of technology-embedded instruction in the final Capstone project.

Upon completion, the graduate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning, with the credential issued first.

Please check with the Department of Teacher Education for locations in which the credential program track is offered.

Multiple-Subject Teaching Credential Track A Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Module 1

TEP 506	Educational Foundations and Classroom Management	3
TEP 516	Methods of Teaching Reading and Writing (K–8)	3
TEP 566A	Field Experience I	1

Module 2

TEP 526	Methods of Teaching Mathematics (K–8)	3
TEP 556	Methods of Teaching English Language Learns (K–8)	3
TEP 566B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 536	Methods of Teaching Science (K–8)	3
TEP 586	Student Teaching Seminar	3
TEP 576A	Clinical Practice I (Student Teaching, K–8)	2

Module 4

TEP 546	Methods of Integrating the Humanities (K–8)	3
TEP 576B	Clinical Practice II (Student Teaching, K–8)	2

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total

33 units*

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Total units credential and master's:

48 units

Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track B)

Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
 (626) 815-5435, gkaiser@apu.edu

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K–8). The program, approved by the CTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom-application field experiences in both primary and upper-elementary school assignments.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving candidates the time and training needed to develop subject-specific skills and activities. Candidates demonstrate their understanding of technology-embedded instruction in the final Capstone project.

The program is tailored to the working professional, offering classes at the Azusa campus and regional centers throughout Southern California. Upon completion, the graduate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential and program coursework.

Candidates who possess an accredited bachelor's degree, subject-matter competency (CSET), and full-time teaching employment may be eligible for APU's innovative 2042 Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning Program. Designed for candidates already teaching in the field, the program combines curricula of the credential and master's programs to deliver a unique educational package. More than 150 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

English Language Learner Pre-service Requirement for Interns in Fall

Any single-subject teaching candidate desiring to begin an internship in the fall semester must complete pre-service training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Multiple-Subject Internship Teaching Credential (Track B) Requirements

The program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official program advisement only. A maximum of 8 units may be taken per term.

Application for Internship Teaching must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern Program).

Module 1

TEP 505	Educational Foundations and Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing (K–8)	3
TEP565A	Field Experience I	1

Module 2

TEP 525	Clinical Experiences in Teaching Mathematics (K–8)	3
TEP 555	Clinical Experiences in Teaching English Language Learners (K–8)	3
TEP 565B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 535	Clinical Experiences in Teaching Science (K–8)	3
TEP 575A	Clinical Practice I	1
TEP 585	Intern Teaching Seminar (K–8)	3

Module 4

TEP 545	Clinical Experiences with Integrating the Humanities (K–8)	3
TEP 575B	Clinical Practice II	1

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **31 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Total units credential and master's: **46 units**

Single Subject Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track A)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12) and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving candidates the time and training needed to develop subject-specific skills and activities. Candidates demonstrate their understanding of technology-embedded instruction in the final Capstone project.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program or passage of CSET in a content area appropriate for the field of teaching.

In addition, to further prepare themselves as highly marketable educators, single-subject candidates are encouraged to obtain a supplementary authorization along with their credential.

Single-Subject Teaching Credential (Track A) Requirements

The Program begins with entry in Summer II, Fall I, or Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Module 1

TEP 508	Educational Foundations and Classroom Management (7–12)	3
TEP 518	Methods of Teaching Reading and Writing (7–12)	3
TEP 568A	Field Experience I	1

Module 2

TEP 528	Teaching Strategies (7–12)	3
TEP 558	Methods of Teaching English Language Learners (7–12)	3
TEP 568B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 548	Curriculum and Assessment (7–12)	3
TEP 578A	Clinical Practice I (Student Teaching, 7–12)	2

Module 4

TEP 588	Student Teaching Seminar (7–12)	3
TEP 578B	Clinical Practice II (Student Teaching, 7–12)	2

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **30 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education: Digital Teaching and Learning

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Total units credential and master's: **45 units**

Single-Subject Internship Teaching Credential/Master of Arts in Education: Digital Teaching and Learning (Track B)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7–12), and pre-K–12 specialists in art, music, and physical education. The program, approved by the CTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application in middle schools and high schools.

The Master of Arts in Digital Teaching and Learning focuses on foundational tools for teachers to design and implement instructional experiences that integrate technology throughout the curriculum. Attention is given to curriculum design and development, learning theory for today's digital learner, productivity tools for both paper and Web-based products, instructional video, and Web 2.0 tools for enhanced interactive learning. Each course provides hands-on instruction, giving candidates the time and training needed to develop subject-specific skills and activities. Candidates demonstrate their understanding of technology-embedded instruction in the final Capstone project.

This program track, tailored to the working professional with subject-matter competence, offers classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the graduate will have earned both a 2042 Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Digital Teaching and Learning. The master's degree is earned after the candidate has completed all coursework. This is a 2042 Preliminary Credential with EL authorization.

Upon completion, the credential candidate will have earned both a Preliminary Single-Subject Credential and a Master of Arts in Education: Digital Teaching and Learning.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

English Language Learner Pre-service Requirement for Interns in Fall

Any single-subject teaching candidate desiring to begin an internship in the fall semester must complete pre-service training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Single-Subject Internship Teaching Credential (Track B) Requirements

The program begins with entry Summer II, Fall I, and Spring I. Candidates may enter at other times with official advisement only. A maximum of 8 units may be taken per term.

Application for Internship Teaching must include:

- Proof of subject-matter competence.
- Full-time public school contract.
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program)

Module 1

TEP 507	Education Foundations and Classroom Experiences (7–12)	3
TEP 517	Clinical Experiences in Teaching, Reading and Writing (7–12)	3
TEP 567A	Field Experience I	1

Module 2

TEP 527	Clinical Experience in Teaching Strategies (7–12)	3
TEP 557	Clinical Experience in Teaching English Language Learners (7–12)	3
TEP 567B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3

TEP 547	Clinical Experience in Curriculum and Assessment (7–12)	3
TEP 577A	Clinical Practice I (Contract Teaching)	1

Module 4

TEP 577B	Clinical Practice II (Contract Teaching)	1
TEP 587	Intern Teaching Seminar (7–12)	3

Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

Credential Total **28 units***

*If either EDUC 504 or EDUC 572 are waived, elective units must be completed.

Required courses for the Master of Arts in Education:

Digital Teaching and Learning

EDUC 512	Instructional Applications of Productivity Software	3
EDUC 514	Digital Video in the Classroom	3
EDUC 515	Evolving Educational Technologies	3
EDUC 522	Learning in the 21 st Century	3
EDUC 526	Capstone in Educational Technology and Learning	3

Total units credential and master's: **43 units**

Single-Subject Teaching Credential/Master of Arts in Physical Education (Track A)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.

(626) 815-5458, apbradley@apu.edu

The Master of Arts in Physical Education with Single-Subject Teaching Credential Track A Program is designed for non-teaching candidates with a bachelor degree in physical education, kinesiology or exercise science who are seeking a Single-Subject Teaching Credential and a Master of Arts in Physical Education concurrently. The program combines the curricula of the credential and master's programs to deliver a unique comprehensive educational package. Upon completion, the credential candidate will have earned both a 2042 Preliminary Single-Subject Teaching Credential and a Master of Arts in Physical Education. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential Program coursework.

Module 1

TEP 508	Educational Foundations and Classroom Management (7–12)	3
TEP 518	Methods of Teaching Reading and Writing (7–12)	3
TEP 568A	Field Experience I	1

Module 2

TEP 528	Teaching Strategies (7–12)	3
TEP 558	Methods of Teaching English Language Learners (7–12)	3
TEP 568B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3		
TEP 548	Curriculum and Assessment (7-12)	3
TEP 578A	Clinical Practice I (Student Teaching, 7-12)	2

Module 4		
TEP 588	Student Teaching Seminar (7-12)	3
TEP 578B	Clinical Practice II (Student Teaching, 7-12)	2

Additional Credential Courses		
EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Education Psychology	3

Credential Total **30 units**

Required courses for Master of Arts in Physical Education **6 units**

PE 551	Curriculum Theory and Design in Physical Education	3
PE 582	Seminar in Professional Literature in Physical Education and Sport	3

Elective (Choose One) **3 units**
(PE 550, 561, 576, 577, 578, 581) 3

Elective (Choose One) **3 units**
(PE 560, 575, 580) 3

Final Courses – Required **6 units**
(To be taken after all other coursework/student teaching are completed)

PE 589A	Research Methods for Physical Education and Exercise Science: Beginning Process	3
PE 589B	Physical Education and Exercise Science Capstone	3

Total for Single-Subject Credential and Master of Arts in Physical Education **48 units**

Single-Subject Teaching Credential/ Master of Arts in Physical Education (Track B)

Program Director, Single-Subject Teaching Credential
Ann Bradley, Ed.D.
(626) 815-5458, apbradley@apu.edu

The Master of Arts in Physical Education with Single-Subject Teaching Credential Track B Program is designed for candidates already teaching in the field. The program combines the curricula of the credential and master's programs to deliver a unique comprehensive educational package. Upon completion, the graduate will have earned both a 2042 Preliminary Single-Subject Teaching Credential and a Master of Arts in Physical Education: Teaching. The master's degree is earned after the candidate has completed all requirements for the Preliminary Credential Program coursework.

Combined Single-Subject Credential and Master of Arts in Physical Education (for candidates with undergraduate degrees in physical education, kinesiology, and exercise science).

English Language Learner Pre-service Requirement for Interns in Fall

Any single-subject teaching candidate desiring to begin an internship in the fall semester must complete pre-service training during the Summer II session. This summer session consists of two 3-unit classes for six weeks and one English Language Learner Workshop/Pedagogy for the seventh week.

Module 1		
TEP 507	Educational Foundations and Classroom Management (7-12)	3
TEP 517	Clinical Experiences in Teaching Reading and Writing (7-12)	3
TEP 567A	Field Experience I	1

Module 2		
TEP 527	Clinical Experiences in Teaching Strategies (7-12)	3
TEP 557	Clinical Experiences in Methods of Teaching English Language Learners (7-12)	3
TEP 567B	Field Experience II	1

To proceed with Modules 3 and 4, candidates must apply and be cleared by the Department of Teacher Education.

Module 3		
TEP 547	Clinical Practice in Curriculum and Assessment (7-12)	3
TEP 577A	Clinical Practice I (Contract Teaching, 7-12)	1

Module 4		
TEP 577B	Clinical Practice I (Contract Teaching, 7-12)	1
TEP 587	Intern Teaching Seminar (7-12)	1

Additional Credential Courses		
EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Education Psychology	3
Credential Total		28 units
Required Courses for Master of Arts in Physical Education		6 units
PE 551	Curriculum Theory and Design in Physical Education	3
PE 582	Seminar in Professional Literature in Physical Education and Sport	3
Elective (Choose One)		3 units
(PE 550, 561, 576, 577, 578, 581)		3
Elective (Choose One)		3 units
(PE 560, 575, 580)		3
Final Courses – Required		6 units
(To be taken after all other coursework/student teaching are completed)		
PE 589A	Research Methods for Physical Education and Exercise Science: Beginning Process	3
PE 589B	Physical Education and Exercise Science Capstone	3
Total for Single-Subject Credential and Master of Arts in Physical Education		46 units

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

Coordinator
Ivy Yee-Sakamoto, Ph.D.
(626) 815-5529, ivyesakamoto@apu.edu

The CTCL Certificate Program is designed to meet the needs of second language children in California by equipping teachers with the tools to understand the process of language and academic development, and the sensitivity and specific skills necessary to facilitate learning in a multicultural classroom. Teachers who complete the 12 specific units of CTC-approved courses at APU, covering the 10 standards of knowledge, skills, and abilities, are not required to take the state CTCL examination for the CLAD Certificate. All CTCL courses must be taken at APU to count toward the CLAD Certificate. Those interested in completing their Bilingual Cross-Cultural Language and Academic Development (BCLAD) Certificate for a specific language should contact the program director for more information.

NOTE: The CLAD Certificate, which prepares credentialed teachers to work with second-language learners, continues to be useful for Ryan Credential candidates (admitted prior to July 1, 2002), special education teachers, and out-of-state credentialed teachers. This certificate provides teachers with greater depth of knowledge, strategies, and capabilities in serving English Language Learners. *All 2042 Multiple- and Single-Subject Teacher Candidates will receive authorization to teach English-language learners as part of their Preliminary Credentials and will not need to earn the CLAD Certificate.*

Additional Application Requirements

Candidates should check with their credential or master's program department about how to include the CTCL coursework within their chosen program. The following are application requirements for candidates who are not currently in a credential or master of arts program at Azusa Pacific University.

Cross-Cultural Language and Academic Development (CLAD) Certificate Requirements

Course Requirements		12 units
EDUC 501	Language Structure and Use	3
EDUC 502	Foundations of Literacy Development and Content Instruction for English Learners	3
EDUC 503	Practical Approaches and Methods to Literacy Development for English Learners	3
EDUC 544	Educational Equity and Cultural Diversity in a Pluralistic Society	3
Total		12 units

When it is time to apply for the CLAD Certificate, credentialed teachers may contact the credential analysts' office for assistance. All four courses of the CLAD Certificate (12 units) may be applied toward a Master of Arts in Education Program.

Professional Development School Program (PDS)

APU's Professional Development School (PDS) Credential Program offers candidates an alternative format in which to earn their teaching credential. Conducted entirely at a school campus, the credential program can be completed in one school year. Candidates enrolled in the PDS Program become part of the school community as they engage in fieldwork, student teaching, and courses onsite. Expert faculty combined with a supportive cohort structure make for a high quality, meaningful credential program. PDS Program cohorts are based in Azusa and San Diego.

For more information on the Professional Development School Credential Program, please contact Program Director Ivy Yee-Sakamoto, Ph.D., at (626) 387-5715 or iyeesakamoto@apu.edu.

Master of Arts in Education: P-12 Teaching with Concentration in Gifted and Talented Education

Program Director
Chinaka S. DomNwachukwu, Ph.D.
(626) 815-5465, cdomnwachukwu@apu.edu

The Master of Arts in Education: P-12 Education is a combination of academic and professional preparation that equips educators for 21st-century schools. This program provides educators and teacher practitioners with the skills and competencies they need to be successful in different areas of concentration as a way to meet the divergent needs of the 21st century education landscape. This degree offers candidates the accelerated and cohort model that allows them to learn within a community context.

Master of Arts in Education: P-12 Teaching Course Requirements

Core Courses		15 units
TEP 571	History and Philosophy of U.S. Education	3
TEP 581	Brain Research and Learning	3
TEP 582	Educational Psychology and Human Development in P-12 Education	3
TEP 589	Introduction to Research for the P-12 Educational Setting	3
EDUC 589C	Action Research	3
-or-		
EDUC 589D	Thesis	2

Total Core Units 15 units

Required Gifted and Talented Education Concentration

18 units

(Optional California Certification for Teaching GATE students)

TEG 500	Introduction to Curriculum and Instruction in Gifted and Talented Education	3
TEG 501	Identification and Characteristics of Gifted and Talented Students	3
TEG 502	Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students	3
TEG 503	Teaching the Creatively Gifted and Talented Child	3
TEG 504	Organization and Leadership in Gifted and Talented Programs	3
TEG 505	Supporting the Emotional Needs of Gifted and Talented Learners	3

Total Concentration Units 18 units

Elective Course (required)

3 units

EDUC 604	Teaching Across Cultures	3
TEP 573	21 st -Century Learning and Teaching	3

Total Degree Requirements 36 units

Master of Arts in Education: P-12 Teaching with Early Childhood Education Concentration (Optional, Child Center Permit)

Program Director
Chinaka S. DomNwachukwu, Ph.D.
(626) 815-5465, cdomnwachukwu@apu.edu

The Master of Arts in Education: P-12 Education is a combination of academic and professional preparation that equips educators for 21st-century schools. This program provides educators and teacher practitioners with the skills and competencies they need to be successful in different areas of concentration as a way to meet the divergent needs of the 21st-century education landscape. This degree offers candidates the accelerated and cohort model, which allows them to learn within a community context.

Master of Arts in Education: P–12 Education Course Requirements

Core Courses 15 units

TEP 571	History and Philosophy of U.S. Education	3
TEP 581	Brain Research and Learning	3
TEP 582	Educational Psychology and Human Development in P–12 Education	3
TEP 589	Introduction to Research for the P–12 Educational Setting	3
EDUC 589C	Action Research	3
–or–		
EDUC 589D	Thesis	2

Total Core Units 15 units

Required Early Childhood Education Concentration 18 units

(Optional Child Center Permit)

ECE 500	Child Development and Growth	3
ECE 501	Bilingual and Bicultural Development of the Preschool Child	3
ECE 502	Child Health, Family, and School Relations	3
ECE 503	Exceptionality and the Preschool Child	3
ECE 504	Staffing and Administration of Early Childhood Centers	3
ECE 505	Supervision and Community Relations in Administering Early Childhood Centers	3

Total Concentration Units 18 units

Elective Course (required) 3 units

EDUC 604	Teaching Across Cultures	3
TEP 573	21 st -Century Learning and Teaching	3

Total Degree Requirements 36 units

Multiple- and Single-Subject Clear Credential, with optional Master of Arts in Education: P–12 Teaching

Program Director

*Chinaka S. DomNwachukwu, Ph.D.
(626) 815-5465, cdomnwachukwu@apu.edu*

Please contact the department for program requirements.

Steps to Becoming a Teacher

Step 1: Successful completion of TEP coursework and two additional EDUC courses.

NOTE: Remediation is allowed for grades lower than B- or C. Remediation does not change a grade but shows competency so the candidate may progress through the program. Candidates must retake any TEP coursework with grades of D or F. Provisional Program Admittance candidates must maintain a 3.0 GPA and may not receive any grade lower than a B- during the first 12 units of the program.

Step 2: Completion of each of the following program requirements:

- GPA of 2.5 or higher from an accredited university
- Verification of passage of CBEST
- U.S. Constitution requirement (course or exam)
- Verification of subject matter competency (CSET exam or completion of a state-approved subject matter program)
- Verification of negative results from a Mantoux TB skin test
- Completion of English Language Learner coursework or pre-service training
- **Multiple-Subject Candidates only** must show proof of passage of the Reading Instruction Competence Assessment (RICA)
- Continuing verification from instructors of positive dispositions characteristic of the teaching profession (emotional stability, strong interpersonal relations, good mental and physical health, and other character standards listed on the application.)
- Receipt of favorable results of Certificate of Clearance

NOTE: Candidates must report any changes in character standings, including unresolved issues with the law and/or CTC to the credential analyst. Failure to do so may result in expulsion from the program.

Step 3: Successful completion of fieldwork and clinical practice. Fieldwork is required of those credential candidates who are not in contracted teaching positions. Clinical practice is met traditionally with a master teacher; however, candidates who hold contracted teaching positions will complete clinical practice in their own classrooms.

Step 4: Before applying for a Preliminary Credential, credential candidates must

- Verify successful completion of CPR for infants, children and adults.
- Show mastery of all Teacher Performance Assessments as designated by CTC.

Step 5: Application for a credential.

- Preliminary credentials are valid for five years and are nonrenewable. Contact the credential analyst for information on applying after steps 1 through 4 are completed.
- Clear credentials are obtained through the school district after an induction program plan. Contact the Department of Education concerning the application process if teaching in a private school or in a school district not offering an induction program.

Course Descriptions

Early Childhood Education

ECE 500 Child Development and Growth (3)

This introductory course in child growth and development covers prenatal through adolescent stages of development. Candidates study physical, cognitive, language, and psychosocial developments in a multicultural context, with special emphasis on the role of play in children's development. This course applies toward the Title 22 requirements, Child Development Permits.

ECE 501 Bilingual and Bicultural Development of the Preschool Child (3)

This course focuses on literacy and language development for the preschool child. It investigates issues of bilingualism and its effects and/or challenges in the preschool child's ability to thrive linguistically. This course addresses issues of culture and geographical issues of migration/immigration and applies toward the Title 22 requirements, Child Development Permits.

ECE 502 Child Health, Family, Community, and School Relations (3)

This course focuses on the dynamics between the health of the young child, its family, school, and the local and larger community. It attempts to enhance the development of communication skills between young children, peer groups, parents, and teachers, as well as investigates community resources and social services, including health care, welfare, and counseling that are available to the preschool child. This course applies toward the Title 22 requirements, Child Development Permits.

ECE 503 Exceptionality and the Preschool Child (3)

This course examines the process of identification as well as the needs of preschool children with disabilities. Developmental issues are examined in light of prenatal and postnatal disabilities and handicaps. Special attention is given to the issues of autism in the preschool child. This course applies toward the Title 22 requirements, Child Development Permits.

ECE 504 Staffing and Administration of Early Childhood Centers (3)

This course focuses on the human interaction and staffing of early childhood centers. It addresses issues of interpersonal relationships and criteria for selecting and evaluating personnel; professional growth, teaching effectiveness, and sensitivity to individual needs; and staff involvement in planning and evaluating early childhood programs. This course applies toward the Title 22 requirements, Child Development Permits.

ECE 505 Supervision and Community Relations in Administering Early Childhood Centers (3)

This course explores problems and issues that relate to the supervision and operation of preschool programs. Instruction examines staff-administrator relationships, staff in-service, and working with parents. Model programs, such as Head Start and other high scope programs, are critically examined. This course applies toward the Title 22 requirements, Child Development Permits.

Educational Counseling**EDCO 528 Community, Family, and School Collaboration (3)**

Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; and knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, and grant writing to support school/community collaborations.

EDCO 533 Basic School Counseling (3)

This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student demonstrates knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes are studied. It focuses on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. *A prerequisite for EDCO 550 and EDCO 583*

EDCO 534 Educational Measurement and Assessment (3)

This course helps students understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

EDCO 535 Legal Mandates for School Counselors and School Psychologists (3)

This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal laws and regulations pertaining to children and their families. The implications and legal applications of due process and legal requirements that determine and protect pupil rights are emphasized.

EDCO 545 Positive Behavior Supports and Classroom Intervention (3)

This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized.

EDCO 549 Career Development and Technology in School Counseling (3)

This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the national standards. This includes computer-based technology, data management systems and data-based research which support career development services.

EDCO 550 Issues in School Counseling (3)

Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment are examined within an ecosystemic context. *Prerequisites: EDCO 533*

EDCO 555 Group Counseling Skills (3)

This course provides a combination of history, theory, techniques, and applications pertaining to group counseling processes. Training requirements include the practice and demonstration of group techniques. Candidates observe, participate in, and conduct a personal-growth group composed of class members and observed by an experienced group supervisor. *Prerequisites: Current Certification of Clearance and evidence of passed CBEST; corequisite: EDCO 583*

EDCO 557 Child and Adolescent Development and Learning (3)

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

EDCO 564 School Counseling Fieldwork 1 (3)

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 568 School Counseling Fieldwork 2 (3)

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 579 Sociocultural Issues in School Counseling (3)

School counselors require awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students to develop a multicultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

EDCO 583 Intervention through Consultation (3)

This course examines (1) the strengths and weaknesses of several prominent models of consultation as they relate both to setting requirements and the individual consultant's style of functioning; (2) the roles of consultant, consultee, and client systems; and (3) the consultative role and techniques contrasted with those involving supervision, assessment, teaching, and counseling/therapy. A collaborative model of consultation is emphasized. Further areas of emphasis include, but are not limited to, the following: types of consultative intervention, evaluation of consultation, relevant research, legal, and ethical issues, consultation with minority groups, resistance to consultation, and specific communication skills and staff development.

Prerequisites: EDCO 533 and EDCO 550

EDCO 587 PPS Leadership, Ethics, and Professionalism (3)

This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDCO 592 Educational Psychology: Theory into Practice (3)

Candidates demonstrate familiarity with contemporary issues and pertinent research and research methods in the field of educational psychology. Candidates study the areas of human growth and development, learning theory and motivation, including humanist, behaviorist, and cognitive approaches. The course emphasizes research and the practical application of special topics.

EDCO 593 Historical Development of School Counseling and School Psychology (3)

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

EDCO 594 School Counseling: Internship 1 (3)

(300 hours)

Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDCO 595 School Counseling: Internship 2 (3)

(300 hours)

Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils

Educational Leadership**EDL 580 Leadership Induction (1)**

This course introduces candidates to the Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program. Candidates develop a personal leadership profile through self-assessment in leadership abilities, and are introduced to case study research methods and expectations of their individual case studies. Candidates receive training in appropriate educational technology for data-driven decision making.

EDL 581 Research and Leadership (6)

Candidates are introduced to the leadership and instructional standards that are foundational to the Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program. Basic research design methods are introduced. Through qualitative and quantitative research methods, candidates make data-driven decisions for the development, implementation, and evaluation of instructional programs. They apply their individual strengths to develop their visions for the improvement of teaching and learning, staff development, staff recruitment, and increasing community involvement. Elements of this course are built into the candidate's individual case study and Leadership Performance Assessment.

EDL 582 Cornerstones of Educational Leadership (6)

Candidates examine historical, philosophical, ethical, and psychological principles that are essential to effective 21st century leadership, teaching, and learning. They examine instructional models, curriculum design, learning theory, and educational philosophies that will assist them with becoming effective leaders as they support and mentor teachers for optimal student achievement.

EDL 583 Educational Leadership and Change (6)

Candidates apply their personal strengths and leadership styles to the implementation of programs designed to maximize student achievement. They review and apply change theory for organization development in diverse cultural settings and research effective teaching and learning. Candidates research and apply principles of effective staff development that support group processes and team ownership of schooling outcomes. Models for effective instructional coaching are introduced and applied. Elements of this course are built into the candidate's case study. Field experience is embedded in this course.

EDL 584 Policy and Politics of Educational Leadership (6)

Candidates examine the operation and governance of schools within the parameters of federal, state, and local policies and regulations. They analyze their roles as effective team leaders within those parameters utilizing their personal strengths in problem solving. Candidates become knowledgeable about shared decision making and change and fiscal management that support student learning. They explore strategies for providing a culture of ethics and efficiency including a safe environment, school partnerships, accountability, and parent involvement in a diverse community. Elements of this course are built into the candidate's case study. Field experience is embedded in this course.

EDL 585 Leadership in a Legal Culture (6)

Candidates develop a vision of organizational effectiveness by acquiring knowledge of federal, state, local, and personnel law. They research landmark court cases, legal opinions, and legal principles related to youth conduct and the legal constraints and statutory requirements of school funding. Candidates develop their leadership skills by learning historical and current practices in human resource administration. They explore strategies of effective leadership in diverse cultural settings. Elements of this course are built into the candidate's case study. Fieldwork is embedded in this course.

EDL 586 Leadership Performance Assessment (5)

This course leads candidates to synthesize the learning they experienced throughout the previous courses. Candidates finalize the leadership case-studies that have evolved with input from each course. They develop an analysis of how their personal strengths will serve them in leadership positions. As a capstone experience during this final course, candidates present to an evaluative panel the case study and their own Leadership Performance Assessment. They are assessed on the CTC standards through rubrics.

Educational Psychology**EDPY 556 Academic Assessment and Intervention (3)**

This course covers the foundations of curriculum-based measurement, evidenced-based interventions, progress monitoring, and response to intervention. Students learn problem-solving skills in the identification and prevention of skill deficits, development of goals based on assessment data, progress monitoring, and determining the responsiveness to intervention.

EDPY 624 Disabilities in Children (Mild, Moderate, and Severe) (3)

School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases, and developmental psychopathology in order to achieve sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

EDPY 633 Multicultural and Bilingual Assessment and Intervention (3)

This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDPY 635A Role and Function of a School Psychologist: Positive Behavior Supports (1)

This supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments (FBA) and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 130 hours is applied toward the total 450 required practicum hours. *Corequisites:* EDPY 624 and 681

EDPY 635B Role and Function of a School Psychologist: Individual/Group Counseling (1)

This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 130 hours is applied toward the total 450 required practicum hours. *Corequisites:* EDPY 637 and 682

EDPY 635C Role and Function of a School Psychologist: Assessment (1)

This supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social emotional assessments. Students also conduct Curriculum-Based Assessments (CBA) within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 130 hours is applied toward the total 450 required practicum hours. *Corequisites:* EDPY 633 and 683

EDPY 636 Research and Evaluation in School Psychology (3)

Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDPY 637 Child Psychopathology Assessment and Treatment (3)

This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children most commonly encountered in the delivery of school psychological services.

EDPY 651 School Psychology Internship 1 (3)

(300 hours) *For cohorts starting prior to 2010-11*

With State Department of Education approval of a candidate's application for an internship credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 652 School Psychology Internship 2 (3)

(300 hours)

Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern refines skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 653 School Psychology Internship 3 (3)

(300 hours) *For cohorts starting prior to 2010-11*

Regularly coached by on-site and university staff, the intern accepts increasing responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern gains experience in planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 654 School Psychology Internship 4 (3)

(300 hours)

Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 655 School Psychology Internship 1 (3)

(600 hours)

Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 656 School Psychology Internship 2 (3)

(600 hours)

With continued on-site supervision, field-experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 681 Psychoeducational Assessment I (3)

This course is the first in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 682 Psychoeducational Assessment II (3)

This course is the second in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of scales in assessing intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 683 Psychoeducational Assessment III (3)

This course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 685 School Psychology Fieldwork 1 (3)

Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDPY 686 School Psychology Fieldwork 2 (3)

Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment; writing reports; consulting with staff and parents; designing prevention, interventions, and postvention strategies; working with exceptional students; completing progress evaluations; and interacting with community agencies.

EDPY 687 School Psychology Fieldwork 3 (3)

With continued on-site supervision, field experience students acquire increasing responsibility for planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 688 School Psychology Fieldwork 4 (3)

With continued on-site mentoring, field experience students take independent responsibility for planning, implementing, and reporting psychoeducational assessment of pupils. Students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 690 Advanced Individual Research (3)

In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within this course include: development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

EDPY 695 School Psychology Fieldwork 1 (3)

(600 hours)

Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working

with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 696 School Psychology Fieldwork 2 (3)

(600 hours)

With continued on-site supervision, field experience students become increasingly independent in regards to planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 697 Readings in School Psychology (3)

This course assists the student in research of current literature in the field of school psychology. Literature is one of the vehicles that bridges the gap between theory and practice. Thus, this intensive course in current professional literature allows the student to remain on the cutting edge of the profession. *Prerequisites: completion of program requirements and approval of program director*

Online Educational Technology**EDTC 511 Foundations in Educational Technology (3)**

This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

EDTC 515 Emerging Trends in Technology (3)

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517 Telecommunications (3)

Students study the principles, theory, and application of telecommunications.

EDTC 518 Global Learning/Cross-Cultural Classroom (3)

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520 Applications of Technology-Supported Curricular Tools (3)

This course explores various technology-supported curricular tools applicable to management and instruction in a K-12 educational environment. Topics include computer-assisted word processing, databases, presentation tools, grade books, graphic organizers, spreadsheets, and online creation tools.

EDTC 523 Educational Applications of Information Design and Hypermedia (3)

The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/Global Learning Projects.

EDTC 524 Instructional Design and Development (3)

This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

EDTC 526 Practicum in Educational Applications of Technology (3)

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology Program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework. *Prerequisite: all coursework in educational technology completed*

EDTC 527 Special Topics in Educational Technology (3)

The current technologies, trends, or topics in educational computing are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into the classroom or computer laboratory.

EDTC 571 Curriculum Foundations (3)

This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDTC 572 Advanced Educational Psychology (3)

Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDTC 573 Philosophy/Ethics and History of Education (3)

This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

Education

EDUC 500 Advanced Computer Education (3)

This course is designed for K–12 educators and focuses on the appropriate use of technology to facilitate the teaching and learning process. The course builds on the CTC Level I Technology Proficiencies that are met in the preliminary credential programs. Instructional methods explored utilize a variety of technology for collaboration and communication. This course covers 1) designing, optimizing, and analyzing technology-enriched lessons and learning environments, 2) the use of computer applications to manipulate and analyze data, 3) determining the authenticity, reliability, and bias of data gathered, 4) the use of technology-enhanced curriculum for developing information literacy and problem-solving skills, 5) the use of technology as a tool for student assessment and parent communication, and 6) the acquisition and use of technology resources at the site and district level. This course is approved by the California Commission on Teacher Credentialing to meet the technology requirements for the Professional Clear Credential (Level II Proficiencies).

EDUC 501 Language Structure and Use (3)

This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Requirements include gathering oral and written language examples and a mini-case study of a second-language learner.

EDUC 502 Foundations of Literacy Development and Content Instruction for English Learners (3)

This course examines models and methods of bilingual education and explores theories and methods of teaching in and through English as a second language for limited-English-proficient students in grades K–12. The course presents basic approaches to assessing language and content area development of bilingual students.

EDUC 503 Practical Approaches and Methods to Literacy Development for English Learners (3)

This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

EDUC 504 Teaching and Cultural Diversity (3)

This course focuses on a reflective examination of the interaction of several variables which affect educational success and failure for students who are linguistically and culturally different: the students' cultural background, including ethnic, racial, religious, and gender issues; the school's cultural format of an educational setting; and the social forces in the wider community. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development. The educational system plays a critical role in nurturing multiculturalism, creating instructional environments which encourage tolerance and praise for cultural diversity, and honoring cultural differences as assets rather than deficiencies. Educators have a moral and civic responsibility to ensure that multicultural attitudes and values permeate the total school curriculum and learning environment. Students study the nature of culture and learn to appreciate the strong influence that a student's culture has on learning behavior and values. They also develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate responses and strategies which enhance learning opportunities.

EDUC 505 Advanced Literacy Development (3)

This course explores exemplary models of literacy development for elementary and secondary level students who are advancing in their reading and writing processes and learning to value narrative, informational, and poetic language uses across a widening range of literacy functions. Students examine and experience process-sensitive approaches to readers' and writers' workshops, book sharing circles, writing across the curriculum, content-area reading, and other structured formats which engage maturing readers/writers more fully in using written language to construct meaning in their lives. Included in the course are investigations into multiple literacies, reflective self-assessment, cross-age literacy programs, and other social, collaborative contexts for literacy growth.

EDUC 507 Family, Community, and School Connections (3)

This course explores strategies for building stronger school ties with family members and people in the wider community. Students examine the needs and designs of exemplary family-community-school interaction programs, which enhance language, literacy, and academic learning for bilingual children and their families. Participation in a community-based project or a service agency program is required.

EDUC 508 Assessment and Evaluation in Multicultural Classrooms (3)

This course reviews the uses, demands, and limitations of formal, standardized testing practices and builds on theoretical principles of teachers assessing more fully their own students' growth in academic knowledge and communication abilities. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and other authentic approaches to assessing the development of language, literacy, and academic concepts. Students also explore ways to assess and improve their own instructional programs and teaching.

EDUC 509 Special Topics in Education (3)

Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 511 Essentials in Educational Technology and Learning (3)

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Educational Technology and Learning. Working in face-to-face, synchronous, and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program. The research process is introduced and begun in this class along with each student's baseline assessment of his/her own technology skills and experiences. Students explore philosophy of education foundations in order to articulate their own educational philosophy and vision statements. This course must be taken in the first term of the program.

EDUC 512 Instructional Applications of Productivity Software (3)

Students take the functional knowledge of productivity software and learn how to implement its use in instruction and projects including a final thematic project into their own classroom. The projects are designed to match the California State Content Standards and ISTE NETS standards of their own grade, and are appropriate for the technology environment in which the project will be implemented.

EDUC 513 Digital-age Literacies (3)

Information, communication, and technological (ICT) literacies provide the foundation for effective classroom technology integration. The knowledge, skills, and applications explored in this course prepare students to access, organize, and communicate beyond traditional classroom practices through the use of Web 2.0 technologies for more engaging instructional experiences.

EDUC 514 Digital Video in the Classroom (3)

Students are exposed to basics in video project composition. Activities include learning how to build visually effective shots, how to use music to enhance the feel of the presentation, and how to create a movie project that is designed to keep a student's attention in the context of teaching standards-based material.

EDUC 515 Evolving Educational Technologies (3)

This course looks at the evolution of educational technologies in their present and historical contexts. Students explore how and why some technologies endure while others do not. Attention is given to current technologies and how they can be successfully implemented into the classrooms in order to enhance both teaching and learning strategies.

EDUC 516 Technology for the School Administrator (3)

This course is an overview of the use of technology for the administration of the school and in the instructional processes. The course introduces commercially available software designed to handle various administrative tasks routinely, and enhance the use of information technology for school management. Needs assessment, hardware and software selection, classroom applications of various technologies, and Web-based instruction are covered. This course includes discussion of the role of the school administrator as an instructional leader for faculty, parents, and community members, facilitating the successful implementation of cross-cultural instructional technology. *Prerequisites: ability to use word processing, database, and spreadsheet programs*

EDUC 517 Digital Imaging in the Classroom (3)

This course covers the basic operating concepts of digital imaging software, an essential component for creating quality video and Web-based products. Working through several projects, students learn how to create, design, manipulate, and alter images that can be integrated into digital products. Supporting hardware used in digital imaging such as cameras, scanners, and printers are also explored.

EDUC 518 Connecting with Global Learning Communities (3)

This course focuses on the use of technology to make connections with global learning communities in order to strengthen cultural, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global work force and 21st century.

EDUC 519 Document Design for the Classroom (3)

Students learn how to use the power and flexibility of document design software to enhance their teaching environment. To accomplish this, students familiarize themselves with document design terminology and learn how to use document design software in classroom-based scenarios. Students also develop methods to use document design tools to facilitate classroom teaching and learning.

EDUC 520 Creating Web Media (3)

This course explores the use of Web-based technologies in an educational context. The class focuses on the implementation of these technologies successfully in the classroom. Attention is in the areas of audio and video podcasting as well as developing strong collaboration between students using Web 2.0 technologies. *Open to Educational Technology and Learning students only.*

EDUC 522 Learning in the 21st Century (3)

Working with digital natives requires an understanding of how they acquire and process information. This course assists educators in bridging the gap between static curriculum and multi-model instruction. A key component of this course is designing unit plans that embed technology and differentiated instruction with a focus on multiple intelligences and learning styles to meet the needs of today's learners.

EDUC 523 Hypermedia-enhanced Learning Environments (3)

The basics of hypermedia are studied, and students are introduced to an authoring program. Topics include mechanics of the program and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of hypermedia with school curricula is emphasized. Students learn how to develop multimedia in conjunction with increasing the creativity, impact, and effectiveness of their presentation skills.

EDUC 524 Curriculum Design and Delivery (3)

This course engages students in the instructional design process for developing and delivering effective learning experiences in the classroom. In collaboration with classmates, students create technology-enhanced curricula with written justification of design decisions.

EDUC 525 Web Design for the Classroom (3)

Students learn and apply the educational uses of Web design. Emphasis is placed on making website design a teaching and learning tool. Effective design is accentuated in the course and is assessed by usability tests.

EDUC 526 Capstone Experience in Educational Technology and Learning (3)

The primary focus of this capstone experience is a research-designed interactive portfolio that showcases skills and concepts the student has acquired in the Educational Technology and Learning program. This program-culminating course incorporates each student's research, use of applied software and educational technology, a growth assessment, comprehensive portfolio, and an oral defense. This course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

EDUC 527 Emerging Topics in Educational Technology and Learning (3)

The current technologies, trends, or topics in educational technology and learning are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into classroom and school instructional practices. Different topics may be taken and repeated for credit.

EDUC 534 Advanced Study of the English Learner (3)

This course builds upon the knowledge, skills, and abilities gained during the coursework for a Preliminary Credential. The course covers several specific areas for advanced study of English Learner instruction: delivery of comprehensive, specialized instruction for English learners, school organizational structures and resources needed to implement the adopted instructional programs for English learners, methods and strategies to promote success and achievement of second language acquisition and core content, assessment techniques for diagnosis and placement, and communication techniques to work with English learner parents and families. *This course fulfills the CTC Standard for Advanced English Learner coursework required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

EDUC 535 Advanced Health Education (3)

This course increases the Clear Credential candidate's understanding of health and safety issues pertaining to the classroom. Recognizing the impact the classroom teacher has on students, development of the whole person is emphasized through decision making, practices leading to a healthy lifestyle, and choices based on physical, emotional, intellectual, social, and spiritual considerations. Candidates acquire information, methods, and strategies to help those students they will be teaching. Moreover, candidates learn how to integrate health and safety into their own school situations. *This course fulfills the CTC Standard for School Health Topics coursework (including nutrition, substance abuse, and CPR) required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

EDUC 541 Emerging Literacy, K–12 (3)

This course focuses on the emerging literacy needs of K–12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinctive literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions, which help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 542 Bilingual Methods for Primary Language Instruction (3)

This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; and they evaluate the effectiveness and relevancy of such materials for students.

EDUC 543 The Chicano/Hispanic and Education (3)

Students study the cultural origins and characteristics of Chicano/Hispanic people in California and the U.S., gaining insights into their major historical periods and events, migration and immigration, and demography and contributions. Issues of intra- and intercultural relationships are examined.

EDUC 544 Educational Equity and Cultural Diversity in a Pluralistic Society (3)

The focus of this course is a reflective examination of several variables affecting educational success and failure for students who are linguistically, culturally, and economically different, as well as the special needs students. These variables include ethnicity, race, religion, exceptionalty, language, socio-economic status, geographical region and sexual orientation issues. It addresses the school's cultural format of an educational setting, and the social forces in the wider community, all of which impact students' ability to learn. Teacher candidates develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate response strategies that enhance learning opportunities. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development.

EDUC 553 Personalized Learning (3)

This course assists the teacher with creating learning centers in the classroom. Included are ways to organize oneself, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

EDUC 554 Instructional Principles and Practices (3)

This course examines ways teachers can more effectively organize time, space, resources, students, and activities that embody standards of sound practices while creating a strong sense of community collaboration among learners and genuinely student-centered classrooms. Course investigations focus on integrative units, grouping strategies, multiple modes of learning representation, workshop formats, reflective assessment, and other promising approaches which nurture motivation

and inquiry and provide authentic learning experiences for culturally, academically, and linguistically diverse students. Students also explore models of peer coaching, teacher study groups, and other processes that enhance reflective teaching.

EDUC 555 Comparative Education: A Global Perspective (3)

This course examines philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and community members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

EDUC 560 Supervised Administrative Internship Field Experience I (1–4)

This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 561 Supervised Administrative Internship Field Experience II (1–4)

This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 565 Supervised Field Experience in School Administration I (3)

This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 566 Supervised Field Experience in School Administration II (3)

This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 567 Supervised Field Experience: Resource Specialist (3)

Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

EDUC 570 Sociology of Education (3)

Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

EDUC 571 Curriculum Foundations (3)

This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572 Advanced Educational Psychology (3)

Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 Philosophy/Ethics and History of Education (3)

This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

EDUC 574 Current Issues in Education (3)

Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUC 575 Educational Research, Statistics, and Program Evaluation (3)

This course introduces students to the basic techniques of conducting and analyzing educational research and educational program evaluation. The course is designed to: provide students with basic information needed to understand the process involved in conducting research, enable students to design and conduct their own educational research projects, and permit students to read, understand, and critique the literature of educational research. Candidates are exposed to applications of statistical techniques, including descriptive, correlational, and inferential techniques as they apply to educational research and evaluation. Candidates develop skills in applying knowledge of basic processes and methodologies of developing a research proposal and carrying out a research project.

EDUC 580 Organization and Administration of American Education (3)

This course introduces students to how the organization of public schools in the United States is studied, including patterns of public school governance, educational finance, and the making of federal, state, county, and local educational policy. The course focuses on ways in which responsive, visionary leaders can harness human dynamics and motivation for improved student success and accountability when built on a foundation of moral and ethical leadership.

EDUC 581 Curriculum Leadership (3)

Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service presenters. Emphasis is on research, implementation, and evaluation in planning and decision making.

EDUC 582 Schools and the Law (3)

Students in this course acquire background knowledge of federal, state, and local laws; court cases and legal opinions; and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education. Moral/ethical truth seeking and visionary leadership principles informed by California and national statute are offered as tools for the reflective and responsive instructional leader.

EDUC 584 Supervision of Curriculum and Instruction (3)

The role of the school administrator is explored relative to the supervision of curriculum and instruction. Differentiated supervision, instructional program evaluation, and instructional team building are studied. Strategies for developing and planning curriculum are reviewed and analyzed. Historical development and current trends, as well as state legislative and educational requirements on curriculum and instruction,

are considered. Students are supported in becoming critical thinkers who reflect carefully about responsive service to students, parents, faculty, and community members. Moral/ethical decision-making processes and concerns are emphasized.

EDUC 585 Leadership in Human Resource Administration (3)

The role of the school leader is studied as it relates to human resource administration. Skills are developed in collaboration with professionals in education. Included is a focus on personnel recruitment and selection, evaluation, professional development, collective bargaining, and personnel law. As future instructional leaders, candidates are trained in effective procedures for documenting performance for both classified and certificated employees in ways that are legal and ethical. Special attention is given to problem solving in conflict situations, collaborating with diverse ethnic and cultural groups, and developing trust in working with organizations.

EDUC 586 School Site Leadership (3)

Future responsive educational leaders study strategies for effective decision making, long- and short-range planning, policy administration, improving community relations, personnel management, improvement of school climate, stress management, conflict resolution, and intradistrict communication. School-level budgeting and accountability, including federal and state Categorical Fund programs, are explored. Leadership is studied from a foundation of high ethical and professional standards.

EDUC 589A Research for Educators: Beginning Process (2)

This advanced course enables teachers to become more informed users and designers of educational research. Teachers begin the process of planning and implementing their own classroom or school-based inquiry. Through activities integrated in their own research process, teachers learn more about how to locate, value, and synthesize other relevant research; select and employ appropriate types of qualitative or quantitative methods of data gathering; and analyze a variety of descriptive data. Teachers complete the process in EDUC 589B. *Prerequisite:* Completion of student teaching if in Teacher Credential Program

EDUC 589B Research for Educators: Finish Reporting (1)

This course is a sequel to EDUC 589A, enabling teachers to complete their own research inquiry process and submit a final research report. Teachers work independently and conference with a faculty member and peers in order to review fully their data gathering, analyses, and results, and to revise and edit effectively their completed research reports. *Prerequisite:* EDUC 589A

EDUC 590 Seminar in Research Methods (3)

The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.

EDUC 591 Thesis (4)

Students choosing the thesis option must register for this course. Entrance into this option is not automatic. Students must meet eligibility requirements and must be approved by the program director. *Prerequisite:* EDUC 590

EDUC 599 Readings in Education (1-3)**EDUC 600 Practicum Instructional Planning and Classroom Management (3)**

Participating teachers work closely with their university support provider to critique, analyze, and progressively improve their practices in instructional planning, classroom management, use of technology, and other areas of teaching to enhance learning. Professional development plans are developed with the assistance of the support provider to target the specific area of need. The plan is completed within the first three weeks of module two of the program so as to be effectively implemented throughout the program. *Prerequisites:* Completion of a Preliminary Teacher Credentialing Program and a California K-12 teaching position

EDUC 601 Practicum Assessment and Diagnostic Instruction (3)

Participating teachers work closely with their university support provider to collect, review, and analyze assessment data from their preliminary credential program, their current classroom assessment activities, and assessment data from the school site with the goal of developing competency in student assessment, self-evaluation, and diagnostic instruction. *Prerequisites:* Completion of a Preliminary Teacher Credentialing Program and a California K-12 teaching position

EDUC 602 Practicum Teaching Special Populations (3)

Participating teachers work closely with their university support provider and other university and school site support providers to enhance their skills in developing strategies for planning and teaching to meet the needs of English Language Learners, students with disabilities, gifted and talented students, and all other student populations. *Prerequisites: Completion of a Preliminary Teacher Credentialing Program and a California K–12 teaching position*

EDUC 603 Practicum Using Community Resources to Reduce the Achievement Gap (3)

Participating teachers carry out specific projects under the supervision of their university support provider, utilizing a variety of community resources to meet specific needs in their student population with the goal of reducing the achievement gap. They become more familiar with health-related issues in the P–12 setting and the resources for meaningful intervention toward meeting individual student needs. This practicum requires participation in community-based workshops and other programs to expand the participating teacher's horizon on resources and opportunities in the community. *Prerequisites: Completion of a Preliminary Teacher Credentialing Program and a California K–12 teaching position*

EDUC 604 Teaching across Cultures (3)

This course investigates cultural values underlying national, organizational and community behaviors that are crucial to effective teaching in a global context and prepares American teachers to function effectively in non-Western educational and social contexts outside of the USA. Students are introduced to ethno-pedagogical theories and practices, cross-cultural and worldview issues that one must confront in cross-cultural interactions.

EDUC 661 Professional Field Experience I, Induction (1–2)

Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II Program.

EDUC 664 Professional Field Experience IV, Assessment (2)**Teacher Librarian Services****LIB 500 School Library Media Center Management (3)**

In this overview of the management of the school library media center, the teacher librarian focuses on those elements that differ from responsibilities of a classroom teacher. The course examines planning, budgeting, marketing, community relations, policy development, legal concerns, facilities supervision of staff and students, and program evaluation. Professional ethics, organizations, and self-development, together with the power of access to information in society are emphasized.

LIB 505 Selection, Evaluation, and Management of Learning Resources (3)

This course focuses on the study of collection management in school library media centers. Students investigate criteria, tools, procedures, and policies for the analysis, selection, and evaluation of book and nonbook materials. The characteristics of different media and their appropriateness are examined.

LIB 510 Learning Resources for Elementary Schools (3)

The course focuses on reading and examining print and nonprint materials for elementary school students. There are opportunities for designing specific school media center programs, which use fiction and nonfiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster lifelong learning.

LIB 515 Learning Resources for Secondary Schools (3)

The course focuses on reading and examining print and nonprint materials for secondary school students. There are opportunities for designing specific school media center programs which use fiction and nonfiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster lifelong learning.

LIB 520 Organization and Cataloging of Learning Materials/Resources (3)

Students examine the theory and practice of bibliographic control, including the study of cataloging with machine-based representation of OCLC with knowledge of MARC, AACR2, and subject analysis using LCSH, Dewey, and LC classification for learning materials and resources in the school media center. In addition, students study the principles of online systems and microcomputer-based technical processing.

LIB 525 Information Retrieval and Reference Services (3)

The teacher librarian learns to model and teach information skills, including location, retrieval, and evaluation of learning resources, as well as critical thinking. This course presents a 21st century search procedure that systematically and thoroughly integrates print, nonprint, and electronic forms of information. The reference interview is emphasized as a vehicle for demonstrating to faculty and students both a sensitivity to diversity and client-centered care. The teacher librarian is expected to integrate information literacy instruction with all curricular disciplines. The course includes advanced online search techniques.

LIB 530 School Library-Classroom Partnerships (3)

This course focuses on the role of the teacher librarians in the curriculum. Students apply curriculum and instructional design models to supporting and partnering with classroom teachers. Included is the role of the teacher librarian as instructional leader, equipped to lead professional development activities and to collaborate in planning, teaching, and evaluating multi-resource units and courses. The teacher librarian is also competent in assembling and creating instructional materials, as well as in assisting colleagues and students to do so. Communication and human relations skills are integrated throughout the course.

LIB 535 Library Media Technologies (3)

In this course, students gain the ability to apply basic principles for the evaluation, selection, and curriculum applications of computers, video, video disc, CD-ROM, audiovisual and other technologies appropriate for use in the school library media center. Students build practical skills in a variety of computer applications such as networking and the Internet, operating systems, multimedia design, and desktop publishing and analyze currently available software and hardware. Opportunities for the production of graphic, photographic, and audio learning materials are provided. *Prerequisites: Beginning skills with word processing and database management programs*

LIB 540 Current Topics in School Media Centers (3)

In this course, students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in school media services today. They study current trends in curriculum, teaching/librarianship practices, and school media organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

LIB 550 Field Experiences for the Teacher Librarian/Capstone (3)

The course offers practical field experiences in school media centers. Students have an opportunity to link theoretical content with practice, and observe teacher librarians practicing their craft and engage in activities which reinforce the role of teacher librarians as information specialist, instructional leader, teacher, as well as skills in administrative leadership, management and organization, communication, diversity, human relations, literature and literacy, access to information, and professionalism. *Prerequisite: Students must complete six LIB courses prior to taking LIB 550*

Physical Education**PE 509 Special Topics in Physical Education (3)**

Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 550 Sociology of Sport (3)

The evolution of sports and its role in American culture are studied. The ideals and problems represented in the interacting social forces of educational institutions, proprietary enterprises, and self-identification of athletics are thoroughly investigated.

PE 551 Curriculum Theory and Design in Physical Education (3)

A practical study of physical education and athletic programs from K–12, this course includes the design, management and implementation of such programs in relation to the California State Framework and the Standards of the California Teacher Credentialing program. Philosophy, principles, policies, and procedures are addressed.

PE 552 History and Philosophy of Physical Education (3)

This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 560 Sports Medicine (3)

Students study sports injuries and accidents and the physiological and kinesiological problems which cause them. Rehabilitation techniques, as well as preventive theory, are discussed.

PE 561 Ethics in Physical Education and Athletics (3)

This course is designed to provide students with an understanding of the principles of moral reasoning, the effects of ethics, or the absence of ethics on physical education/athletics, and an opportunity to develop strategies to include ethics in their particular setting. Students analyze research, consider historical and political perspective and evaluate and reinforce their personal morals, values, and principles as they relate to the profession of teaching and coaching.

PE 565 Physical Education, Athletics, and the Law (3)

This course focuses on the legal responsibilities of coaches and physical educators. The material is also applicable to those who teach sport skills in other recreational settings. It is designed to teach legal responsibilities concerning risk, nuisance, negligence, liability, current legislation, insurance, and other relevant legal implications.

PE 575 Advanced Principles of Physical Conditioning (3)

Theoretical and scientific concepts underlying physical conditioning of strength and endurance development are studied. Students analyze research, techniques, and application to conditioning programs in specific athletic events. Various weight training programs, diet, and nutrition are also examined.

PE 576 Trends and Issues in Physical Education and Sport (3)

Students identify and analyze problems unique to the physical education and athletic professions. Emphasis is placed on a general overview of issues germane to professional tensions arising within an educational setting. A pragmatic approach to problem solving is employed.

PE 577 Administration of Physical Education and Athletic Programs (3)

Management theories and techniques that apply to the administration of physical education and athletic programs are examined. Organizational behavior concepts are explored. Technical, human, and conceptual skills related to the organization are discussed. Philosophy, program development, operations, budgeting, personnel, and staff development are addressed.

PE 578 Sport Psychology (3)

Coaching is approached through an in-depth study of player and coach personality traits, motivation, communication, discipline, team building, testing and problems unique to today's athletes.

PE 580 Wellness and Fitness for Life (3)

This course is designed to examine wellness components and how they can be taught in the schools, on the fields, courts, recreation centers and homes to all ages from birth to death. Fitness for life components are also a focal point of the course; examining, studying and applying the ways they can become a vital part of the student's and each person's life with whom they come in contact.

PE 581 Techniques of Fundraising (3)

Overview of finance, fundraising skills and methods; emphasis on developing realistic objective and workable action plans. Topics include direct mail fundraising, endowments, major gift solicitation, memorial giving, and philosophy of giving.

PE 582 Seminar in Professional Literature in Physical Education and Sport (3)

This course is designed to pursue a study of literature in the various sub disciplines of physical education. The seminar discusses various topics and current issues related to the changing profession. A written, professional article submitted to a referred journal is part of the requirement for this course.

PE 584 Assessment and Evaluation in Physical Education and Exercise Science (3)

This course provides current and/or future physical education and exercise science teachers/practitioners with theoretical and practical knowledge in assessment and evaluation techniques. Emphasis is on the importance and consistency of assessment in relation to the mission of physical education and exercise science. Through the learning and practice of basic statistical concepts, computer application, and validity and reliability theories, a variety of assessment tools in psychomotor, cognitive, and affective domains are introduced. This course allows each student to master the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science.

PE 589A Research Methods for Physical Education and Exercise Science: Beginning Process (3)

This advanced course enables physical education, health, fitness, and exercise science students become more informed consumers and designers of empirical research. Qualitative and quantitative approaches to designing and collecting data are covered.

PE 589B Physical Education and Exercise Science Capstone (3)

This course enables physical educators to complete their own research inquiry process and submit a final capstone report. Basic computer application and data analysis using PASW (formerly SPSS), as well as qualitative techniques, are covered. *Prerequisite: PE 589A*

PE 599 Readings in Physical Education (1-3)

This course is an independent study, arranged with a faculty member on the physical education staff.

Special Education**SPED 500 Special Topics (1-3)**

This course allows students to complete unit requirements for their credential or degree in special education.

SPED 501 Instructional Strategies for Students with Moderate to Severe Disabilities (3)

This course examines the instructional strategies, instructional methodology, and materials for teaching individuals with moderate to severe disabilities. It focuses on research-based instructional strategies that permit access to the CORE curriculum and grade-level standards, functional academics, life skills, and adaptations and modifications to Core curriculum and California State Standards.

SPED 502 Diagnostic and Prescriptive Intervention for Students with Moderate to Severe Disabilities (3)

This course provides candidates with the knowledge and skills about assessment procedures and remediation strategies to support students with moderate to severe disabilities. The student develops skills by gathering information from a variety of formal and informal sources. Each candidate demonstrates knowledge of principles and strategies of assessment, curriculum, and instruction, and utilizes assessment data to develop IEP goals, objectives, adaptations, and instructional plans.

SPED 503 Behavior Support to Students with Moderate to Severe Disabilities (3)

This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with moderate to severe disabilities. Candidates examine the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis. This course is a requirement for the Moderate to Severe Disabilities credential.

SPED 504 Introduction to Behavior Analysis in Applied Settings (3)

This course is an introduction to the theory, principles, processes, concepts, and terminology of applied behavior analysis (ABA), and the learning principles on which ABA is based within applied educational settings. Topics include assumptions of ABA, choosing and defining target behaviors, positive and negative reinforcement, schedules of reinforcement, extinction, positive and negative punishment, stimulus control, discrimination, generalization, and verbal behavior.

SPED 505 Educational Foundations and Classroom Experiences (K-12) (3)

This course introduces students to the art and science of teaching special education as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by special education intern teachers in a collaborative context implementing inclusion. *Prerequisite: Admission to SPED Credential Program*

SPED 506 Educational Foundations and Classroom Management (K-12) (3)

This course introduces students to the art and science of teaching special education as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by special education intern teachers in a collaborative context implementing inclusion. *Prerequisite: Admission to SPED Credential Program*

SPED 507 Assessment and IEP Development for Students with Moderate to Severe Disabilities (3)

This course is a study of the basic principles and strategies of assessment and their application to the development of effective instruction for students with moderate/severe disabilities. The candidate learns how to administer and interpret assessment tools, identify instructional needs based on assessment results, effectively communicate assessment results to other professionals and parents, and develop standards-based IEPs.

SPED 509 Technology in Special Education (3)

Students in this course introduces the use of media and technology and its impact on the delivery of services for students with disabilities. Devices (hardware and software) that may be used to adapt computers to the needs of the disabled child are considered such as audiovisual production equipment, commercial instructional materials, and augmentative communication devices as well as other devices that may be necessary to provide an appropriate education for students with disabilities. *(Level II students only)*

SPED 510 Research-based Learning Theories (3)

This course engages students in practitioner research to connect multi-intelligence and universal design theories into their special education practices. Students design unit plans to embed technology and differentiated instruction.

SPED 511 Language Development for All Students (3)

This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Insights in language universals and language variations are introduced. The influences of psychological, sociocultural, and instructional factors on language development are also examined. This course provides an overview of language disorders in children.

SPED 512 Autism Spectrum Disorders: From Theory to Practice (3)

This course develops familiarity with a variety of topics that relate to Autism Spectrum Disorder (ASD). Issues related to diagnosis, etiologies, and characteristics of autism across the lifespan are presented. Candidates demonstrate required knowledge and skill outlined in the Standards: (S1) characteristics for students with ASD, (S2) teaching learning and behavior strategies for students with ASD, and (S3) collaborating with other service providers and Implementation for AB 2302 (Assembly Bass Bill).

SPED 513 Prescriptive Literacy and Math with Assistive Technology (3)

This course addresses the theoretical and practical aspects of implementing active learning environments that exploit technologies to support and access the general education curriculum for students with disabilities in the area of literacy and math. In addition, the course addresses the Assistive Technology initiative law of Technology-Related Assistance for Individuals with Disabilities Act of 1988. The course provides participants with opportunities to use assistive technology to move their students with disabilities toward greater autonomy in and out of the classroom. The National Educational Technology Standards and Performance Indicators for All Teachers are also included.

SPED 514 Advanced Behavior Analysis in Applied Settings (3)

Advanced applications of the theory, principles, processes, concepts, and terminology of applied behavior analysis (ABA), and the learning principles on which ABA is based within applied educational settings. In this course, students learn how to design and evaluate experimental interventions. Various methods used to collect, graph, and interpret behavioral data are discussed. Selection of intervention outcomes based on total ecobehavioral assessment is emphasized. Students learn to make recommendations to clients detailing all contingencies of targeted behavior change. Ethical considerations in the use of behavioral interventions are also discussed.

SPED 515 Clinical Experience in Teaching Reading and Writing (3)

This course offers intensive instruction for special education credential students in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Special Education Program; corequisites: SPED 530 and SPED 565A*

SPED 516 Methods of Teaching Reading and Writing (K-8) (3)

This course offers intensive instruction for special education in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Special Education Program; corequisites: SPED 530 and SPED 566A*

SPED 521 Collaboration, Inclusion, Community Integration for Students with Moderate to Severe Disabilities (3)

This course provides the candidate with a systems perspective for understanding and supporting individuals with moderate to severe disabilities and their families as they interact with schools and community agencies. The candidate begins to develop an appreciation of the family issues related to living with an individual with a moderate to severe disability. Candidates learn effective collaborative strategies to assist with team building, program development, and joint problem solving, as well as strategies to assist students with moderate to severe disabilities and their families plan for transition from school to work. This course also provides the candidate with theories regarding second-language learners, cultural diversity and social skills in terms of understanding ethnic differences and the dynamics of interacting with the student's family.

SPED 522 Collaboration and Communication Skills of Students with Autism Spectrum Disorder (3)

Designed to develop collaboration and consultation skills of students with Autism Spectrum Disorders (ASD). Includes home- school interactions, family and community support services. Provides an overview of communication, typical and atypical language and communication development across the life span and interventions for the development of language and communication are covered.

SPED 524 Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis (3)

Students learn applications of behavior analytic theories, procedures, and methods as they pertain to special populations (Autism Spectrum Disorders, Emotional Behavioral Disorders, and Developmental Disabilities). Specific behavioral challenges and research in the selected topics are discussed. Emphasis is placed on evidence-based practices and procedures to eliminate or minimize challenges, teach, and increase appropriate behaviors. Given the focus on application, students are required to conduct and complete a comprehensive written project utilizing behavior analytic principles. Ethical considerations in the use of behavioral interventions are thoroughly discussed.

SPED 530 Introduction to Individual Differences and Strengths-based Education (3)

Candidates are introduced to the characteristics of individuals with exceptional needs through strengths-based philosophy and educational practices modeled in the classroom. This course will explore factors including but not limited to cultural differences, socio-economic disadvantages, and gender biases, in order to achieve awareness of students' strengths and individuality of persons with differing experiences. There is an introduction to the legal requirements of educating culturally diverse learners in the least restrictive environments. This course is approved by the California Commission on Teacher Credentialing (CTC) to meet the mainstreaming requirements for a Clear Teaching Credential for the Multiple-Subject and Single-Subject Preliminary Credentialed student.

SPED 531 Assessment Issues and Methodologies Related to Student Learning (3)

This course examines current assessment mandates for students with mild to moderate disabilities. Students study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Students learn to administer and interpret norm-criterion reference assessment instruments.

SPED 532 Bilingual Special Education (3)

This course examines issues related to provisions of services to culturally and linguistically diverse students. This is a requirement for intern credential students who are meeting the pre-service hours requirement/enhancement program. Emphasis is on techniques and strategies to modify general and special education classrooms to accommodate second-language learners with disabilities, including curriculum development, instructional methodology, and materials for teaching second-language learners with disabilities. Culturally sensitive assessment of second-language learners with disabilities and family-focused interventions is examined.

SPED 534 Single-case Designs: Measurement and Experimental Evaluation of Behavior (3)

Students learn how to design and evaluate experimental interventions as well as measure, display, and interpret results of experimental behavioral interventions. Given the focus on application, students are required to conduct and complete a comprehensive written project utilizing behavior analytic principles. Ethical considerations in the use of behavioral interventions are thoroughly discussed.

SPED 535 Counseling, Collaboration, and Consultation (3)

This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals, and parents in providing services to individuals with exceptional needs.

SPED 536 RtI/Brain-based Teaching and Learning: Reading and Written Language Arts Disorders (3)

This course integrates RtI (Response to Intervention) with the area of special education as it relates to reading and written language. This course assists the teacher candidate in linking assessment data with mild to moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.
Prerequisite: Admission to the SPED Credential Program

SPED 537 Theories and Interventions in Behavior Disorders (3)

Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

SPED 538 Special Education Issues: Mild to Moderate Disabilities (3)

This course provides original analysis of important conceptual and practical issues that face professionals involved in educating individuals with disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed heighten concern for educational outcomes for all students, and to examine the challenges from alternative practices such as school choice, transitional services, and inclusion creates for the professional and student in the field of special education.
(Level II students only)

SPED 539 Field Experience (1)

This course offers practical field experience related to the content of the corequisite course. *Corequisite: SPED 536*

SPED 540 RtI/Brain-based Teaching and Learning: Math Disorders (3)

This course integrates RtI (Response to Intervention) with the area of special education as it relates to math disorders. This course assists the teacher candidate in linking assessment data with research-based effective intervention strategies for individuals with mild-to-moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students. *Prerequisite: Admission to the SPED Credential Program*

SPED 542 Meeting the Academic Needs of Students with Autism Spectrum Disorder (3)

This course examines methods and teaching strategies required to support students with Autism Spectrum Disorders (ASD). Includes instruction on structuring the learning environment for individual success and curriculum adaptation for Students with Autism Spectrum Disorder. The course also includes language and communication strategies appropriate for students with ASD.

SPED 546 Resource Specialist Communication Skills (3)

This course is part of the course requirements for the resource specialist added authorization. Skills are developed for successful communication and teamwork with administrators, teachers, para-professionals, and parents in the provision of services to individuals with exceptional needs.

SPED 547 Implementation of Special Education Legislation (3)

An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act. Students also study techniques of conducting pupil identification, planning IEP meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures.
(Level II students only)

SPED 548 Staff Development and Parent Education Techniques (3)

This course is part of the coursework for the RSP Added Authorization. Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

SPED 549 Supervised Field Experience: Resource Specialist (3)

This course is part of the coursework for the resource specialist added authorization. Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the IDEA mandates.

SPED 554 Advanced Study: Teaching Special Populations (3)

This course builds on the knowledge, skills, and strategies candidates acquire during coursework for a preliminary teaching credential. Each candidate: (a) becomes familiar with statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements; (b) discusses the statutory and/or local provisions relating to the education of students who are gifted and talented; (c) demonstrates the ability to create a

positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities; and (d) demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Finally, each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented. *This course fulfills the CTC Standard for Exceptional Learner coursework required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

SPED 558 Advanced Theory and Research-based Practices for Supporting Students with Disabilities (3)

This course builds on the knowledge, skills, and strategies candidates acquired during coursework for a preliminary teaching credential (mild to moderate or moderate/severe). Each candidate becomes familiar with the current theoretical models for serving students with disabilities in different settings. The course examines evidence-based instructional and behavioral practices for supporting students with disabilities in the classroom. Candidates demonstrate the ability to create a socially positive, instructionally rich, and behaviorally supportive environment for students with disabilities in a general education setting. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with the families and community/school professionals significant to the education of students with disabilities. *Prerequisite: Admission to the SPED Credential Program*

SPED 562 Supervised Field Experience: Exceptional and Nonexceptional Individuals (3)

Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents.

SPED 565A Field Experience I (K-12) (1)

Students receive 2 credits for 18 weeks (two terms; Fall I and Fall II or Spring I and Spring II). Track B students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 515 and SPED 530*

SPED 565B Field Experience II (K-12) (1)

Track B students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. Students receive 2 credits for 18 weeks (two terms; Fall I and Fall II or Spring I and Spring II). At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 535 and SPED 540*

SPED 566A Field Experience I (K-12) (1)

The practicum covers an 18-week period of time for 2 units of credit. Track A students complete two consecutive terms for a minimum of 45 hours of field experience completed during each term. Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, awareness of procedures of parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the

plan. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 516 and SPED 530*

SPED 566B Field Experience II (K-12) (1)

The practicum covers an 18-week period of time for 2 units of credit. Track A students complete two consecutive terms for a minimum of 45 hours of field experience completed during each term. Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, awareness of procedures of parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 535 and SPED 540*

SPED 571 Student Teaching I (K-8) (9)

Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite TEP 570*

SPED 574 Literacy and Reading Instruction for Students with Moderate to Severe Disabilities (3)

This course addresses the components of literacy for all children including English-language learners. Candidates study current reading research, assessment, instructional strategies, and activities. The emphasis is on research and practice (i.e., content and pedagogy). Diagnostic, differentiated instruction and applications for the RICA exam are also addressed.

SPED 575A Clinical Practice I (Contract Teaching, K-12) (1)

Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

SPED 575B Clinical Practice II (Contract Teaching, K-12) (1)

Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Corequisite SPED 575A*

SPED 576A Clinical Practice I (Student Teaching, K-12) (1)

Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild to Moderate Disabilities K-12 Specialist Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Student must turn in application and be cleared prior to student teaching and successfully complete program requirements: RICA, Certificate of Clearance, U.S. Constitution, Subject Matter, EDUC 504, EDUC 572, and SPED 566A/B*

SPED 576B Clinical Practice II (Student Teaching, K-12) (1)

Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild to Moderate Disabilities K-12 Specialist Credential. Applications for

enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Student must turn in application and be cleared prior to student teaching and successfully complete program requirements: RICA, Certificate of Clearance, U.S. Constitution, Subject Matter, EDUC 504, EDUC 572, and SPED 566A/B*

SPED 581 Historical and Philosophical Perspectives of Disabilities Studies (3)

This course explores and analyzes the key definition of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience. A diverse set of current research articles on disability studies is analyzed to serve as examples and raise questions about how different research topics have been addressed and might be used to stimulate future studies. The course considers how civil rights, human rights, self-determination, social policy, and participative action research influence disability studies. *Prerequisite: SPED 582*

SPED 582 Theories of Learning and Research in Disabilities Studies (3)

This advanced course enables candidates to become more informed consumers and designers of empirical research. Qualitative, quantitative, and mixed-method approaches to designing and collecting data are examined within the context of the special education discipline. This course is the second of four core course requirements for the master's degree program in special education. This course develops knowledge and skills in educational research and inquiry. The candidate chooses a research method and begin to frame the research in order to continue with the research process for the next core requirement.

SPED 583 Current Trends in Curriculum and Disabilities Studies (3)

This course explores and analyzes the key definition of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience. A diverse set of current research articles in disability studies is analyzed to serve as examples and raise questions about how different research topics have been addressed and might be used to stimulate future studies. The course considers how civil rights, human rights, self-determination, social policy, and participative action research influence disability studies.

SPED 584A Guided Research Project: Procedures (3)

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 584B Guided Research Project: Findings (3)

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 585A Clinical Practice/Seminar for Moderate to Severe Disabilities I (Contract Teaching) (2)

Students with moderate to severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During Clinical Practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs. These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate to severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning

instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 585B Clinical Practice/Seminar for Moderate to Severe Disabilities II (Contract Teaching) (1)

Students with moderate to severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During Clinical Practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs. These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate to severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586A Clinical Practice/Seminar for Moderate to Severe Disabilities I (Student Teaching) (2)

Students with moderate to severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During Clinical Practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs. These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate to severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586B Clinical Practice/Seminar for Moderate to Severe Disabilities II (Student Teaching) (1)

Students with moderate to severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During Clinical Practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs. These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate to severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

Gifted and Talented Education

TEG 500 Introduction to Curriculum and Instruction in Gifted and Talented Education (3)

Teaching gifted and talented students, in either the inclusive classroom or the GT cluster class, represents significant challenge due to the varied types of gifts with which students arrive. This course provides an introduction to GATE instructional practices, including GATE differentiation techniques (e.g., acceleration, novelty, depth and complexity), the icons of depth and complexity, multiple intelligence learning centers, enrichment models, curriculum compacting, and other useful introductory GATE practices for classroom use. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

TEG 501 Identification and Characteristics of Gifted and Talented Students (3)

This course provides an introduction to GATE, with a focus on identification issues (including disparities in identification of specific ethnic and low socio-economic subgroups) and characteristics of gifted and talented learners, history of gifted and talented education, as well as an introductory study of the various IQ tests and other identification instruments in use. The course studies the current relevant educational codes in use, and focuses on the use of multiple measures in GATE identification. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

TEG 502 Introduction to Curriculum and Instruction in Gifted and Talented Education (3)

This course provides more advanced GATE instructional practices and techniques, including an in-depth study of current practices in parallel curriculum planning, collaborative, cross-curricular plan, and implementation of higher order instructional thematic units appropriate to gifted and talented learners. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth. *Prerequisite: TEG 500*

TEG 503 Teaching the Creatively Gifted and Talented Child (3)

This course emphasizes the characteristics, needs, and appropriate education of creatively gifted individuals, as well as identification techniques and current research related to the same. In addition, this course addresses classroom applications of creative and critical thinking skills and the infusion of problem solving across the curriculum.

TEG 504 Organization and Leadership in Gifted and Talented Programs (3)

GATE program development and evaluation require an understanding of issues in identification, differentiation, non-traditional aspects of giftedness, law, funding and organization. This course serves as an introduction to GATE program development, implementation, and evaluation, and can be viewed as bridging all previous courses in the GT certification program. *Prerequisites: TEG 500, 501, 502*

TEG 505 Supporting the Emotional Needs of Gifted and Talented Learners (3)

This course addresses the distinct social, emotional, and educational needs of the gifted, with a particular attention to diverse populations and issues related to the gifted at-risk and underachieving gifted. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

Teacher Education**TEP 500 Special Topics in Education (1-3)**

NOTE: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.

TEP 505 Educational Foundations and Classroom Experiences (K-8) (3)

This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by intern teachers. *Prerequisite: admission to Multiple-Subject or Special Education Credential Program; Multiple-Subject corequisites: TEP 515 and TEP 565A*

TEP 506 Educational Foundations and Classroom Management (K-8) (3)

This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by students in fieldwork. *Prerequisite: admission to Multiple-Subject or Special Education Credential Program; Multiple-Subject corequisites: TEP 516 and TEP 566A*

TEP 507 Educational Foundations and Classroom Experiences (7-12) (3)

This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by intern teachers. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 517 and TEP 567A*

TEP 508 Educational Foundations and Classroom Management (7-12) (3)

This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by students in fieldwork. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 518 and TEP 568A*

TEP 515 Clinical Experiences in Teaching Reading and Writing (K-8) (3)

This course offers intensive instruction in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 505 and TEP 565A*

TEP 516 Methods of Teaching Reading and Writing (K-8) (3)

This course offers intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content stands. Modifications for

teaching special needs students, including second language learners are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 506 and TEP 566A*

TEP 517 Clinical Experiences in Teaching Reading and Writing (7–12) (3)

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and includes explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students including student with varied reading levels and language backgrounds. *Prerequisites: admission to Single-Subject Credential Program; corequisites: TEP 507 and TEP 567A*

TEP 518 Methods of Teaching Reading and Writing (7–12) (3)

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for 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 525 Clinical Experiences in Teaching Mathematics (K–8) (3)

This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 535 and TEP 565B*

TEP 526 Methods of Teaching Mathematics (K–8) (3)

This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 536 and TEP 566B*

TEP 527 Clinical Experiences in Teaching Strategies (7–12) (3)

Strategies for the secondary teacher introduced in this class include: lesson planning, multiple models of instruction, classroom and time management practice, and integration of multiple intelligences research. Cooperative learning theory and practices commonly used in secondary schools are explored as a primary model of instruction. Students investigate and respond to current popular media portrayals of teachers and teaching methods in theater, films, television, and/or the popular press, with an intent to understand the stereotypes and myths that surround the role of a teacher. Students have opportunities to plan instructional experiences, deliver instructions, and reflect upon the theory-to-practice, fantasy-to-reality experience of becoming a teacher. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 557 and TEP 567B*

TEP 528 Teaching Strategies (7–12) (3)

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 535 Clinical Experiences in Teaching Science (K–8) (3)

This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science applications. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 525 and TEP 565B*

TEP 536 Methods of Teaching Science (K–8) (3)

This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science applications. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 526 and TEP 566B*

TEP 545 Clinical Experiences with Integrating the Humanities (K–8) (3)

This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisite: TEP 575B*

TEP 546 Methods of Integrating the Humanities (K–8) (3)

This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. *Prerequisite: admission to Multiple-Subject Credential Program; corequisite: TEP 576B*

TEP 547 Clinical Experiences in Curriculum and Assessment (7–12) (3)

Practice models of curriculum planning and student assessment are investigated in this course. Curriculum planning includes development of extended, multi-lesson units, and thematic and cross-content integrated units. An integrated, 10-lesson thematic unit is developed in small groups. Students practice integrating three different content areas, planning, and presenting their final collaborative project. Formal and informal assessment methods are explored and applied to lesson delivery, unit assessment, and teaching to academic content standards and frameworks. Authentic assessment, rubrics, portfolio assessment, and assessment practices for multimedia projects are discussed. Current secondary standardized testing is examined. *Prerequisite: admission to Single-Subject Credential Program; corequisites: EDUC 405, EDUC 504, and TEP 577A*

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 555 Clinical Experiences in Teaching English Language Learners (K–8) (3)

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies

(SDAIE), and focusing on acquisition of all related contents areas.

Prerequisite: admission to Multiple-Subject Credential Program; corequisites: EDUC 405, EDUC 504, and TEP 575A

TEP 556 Methods of Teaching English Language Learners (K–8) (3)

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas.

Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 576A and TEP 586

TEP 557 Clinical Experiences in Teaching English Language Learners (7–12) (3)

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies that will help students attain content-area literacy in the single-subject credential program. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical thinking skills. An introduction to principles of language in first- and second-language acquisition, and practice in using SDAIE and ELD strategies form a portion of class content. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 527 and TEP 567B*

TEP 558 Methods of Teaching English Language Learners (7–12) (3)

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single-subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 528 and TEP 568B*

TEP 565A Field Experience I (K–8) (1)

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: Multiple-Subject students TEP 505 and TEP 515*

TEP 565B Field Experience II (K–8) (1)

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Multiple-Subject Credential Program and TEP 565A; corequisite: Multiple-subject students TEP 525 and TEP 535*

TEP 566A Field Experience I (K–8) (1)

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisites: admission to Multiple-Subject Credential Program, TEP 506, and TEP 516*

TEP 566B Field Experience II (K–8) (1)

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 40 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisites: admission to Multiple-Subject Credential Program and TEP 566A; corequisites: Multiple-subject TEP 526 and TEP 536; special education students, please see advisor for corequisites*

TEP 567A Field Experience I (7–12) (1)

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 507 and TEP 517*

TEP 567B Field Experience II (7–12) (1)

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: admission to Single-Subject Credential Program and TEP 567A; corequisites: TEP 527 and TEP 557*

TEP 568A Field Experience I (7–12) (1)

This course offers 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 570 Student Teaching Seminar (K–8) (3)

The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Prerequisite: Student must turn in application and be cleared prior to student teaching.*

TEP 571 History and Philosophy of U.S. Education (3)

This core course is designed to prepare candidates with an advanced-level understanding of the history and philosophy of education in the United States. Various approaches to historical developments and educational philosophy are examined. The focus is on the convergence of theory to classroom practices and ultimately to student achievement.

TEP 573 21st-Century Teaching and Learning Theories (3)

This core course is designed to prepare candidates with an advanced-level understanding of learning theory. Various approaches to historical and contemporary learning are examined. The focus is on the convergence of theory to classroom practices and ultimately to student achievement. *Prerequisite: Completion of a Preliminary Teacher Credentialing Program*

TEP 575A Clinical Practice I (Contract Teaching, K–8) (1)

Credit is given for a nine-week term in Fall I or Spring I (TEP 575A) or Fall II or Spring II (TEP 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: Student must turn in application and be cleared prior to intern teaching.*

TEP 575B Clinical Practice II (Contract Teaching, K–8) (1)

Credit is given for a nine-week term in Fall I or Spring I (TEP 575A) or Fall II or Spring II (TEP 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Multiple-Subject Credential Program and TEP 575A; corequisite: TEP 545*

TEP 576A Clinical Practice I (Student Teaching, K–8) (2)

Students complete a semester of full-time, supervised student teaching in appropriate public school K–8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements

are recommended for the SB 2042 Preliminary Multiple-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: admission to Multiple-Subject Credential Program; student must submit application and be cleared prior to student teaching; corequisites: TEP 556 and TEP 586*

TEP 576B Clinical Practice II (Student Teaching, K–8) (2)

Students complete a semester of full-time, supervised student teaching in appropriate public school K–8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: admission to Multiple-Subject Credential Program and TEP 576A; corequisite: TEP 546*

TEP 577A Clinical Practice I (Contract Teaching, 7–12) (1)

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single-subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Single-Subject Credential Program; student must submit application and be cleared prior to intern teaching; corequisites: EDUC 504 and TEP 547*

TEP 577B Clinical Practice II and Seminar (Contract Teaching, 7–12) (1)

Credit is given for a nine-week term in Fall II or Spring II, of full-time supervised intern teaching in public schools as an intern teacher under contract. With permission granted by the single-subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. **The contracted teachers attend a mandatory seminar during TEP 577B to complete the California Commission on Teacher Credentialing requirements for the final Teacher Performance Assessment.** *Prerequisites: admission to Teacher Education Program; and TEP 577A; corequisite: EDUC 572*

TEP 578A Clinical Practice I (Student Teaching, 7–12) (2)

Students complete a semester of full-time, supervised student teaching in appropriate public school 7–12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: admission to Single-Subject Credential Program; student must submit application and be cleared prior to student teaching; corequisite: TEP 548*

TEP 578B Clinical Practice II (Student Teaching, 7–12) (2)

Students complete a semester of full-time, supervised student teaching in appropriate public school 7–12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: admission to Single-Subject Credential Program and TEP 578A; corequisite: TEP 588*

TEP 580 Student Teaching Seminar (7–12) (3)

The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Prerequisite: Student must turn in application and be cleared prior to student teaching.*

TEP 581 Brain Research and Learning: Using Brain Research to Improve Teaching and Learning (3)

This course examines current research on the brain, cognition, and memory. Students learn brain physiology, functions, and processes, and how they can be leveraged to improve instruction. Brain-based learning styles and models are examined for classroom application and provide perspective on how students make meaning. *Prerequisite: Completion of a Preliminary Teacher Credentialing Program*

TEP 582 Educational Psychology and Human Development in P–12 Education (3)

This course examines the major theories of human development and learning, motivation, instructional strategies, assessment, and examines similarities and differences in learners. The role of factors in the students' learning and development is considered. This course familiarizes students with the integrative aspects of the human lifespan important to educational psychology with emphasis on stages of development in early childhood through adolescence. Students become knowledgeable about the educational theories that shape teaching and learning in schools. *Prerequisite: Completion of a Preliminary Teacher Credentialing Program*

TEP 585 Intern Teaching Seminar (K–8) (3)

This seminar addresses challenges and questions common among new teachers in K–8 classrooms in a collegial environment and addresses individual concerns. Issues include, but are not limited to, classroom management, effective curriculum and lesson development, usage of state frameworks and academic standards, identification of learning strategies for special needs students and English language learners, California School Law, and the application of technology as a teaching and learning tool.

TEP 586 Student Teaching Seminar (K–8) (3)

The purpose of the seminar is to discuss problem common to student teachers in K–8 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisite: admission to Multiple-Subject Credential Program. A school placement for student teaching is required for enrollment. This course is only for students who have a applied and been cleared for student teaching prior to the beginning of this class; corequisites: TEP 556 and TEP 576A*

TEP 587 Intern Teaching Seminar (7–12) (3)

This seminar discusses problems common to interns in 7–12 classrooms, addresses individual concerns, and readdresses legal issues. Extensive use is made of outside resources. *Prerequisites: Students must be admitted to Teacher Education and Single-Subject Credential programs. Interns must have applied and been cleared prior to the beginning of this class. Corequisites for Single-Subject Credential students: TEP 577B; classroom including English Language Learners*

TEP 588 Student Teaching Seminar (7–12) (3)

The purpose of the seminar is to discuss problems common to student teachers in 7–12 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisites: Students must be admitted to the Teacher Education and Single-Subject Credential programs. A school placement for student teaching is required for enrollment. This course is offered for students who have applied and have been cleared for student teaching prior to the beginning of this class. Corequisite for Single-Subject Credential students: TEP 578B*

TEP 589 Introduction to Research for the P–12 Educational Setting (3)

This course focuses on methods and techniques of educational research with specific focus on research methods frequently used in teacher education. Candidates are exposed to a variety of quantitative and qualitative research designs, data collection protocols, and data analysis methods. An analysis of the research process is undertaken with special focus on research design, implementation, and consumption of finished research.

SCHOOL OF MUSIC

Master of Music in Composition 223
Master of Music in Conducting 223
Master of Music in Performance 223
Master of Music Education 223



School of Music

Faculty

*Interim Dean, and Associate Professor: Don Neufeld, M.A.
Chair, Graduate Programs; and Professor: Dennis Royse, Ph.D.*

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

Director of Keyboard; and Assistant Professor: Joel Clift, DMA

Director of Strings: Charles Stegeman, M.M.

Director of Vocal Studies; and Instructor: Patricia Edwards, M.M.

*Director of Graduate Music Education and Winds/Brass;
and Professor: Donavon Gray, DMA*

Professors: Robert Sage, DMA; Phil Shackleton, DMA

*Associate Professors: David Beatty, M.M.; Kimasi Browne, Ph.D.;
Melanie Galloway, DMA*

*Assistant Professors: Claire Fedoruk, DMA; David Hughes, DMA;
Alexander Russell, M.M.; John Sutton, DMA*

Instructor: Michelle Jensen, M.M.

Staff

Executive Assistant to the Dean: Joy Oxley

Administrative Assistant: Pamela Curtis

Receptionist: Colleen Kuhns

Director of Marketing and Concert Administration: Robert Brigham II

Programs Offered

- Master of Music in Composition
- Master of Music in Conducting
- Master of Music in Performance
- Master of Music Education

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Music is accredited by the National Association of Schools of Music (NASM).

For more detailed information about the School of Music, please visit www.apu.edu/music/.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete. (See the “Graduate Admission to the University” section of this catalog). Additionally, all music applicants must complete an entrance exam.

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

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

Mission Statement

The graduate program in the School of Music offers a Master of Music in Conducting, Performance, Music Education, and Composition. Merging classical and contemporary musical training within a Christian academic setting, these programs prepare individuals for advanced studies or for success in their chosen careers.

Advisory Note

Courses are scheduled so that the program can be completed in two years. A maximum of eight years is allowed for the completion of the degree.

Experiential Learning

The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs. Domestic and international graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers) while completing their degree.

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

Master of Music in Composition

The Master of Music in Composition prepares musicians for professional careers in the specialized and competitive field of composition and arranging.

Degree Requirements

Core Courses	15 units
GMUS 500 Introduction to Graduate Music Program	3
GMUS 501 Seminar in Music History I	3
GMUS 502 Seminar in Music History II	3
GMUS 503 Advanced Analysis of Form and Style	3
GMUS 509 Conducting I (Choral)	3
— or —	
GMUS 510 Conducting II (Instrumental)	3

Additional Courses	17 units
GMUS 504 Advanced Orchestration	3
GMUS 505 Advanced Arranging	3
GMUS 520/521/522/523 Applied Instruction I-IV	8
GMUS 544 Music Technology Seminar	3
Electives or Piano*	4
Composition Recital	N/C
Total	36 units

*Students with adequate skills as determined by entrance exam may take electives other than piano.

Master of Music in Conducting

The Master of Music in Conducting prepares musicians for professional careers in the specialized and competitive field of conducting.

Degree Requirements

Core Courses	15 units
GMUS 500 Introduction to Graduate Music Program	3
GMUS 501 Seminar in Music History I	3
GMUS 502 Seminar in Music History II	3
GMUS 503 Advanced Analysis of Form and Style	3
GMUS 509 Conducting I (Choral)	3

Additional Courses Required for the Master of Music in Conducting	21 units
GMUS 504 Advanced Orchestration	3
GMUS 505 Advanced Arranging	3
GMUS 510 Conducting II (Instrumental)	3
GMUS 511 Conducting III (Applied Lessons)	3
GMUS 512 Conducting IV (Applied Lessons)	3
GMUS 542 Vocal Techniques	2
Graduate Recital	N/C
Electives*/^	4
Total	36 units

Master of Music in Performance

The Master of Music in Performance allows specialization in several areas including instrumental performance, piano and organ performance, vocal performance, and keyboard collaborative arts.

Degree Requirements

Core Courses	15 units
GMUS 500 Introduction to Graduate Music Program	3
GMUS 501 Seminar in Music History I	3
GMUS 502 Seminar in Music History II	3

GMUS 503 Advanced Analysis of Form and Style	3
GMUS 509 Conducting I (Choral)	3
— or —	
GMUS 510 Conducting II (Instrumental)	3

Additional Courses Required for the Master of Music in Performance

Piano and Organ	15 units
GMUS 520/521/522/523 Applied Instruction I-IV	8
GMUS 524 Keyboard Literature	2
GMUS 525 Chamber Ensemble	2
Electives*/^	3
Graduate Recital	N/C
Total	30 units
Vocal	17 units
GMUS 530/531/532/533 Applied Voice	8
GMUS 534 Vocal Literature	2
GMUS 542 Vocal Techniques	2
GMUS 588 Ensemble	1
GMUS 589 Ensemble	1
Electives*/^	3
Graduate Recital	N/C
Total	32 units

*Private lessons taken for elective units require an additional fee.

^Elective courses may be selected from any of APU's graduate programs with the approval of the graduate chair. Classes must be numbered 500 or higher.

Instrumental	15 units
GMUS 520/521/522/523 Applied Instruction I-IV	8
GMUS 525 Chamber Ensemble	2
GMUS 526 Fingerboard Harmony (guitar only)	2
GMUS 588 Ensemble	1
GMUS 589 Ensemble	1
Electives*/**/^	1 or 3
Graduate Recital	N/C
Total	30 units

Keyboard Collaborative Arts	17 units
GMUS 520/521/522/523 Applied Instruction I-IV	8
GMUS 525 Chamber Ensemble	2
GMUS 550 Vocal Collaboration for Pianists	2
GMUS 551 Instrumental Collaboration for Pianists	2
Electives	3
Total	32 units

*Private lessons taken for elective units require an additional fee.

**One unit of elective credit for Guitar; three units for all others.

Master of Music Education

The Master of Music Education broadens the scope and increases the expertise of current teaching professionals and those training as school music specialists.

Degree Requirements

Core Courses	21-24 units
GMUS 500 Introduction to Graduate Music Program	3
GMUS 501 Seminar in Music History I	3
GMUS 502 Seminar in Music History II	3
GMUS 503 Advanced Analysis of Form and Style	3
GMUS 513 Philosophical and Psychological Foundations of Music Education	2

GMUS 514 Issues in Music Classroom Pedagogy	2
GMUS 516 Social and Historical Foundations of Music Education	2
GMUS 590 Directed Research*	1-4
GMUS 591 Thesis	2

Additional Courses Required for the Master of Music Education with Choral Emphasis

	12 units
GMUS 505 Advanced Arranging	3
GMUS 509 Conducting I (Choral)	3
GMUS 517 Seminar in Choral Pedagogy	2
Electives^	4

Additional Courses Required for the Master of Music Education with Instrumental Emphasis

	12 units
GMUS 504 Advanced Orchestration	3
GMUS 510 Conducting II (Instrumental)	3
GMUS 515 Seminar in Instrumental Pedagogy	2
Electives^	4

Total **33 units**

*One unit may be taken each semester until completion of degree.

^Elective courses may be selected from any of APU's graduate programs with the approval of the graduate chair. Classes must be numbered 500 or higher.

Course Descriptions

GMUS 500 Introduction to Graduate Music Program (3)

Students survey and examine various research methods and fields of research in music. Students are introduced to the sources available for music research and writing found in local libraries and on the Internet. An emphasis is placed on practical areas of musical knowledge as related to specific topics outlined by the professor.

GMUS 501 Seminar in Music History I (3)

This course offers a survey of performance styles and literature, both choral and instrumental. *Prerequisite: GMUS 500*

GMUS 502 Seminar in Music History II (3)

This course offers a continuing survey of musical styles and literature, both choral and instrumental. Special emphasis is placed on techniques of authentic performance. *Prerequisite: GMUS 500*

GMUS 503 Advanced Analysis of Form and Style (3)

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation. *Prerequisite: MUS 427 or equivalent*

GMUS 504 Advanced Orchestration (3)

Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings, are offered. The course concentrates on using scoring knowledge as a conductor and on practical writing techniques. *Prerequisite: MUS 423 or equivalent*

GMUS 505 Advanced Arranging (3)

This course is designed to enhance skills in arranging music for performance. Emphasis is placed on choral arranging. *Prerequisite: MUS 421 or equivalent*

GMUS 509 Conducting I (Choral) (3)

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

GMUS 510 Conducting II (Instrumental) (3)

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

GMUS 511 Conducting III (Applied Lessons) (3)

Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

GMUS 512 Conducting IV (Applied Lessons) (3)

Students study privately with an instructor in preparation for their conducting recital.

GMUS 513 Philosophical and Psychological Foundations of Music Education (2)

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

GMUS 514 Issues in Music Classroom Pedagogy (2)

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515 Instrumental Pedagogy (2)

Students survey method books and repertoires appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

GMUS 516 Social and Historical Foundations of Music Education (2)

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 517 Seminar in Choral Pedagogy (2)

The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

GMUS 520 Applied Instruction I (2)

Individual instruction in an instrument or composition is given in this course. Additional fee required. *Prerequisite: Admission to the graduate program or instructor's permission*

GMUS 521 Applied Instruction II (2)

Individual instruction in an instrument or composition is given in this course. Additional fee required. *Prerequisite: GMUS 520*

GMUS 522 Applied Instruction III (2)

Individual instruction in an instrument or composition is given in this course. Additional fee required. *Prerequisite: GMUS 521*

GMUS 523 Applied Instruction IV (2)

Individual instruction in an instrument or composition is given in this course. Additional fee required. *Prerequisite: GMUS 522*

GMUS 524 Keyboard Literature (2)

Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525 Chamber Ensemble (2)

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

GMUS 526 Fingerboard Harmony (2)

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar. *Prerequisite: Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music*

GMUS 527 Guitar Ensemble (1)

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 530 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: admission to the graduate program in vocal performance or instructor's permission*

GMUS 531 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: GMUS 530*

GMUS 532 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: GMUS 531*

GMUS 533 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: GMUS 532*

GMUS 534 Vocal Literature (2)

Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 542 Vocal Techniques (2)

Students study the techniques of good vocal production, especially as they apply to the role of the choral conductor and teacher.

GMUS 543 Seminar in Music Education (3)

In this advanced course, students consider the historical foundations of music education and the major trends in its development. The overall objectives of music education are studied and attention is given to improvement of teaching at all levels. Students' problems receive special attention. This course is offered as needed.

GMUS 544 Music Technology Seminar (3)

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system. *Prerequisites: MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent*

GMUS 550 Vocal Collaboration for Pianists (2)

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

GMUS 551 Instrumental Collaboration for Pianists (2)

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

GMUS 561 History of Congregational Song (2)

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

GMUS 562 Survey of Contemporary Worship Styles (2)

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

GMUS 563 Introduction to Technology and Worship (2)

This course is an introduction to the history, theology, philosophy and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565 Aesthetics of Worship (2)

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

GMUS 567 Arranging: Choral and Instrumental (2)

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

GMUS 588 Ensemble (1)

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

GMUS 589 Ensemble (1)

This course is a continuation of GMUS 588.

GMUS 590 Directed Research (1-4)

Individualized assistance in researching materials for the thesis is given in this course.

GMUS 591 Thesis (2)

SCHOOL OF NURSING

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School of Nursing Programs Offered

Faculty

Dean and Professor: Aja Tulleners Lesh, Ph.D., RN, NP

Associate Dean and Associate Professor:
Renee Pozza, Ph.D., RN, CNS, FNP-BC

Chair of Graduate Programs and Professor:
John A. Doyle, Ph.D., MFCC

Associate Chair of Ph.D. Program and Professor:
Vivien Dee, DNSC, FAAN, RN

Associate Chair of Master's Program and Assistant Professor:
Bonita Huiskes, Ph.D., RN

Chair of Second Degree Programs: TBA

Professors:

Lina Kurdahi Badr, DNSc, PNP, FAAN, RN;

Connie Brehm, Ph.D., FNP, RN;

Cheryl Westlake Canary, Ph.D., RN, CNS;

David Colachico, Ph.D.;

Felicitas dela Cruz, DNSc, FAANP, RN;

Elaine Goehner, Ph.D., RN;

Major L. King, Ph.D., RN;

Sheryl Tyson, Ph.D., RN, CNS;

Leslie Van Dover, Ph.D., RN

Associate Professor:

Marie Fongwa, Ph.D., RN

Assistant Professors:

Pamela Cone, Ph.D., RN;

Shirley Farr, MSN, RN;

Linda Hansen-Kyle, Ph.D., RN;

Beth Moore, MSN, PNP, RN;

Sheryl Nespor, MSN, RN;

Annie Odell, Ph.D., RN, FNP;

Laurel Owen, MSN, RN, CNS;

Jane Pfeiffer, MSN, RN;

Bulaporn Shah, Ph.D., RN

Instructors:

James Adams, MSN, RN;

Cheryl Boyd, MSN, RN;

Bridgette Nario, MSN, RN;

Sarah Obermeyer, MSN, RN, CNM, WHNP

Lecturer:

Margaret Brady, Ph.D., RN, PNP

Professor Emeriti:

Barbara Artinian, MSN, RN;

Rose Liegler, Ph.D., RN

The School of Nursing offers pathways to the Master of Science in Nursing, post-master's credential programs in several areas, and a Doctor of Philosophy in Nursing.

1. *BSN to Master of Science in Nursing Program* – for those who have completed a bachelor's degree in nursing

- Total units for Adult or Parent-Child Clinical Nurse Specialist (CNS) Specialty is 38–40.
- Total units for Adult Nurse Practitioner (ANP) Specialty is 42–44.
- Total units for Family Nurse Practitioner (FNP) Specialty is 44–46.
- Total units for Pediatric Nurse Practitioner (PNP) Specialty is 42–44.
- Total units for Psychiatric Mental Health (PMHNP) Specialty is 52–54.
- Total units for combined Adult Clinical Nurse Specialist (CNS) and Adult Nurse Practitioner (ANP) Specialty is 54–56.
- Total units for combined Parent-Child Clinical Nurse Specialist (CNS) and Pediatric Nurse Practitioner (PNP) Specialty is 58–60.
- Total units for Parish Nursing (PN) Specialty is 38–40.

2. *Combined School Nurse Services Credential Program and Master of Science in Nursing (School Nursing)*

- Total units for School Nurse Services Credential (nondegree program) is 29.

To complete the credential and a Master of Science in Nursing degree:

- Total units for School Nurses Services Credential + MSN School Nursing is 41–43.
- Total units for School Nurses Services Credential + Pediatric Nurse Practitioner is 54–56.
- Total units for School Nurses Services Credential + Family Nurse Practitioner is 60–62.

3. *B.A. or B.S. to Master of Science in Nursing Program (Second Careers and Nursing - S.C.A.N.)* – for those who have no nursing education, but have a B.A. or B.S.

- Total prelicensure units is 69.
- Post-licensure units to complete the MSN depend on the clinical specialty chosen by the students – may range from 38 for Adult or Parent-Child CNS without thesis to 53 for School Nurse Services Credential + FNP with thesis.

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

4. *Post-master's Nursing Credential programs in Adult Clinical Nurse Practitioner, Parent-Child, Parish Nursing, Family Nurse Practitioner, Adult Nurse Practitioner, Pediatric Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Nursing Administration, and Nursing Education* – for nurses who have already completed a master's degree in nursing
5. *Doctor of Philosophy in Nursing Program*

The Ph.D. in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The coursework for the Ph.D. in Nursing consists of 52 units beyond the Master of Science in Nursing, with an additional 12 units for dissertation research. Please see Doctor of Philosophy in Nursing elsewhere in this catalog for full program information.

The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high-quality program. In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete the graduate program, beginning from the date of initial enrollment in the specific degree program.

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- The School of Nursing's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the California Board of Registered Nursing.

For more detailed information about the School of Nursing, please visit www.apu.edu/nursing/.

Admission

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

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

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

Master of Science in Nursing

Nationally accredited, the Master of Science in Nursing Program prepares students in advanced theory and practice in a specialized clinical area of nursing. Graduate students are prepared to assume functional advanced practice roles as adult or parent-child clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, pediatric nurse practitioners, or school nurses, and may elect an additional emphasis in administration or education. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing.

Students have the opportunity to practice as clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, pediatric nurse practitioners, or school nurses, in a variety of health care settings.

Mission Statement

The School of Nursing offers a Master of Science in Nursing and credential programs to prepare nurses for advanced practice roles. The curriculum for these programs reflects the School of Nursing mission, philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education, the California State Board of Registered Nursing, and the State of California Commission on Teacher Credentialing. Graduates are eligible to apply for state certification or credential in their specialties and may write national certification examinations where these are offered through specialty boards.

Program Outcomes

A graduate of the Master of Science in Nursing Program:

- Synthesizes knowledge from theory and research to evaluate its applicability to professional nursing practice and health policy.
- Evaluates delivery of health care to individuals, families, and communities based on a theoretical frame of reference.
- Demonstrates competence in an advanced nursing role incorporating consultation, leadership, management, and teaching in a specialized area of nursing practice.
- Utilizes the research process to improve health care and contribute to the body of nursing knowledge.
- Applies bioethical and spiritual concepts in nursing practice and health policy.
- Articulates how the basic tenets of the Christian faith inform nursing practice.
- Provides spiritual care with an understanding of the influential elements of one's own spiritual formation and beliefs.

Transfer of Credits

At admission only, 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Transfer units may not exceed 20 percent of the units required for the master's degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

Additional Requirements

During the admission process for the BSN to Master of Science in Nursing Program, or the School Nurse Services Credential Program plus Master of Science in Nursing, a review of academic transcripts is performed to assess whether or not the applicant has completed the prerequisite courses listed below. Students must complete the following prerequisite courses as part of their MSN before continuing to advanced practice courses (e.g., take undergraduate health assessment before advanced health assessment; take applied statistics and a nursing research course before the advanced practice research course).

Prerequisite Courses for MSN

UNRS 220	Health Assessment	3
UNRS 325	Nursing Research	2
UNRS 367	Pathophysiology	3
GNRS 546	Theory and Practice in Health Care Systems in the Community	6
GNRS 547	Nursing Leadership in Acute-Care Settings	6
PSYC 350	Applied Statistics (community college credit not accepted)	3
Total		23 units

At the beginning of clinical coursework, including health assessment labs, the student is required to provide documentation concerning CPR certification, malpractice insurance, TB screening, and immunizations appropriate to the clinical setting.

The student's health status must permit him/her to safely undertake and complete clinical experience required for the degree.

As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his own health status, including an assessment of the safety and appropriateness of practice in the clinical context, both for the student and the patient. An individual faculty member may require documentation of the student's health status.

In light of recent statements from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and contracted facilities, the School of Nursing now requires that all undergraduate and graduate students undergo a background check prior to their involvement at clinical sites. The cost of the background check is the responsibility of the student and is included in the lab fees for UNRS 105 and GNRS 511 or 512, or at the first clinical course if entering 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.

MSN Program Requirements

For the Master of Science in Nursing, the following are required of graduate students:

Academic Core Courses		10 units
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 508A	Research and Theory in Advanced Nursing Practice	4
Advanced Practice Core Courses		11 units
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)
– or –		
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

Advanced Practice Specialty Courses

In addition to the academic core and advanced practice core courses, students select their clinical focus in one of the advanced practice clinical specialties – Adult Clinical Nurse Specialist (CNS), Parent-Child Clinical Nurse Specialist, Parish Nursing (PN), Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Combined Adult CNS and Adult Nurse Practitioner (ANP), Combined Parent-Child CNS and Pediatric Nurse Practitioner (PNP), School Nursing (SN), or School Nursing (SN) + Pediatric Nurse Practitioner (PNP) or Family Nurse Practitioner (FNP). Students work closely with faculty and clinical preceptors to learn theory and practical skills essential for their advanced practice roles.

Please see below for the descriptions of the advanced practice clinical specialties, the number of course units required for that specialty, and the specialization option courses for each.

Concluding Courses	1–3 units
GNRS 514 Research Proposal Writing (required for thesis)	2
GNRS 597 Comprehensive Exam	1
GNRS 598 Directed Study/Thesis*	1

Total Units by Clinical Specialty Program

Adult CNS or Parent-Child CNS	38–40
ANP	42–44
FNP	44–46
PNP	42–44
CNS+ANP	54–56
CNS+PNP	58–60
PN	38–40
PMHNP	52–54
School Nursing	41–43
School Nursing+PNP	54–56
School Nursing+FNP	60–62

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Elective Courses

Students may select additional elective courses to support their programs of study as directed by faculty. In addition, if desired, students may elect an emphasis in administration or education.

MSN Specialty Tracks

Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Clinical Nurse Specialist (CNS) in Adult or Parent-Child Nursing allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. The student learns the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as Clinical Nurse Specialists (CNS), and those who complete the adult- or pediatric-focused Parent-Child Nursing track may apply for a national credential through examination by the American Nurses Credentialing Center (ANCC).

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses **10 units**

Advanced Practice Core Courses **11 units**

Advanced Practice Specialty Courses **12 units**

GNRS 520	Theory and Practice in Adult Nursing	6 (2/4)
– or –		
GNRS 521	Clinical Specialization in Nursing Care of Adults	6 (2/4)
– and –		
GNRS 530	Theory and Practice in Parent-Child Nursing	6 (2/4)
– or –		
GNRS 531	Clinical Specialization in Parent-Child Nursing	6 (2/4)
Specialization Option Courses 4 units		
GNRS 540	Care Management	2 (2/0)
– and –		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
– or –		
GNRS 593	Psychosocial PHC of the Adult and Aging Family	4 (2/2)
– or –		
GNRS 589	Adolescent Health Care	4 (2/2)

Concluding Courses **1–3 units**

GNRS 597	Comprehensive Exam	1
– or –		
GNRS 598	Thesis*	1
GNRS 514	Research Proposal Writing* (required for thesis)	2

Total Required for the Clinical Nurse Specialist (CNS) **38–40 units**

The CNS includes 11 clinical units equalling 528 clinical hours.

Units shown in parentheses are theory units/clinical units.

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Adult Nurse Practitioner (ANP)

This specialty program prepares students to be nurse practitioners for patients across the adult years. The program prepares graduates for certification by the state of California and provides preparation for ANP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation and research. A post-master's credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses	10 units
Advanced Practice Core Courses	11 units
Advanced Practice Specialty Courses	20 units
GNRS 591 Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B Primary Health Care Clinical Practicum 2	(0/2)
GNRS 593 Psychosocial PHC of the Adult and Aging Family	4 (2/2)
GNRS 540 Care Management	2 (2/0)
GNRS 541 Clinical Practicum in Care Management	2 (0/2)
Specialization Option Courses	No requirement
Concluding Courses	1–3 units
GNRS 597 Comprehensive Exam	1
– or –	
GNRS 598 Thesis*	1
GNRS 514 Research Proposal Writing* (required for thesis)	2
Total Required for the Adult Nurse Practitioner (ANP)	42–44 units

The ANP includes 12 clinical units equalling 576 clinical hours. Units shown in parentheses are theory units/clinical units.

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Family Nurse Practitioner (FNP)

This specialty program prepares students to be nurse practitioners for patients across the human lifespan. The program prepares graduates for certification by the state of California and provides preparation for FNP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation and research. A post-master's credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses	10 units
Advanced Practice Core Courses	11 units
Advanced Practice Specialty Courses	18 units
GNRS 590A Primary Health Care of the Young Family	6 (3/3)
GNRS 591 Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses	4 units
GNRS 540 Care Management	2 (2/0)
– and –	
GNRS 541 Clinical Practicum in Care Management	2 (0/2)
– or –	
GNRS 593 Psychosocial PHC of the Adult and Aging Family	4 (2/2)
– or –	
GNRS 589 Adolescent Health Care	4 (2/2)
Concluding Courses	1–3 units
GNRS 597 Comprehensive Exam	1
– or –	
GNRS 598 Thesis*	1
GNRS 514 Research Proposal Writing* (required for thesis)	2
Total Required for the Family Nurse Practitioner (FNP)	44–46 units

The FNP includes 13 clinical units equalling 624 clinical hours. Units shown in parentheses are theory units/clinical units.

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Pediatric Nurse Practitioner (PNP)

This Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner (PNP) specialty prepares registered nurses to be nurse practitioners with children and their families in primary health care settings. This advanced practice specialty includes direct client assessment, diagnosis, management, and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California for certification as a Nurse Practitioner. They are also qualified to seek national certification by examination through specialty boards for the PNP.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses **10 units**

Advanced Practice Core Courses **13 units**

GNRS 510 Family Theory in Health Care 2

Advanced Practice Specialty Courses **18 units**

GNRS 590A Primary Health Care of the Young Family 6 (3/3)

GNRS 590B Clinical Practicum in Pediatrics 3 (0/3)

GNRS 532 Advanced Nursing Practice in Pediatrics 5 (2/3)

GNRS 589 Adolescent Health Care 4 (2/2)

Specialization Option Courses **No Requirement**

Students may elect these courses

GNRS 540 Care Management 2 (2/0)

– and –

GNRS 541 Clinical Practicum in Care Management 2 (0/2)

– or –

GNRS 593 Psychosocial PHC of the Adult and Aging Family 4 (2/2)

Concluding Courses **1–3 units**

GNRS 597 Comprehensive Exam 1

– or –

GNRS 598 Thesis* 1

GNRS 514 Research Proposal Writing* (required for thesis) 2

Total Required for the Pediatric Nurse Practitioner (PNP) **42–44 units**

The PNP includes 12 clinical units equalling 576 clinical hours.

Units shown in parentheses are theory units/clinical units.

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

The specialty program prepares students to be nurse practitioners for patients in psychiatric and mental health settings. The graduate of this program is prepared to work respectfully and collaboratively with client consumers who are experiencing severe mental illness to determine bio-psychosocial health care needs within a complex and changing environment. Theory and clinical coursework focus on assessment, intervention planning, application, and evaluation of advanced practice therapeutics in response to acute and chronic biologic and psychiatric mental health programs. The life span focus of the curriculum ranges from adolescence through geriatrics, and includes health promotion, illness prevention, the therapeutic alliance, health-related policy, and application of research- and evidence-based findings to professional practice. The inherent equality and worthiness of those who are vulnerable and disenfranchised, the role of spirituality in health, and the value of diversity are threaded throughout the program. The program is designed so that graduates can be licensed by the state of California and can also take the Adult Psychiatric and Mental Health Nurse Practitioner National Certification examination. A post-master's credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses **10 units**

Advanced Practice Core Courses **13 units**

GNRS 510 Family Theory in Health Care 2

Advanced Practice Specialty Courses **28 units**

GNRS 533 Psychiatric Theories across the Life Span 3

GNRS 534 Psychiatric Assessment across the Life Span 2

GNRS 535 Psychiatric Interventions and Health Promotion across the Life Span 5

GNRS 536 Psychiatric Interventions with the Adult and Aging Client 3

GNRS 537 Psychiatric Interventions with Adolescents 3

GNRS 538 Psychiatric Interventions with Selected Vulnerable Populations 4

GNRS 589 Adolescent Health Care 4

GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family 4

Concluding Courses **1–3 units**

GNRS 597 Comprehensive Exam Directed Study 1

– or –

GNRS 598 Thesis* 1

GNRS 514 Research Proposal Writing* (required for thesis) 2

Total Required for the Psychiatric Mental Health Nurse Practitioner (PMHNP) **52–54 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Combined Adult Clinical Nurse Specialist (CNS) and Adult Nurse Practitioner (ANP) Program

The combined Adult Clinical Nurse Specialist (CNS) and Adult Nurse Practitioner (ANP) master's program prepares registered nurses to be effective practitioners in both of these advanced practice roles with adults and their families. In the CNS, the focus is illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. The focus of the ANP is health care of adults in the primary care setting and includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research. Graduates of the combined specialty program are eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as an Adult Nurse Practitioner (ANP). They are also qualified to seek national certification through specialty boards.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses **10 units**

Advanced Practice Core Courses **11 units**

1. Clinical Nurse Specialist (CNS) Courses **12 units**

GNRS 520 Theory and Practice in Adult Nursing 6 (2/4)

GNRS 521 Clinical Specialization in Nursing Care of Adults 6 (2/4)

2. Adult Nurse Practitioner (ANP) Courses **16 units**

GNRS 591 Primary Health Care of the Childbearing Family 4 (2/2)

GNRS 592A Primary Health Care of the Mature and Aging Family 6 (3/3)

GNRS 592B Primary Health Care Clinical Practicum 2 (0/2)

GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family 4 (2/2)

Specialization Option Courses

**1 course with
2 units clinical**

GNRS 540 Care Management 2 (2/0)

GNRS 541 Clinical Practicum in Care Management 2 (0/2)

Concluding Courses

1-3 units

GNRS 597 Comprehensive Exam 1

— or —

GNRS 598 Thesis* 1

GNRS 514 Research Proposal Writing* (required for thesis) 2

Total Required for the Combined Adult Clinical Nurse Specialist (CNS) and Adult Nurse Practitioner (ANP)

54-56 units

The CNS includes 11 clinical units equalling 528 clinical hours; the ANP includes 12 clinical units equalling 576 clinical hours.

The GNRS 511 clinical unit and the GNRS 541 clinical units are counted twice.

Units shown in parentheses are theory units/clinical units.

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Combined Parent-Child Clinical Nurse Specialist (CNS) and Pediatric Nurse Practitioner (PNP) Program

The combined Parent-Child Clinical Nurse Specialist (CNS) and Pediatric Nurse Practitioner (PNP) master's program prepares registered nurses to be effective practitioners in both of these advanced practice roles with children and their families. In the CNS, the focus is illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. The focus of the PNP is health care of children in the primary care setting and includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research. Graduates of the combined specialty program are eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as a Pediatric Nurse Practitioner (PNP). They are also qualified to seek national certification through specialty boards.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses	10 units
Advanced Practice Core Courses	13 units
GNRS 510 Family Theory in Health Care	2
1. Clinical Nurse Specialist (CNS) Courses	12 units
GNRS 530 Theory and Practice in Parent-Child Nursing	6 (2/4)
GNRS 531 Clinical Specialization in Parent-Child Nursing	6 (2/4)
2. Pediatric Nurse Practitioner (PNP) Courses	18 units
GNRS 532 Advanced Nursing Practice in Pediatrics	5 (2/3)
GNRS 589 Adolescent Health Care	4 (2/2)
GNRS 590A Primary Health Care of the Young Family	6 (3/3)
GNRS 590B Clinical Practicum in Pediatrics	3 (0/3)
Specialization Option Courses	1 course with 2 units clinical
GNRS 540 Care Management	2 (2/0)
— and —	
GNRS 541 Clinical Practicum in Care Management	2 (0/2)

Concluding Courses

GNRS 597	Comprehensive Exam	1
— or —		
GNRS 598	Thesis*	1
GNRS 514	Research Proposal Writing* (required for thesis)	2

Total Required for the Combined Parent-Child Clinical Nurse Specialist (CNS) and Pediatric Nurse Practitioner (PNP) 58–60 units

The CNS includes 11 clinical units equalling 528 clinical hours; the PNP includes 12 clinical units equalling 576 clinical hours

The GNRS 511 clinical unit and the GNRS 541 clinical units are counted twice.

Units shown in parentheses are theory units/clinical units.

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Parish Nursing (PN)

Parish nursing is an interdisciplinary program that prepares nurses to serve within churches or other religiously based settings as nurse specialists in spiritual aspects of patient care.

The parish nurse serves as a church staff associate to the minister (clergy) for health ministry and spiritual care. This program integrates formal theological knowledge and methodology, professional ministry skills, and advanced nursing practice to address the bioethical, health, and spiritual concerns of a faith-based community, its members, and its neighbors. That is, both a ministry of health and faith integration, health maintenance, and health promotion for the prayer community itself, and mission outreach for health advocacy and social ethics are encompassed within this specialization. The uniqueness of this program resides in the depth of theological knowledge and ministry skill that is required to be integrated into advanced nursing practice. A post-master's nursing credential is also available.

This specialty is also open to ministry students, who are ordained clergy or who are seeking ordination to professional ministry, and who wish an interdisciplinary emphasis on the integration of health and spirituality, health maintenance, and health promotion within congregations and faith traditions/denominations. For ministry students, a health ministries focus is individually designed to meet the specific ministry needs of the student (e.g., family health ministries, older adult-enablement health ministries, youth and child health ministries, women's health ministries, etc.).

Academic Core	10 units
Advanced Practice Core*	14 units
GNRS 512 Advanced Health Assessment and Health Promotion	4
GNRS 513 Advanced Nursing Practice Role	2
GTHE 504 God, Creation, and Humanity*	4
GTHE 514 Jesus Christ, the Holy Spirit, and the Church	4

*Parish nursing students must take the constructive theology course series as offered by APU's C.P. Haggard Graduate School of Theology; however, that series may be constituted. See course descriptions in C.P. Haggard Graduate School of Theology section of this catalog.

Clinical Specialty Courses	9 units
GNRS 570 Parish Nursing/Health Ministries	2
GMIN 568 Field Education in Ministry	2
GMIN 569 Field Education in Ministry	1
GMIN 618 Philosophy of Ministry	4
Concluding Courses	5 units
GNRS 540 Care Management	2
GNRS 541 Clinical Practicum in Care Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1
Total Required for PN	38–40 units

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

School Nurse Services Credential (a non-degree program)

This specialty program includes core academic courses and those required for the School Nurse Services Credential (SNSC). It prepares registered nurses who have completed a bachelor's degree to be effective practitioners of school health. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K–12). This enables them to establish, maintain, and coordinate a comprehensive school health program. Among the school health activities students undertake are: planning health programs, assessing the health of children, providing health care and health referral, and contributing to formulation and evaluation of health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CTC). Admission requirements are the same as those for the Master of Science in Nursing Program.

For the School Nurse Services Credential, the following courses are required:

Academic Core Courses	3 units
GNRS 504 Bioethics and Health Policy	3
Advanced Practice Core Courses	6 units
GNRS 510 Family Theory in Health Care	2
GNRS 511 Advanced Pediatric Health Assessment and Health Promotion	4 (3/1)
Specialty Courses	20 units
GNRS 550A Theory and Practice in School Nursing	6 (3/3)
GNRS 589 Adolescent Health Care	2 (2/0)
GNRS 590A Primary Health Care of the Young Family	6 (3/3)
TEP 506 Educational Foundations and Classroom Management (K–8)	3
– or –	
TEP 508 Educational Foundations and Classroom Management (7–12)	3
GNRS 559 Audiometry for School Nurses	3
Total Required for the School Nurse Services Credential (SNSC)	29 units

The SNSC program has 22 units of theory and 7 units of clinical practice equalling 336 clinical hours.

Units shown in parentheses are theory units/clinical units.

Combined School Nurse Services Credential (SNSC) and Master of Science in School Nursing (MSN) Program

For the School Nurse Services Credential with MSN the following courses are required:

For details of Academic Core courses, please see MSN program requirements above.

Academic Core Courses	10 units
Advanced Practice Core Courses	10 units
GNRS 510 Family Theory in Health Care	2
GNRS 511 Advanced Pediatric Health Assessment and Health Promotion	4 (3/1)
GNRS 513 Advanced Nursing Practice Role	2
GNRS 515 Advanced Pathophysiology	2
Specialty Courses	20 units
GNRS 550A Theory and Practice in School Nursing	6 (3/3)
GNRS 589 Adolescent Health Care	2 (2/0)
GNRS 590A Primary Health Care of the Young Family	6 (3/3)

TEP 506	Educational Foundations and Classroom Management (K–8)	3
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– or –

TEP 508	Educational Foundations and Classroom Management (7–12)	3
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GNRS 559	Audiometry for School Nurses	3
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Specialization Option Courses **No Requirement**

Concluding Courses **1–3 units**

GNRS 597	Comprehensive Exam	1
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– or –

GNRS 598	Thesis*	1
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GNRS 514	Research Proposal Writing (required for thesis)	2
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Total Required for the School Nurse Services Credential (SNSC) + MSN **41–43 units**

The SNSC + MSN program has 34 units of theory and 7 units of clinical practice equalling 336 clinical hours.

Units shown in parentheses are theory units/clinical units.

Combined School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner (PNP) Program

This combined specialty program leads to a Master of Science in Nursing. The School Nurse Services Credential Program prepares registered nurses who have completed a bachelor's degree to be effective practitioners of school health and the Pediatric Nurse Practitioner Program prepares them to provide primary care for children in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K–12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice Pediatric Nurse Practitioner (PNP) specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research. Graduates are eligible to apply to the State of California for the School Nurse Services Credential (SNSC), and for certification as a Nurse Practitioner. They are also qualified to seek national certification as PNPs by examination through specialty boards.

For details of Academic Core and Advanced Practice Core courses, please see MSN program requirements above.

Academic Core Courses **10 units**

Advanced Practice Core Courses **13 units**

GNRS 510	Family Theory in Health Care	2
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Specialty Courses **30 units**

GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
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GNRS 589	Adolescent Health Care	4 (2/2)
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GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
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GNRS 590B	Clinical Practicum in Pediatrics	3 (0/3)
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GNRS 532	Advanced Nursing Practice in Pediatrics	5 (2/3)
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TEP 506	Educational Foundations and Classroom Management K–8	3
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– or –

TEP 508	Educational Foundations and Classroom Management 7–12	3
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GNRS 559	Audiometry for School Nurses	3
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Specialization Option Courses **No Requirement**

Concluding Courses **1–3 units**

GNRS 597	Comprehensive Exam	1
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– or –

GNRS 598	Thesis*	1
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GNRS 514	Research Proposal Writing (required for thesis)	2
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Total Required for the School Nurse Services Credential (SNSC) + Pediatric Nurse Practitioner (PNP) **54–56 units**

The SNSC + PNP includes 15 clinical units equalling 720 clinical hours.

Units shown in parentheses are theory units/clinical units.

Nursing Administration Emphasis

Along with a clinical specialty track, students may elect nursing administration as an additional emphasis. Coursework focuses on combining the resources of nursing, organizational development, and business management. This program prepares nurses for administration of nursing service in a variety of health care settings.

Academic Core	<i>as per specialty</i>
Advanced Practice Core	<i>as per specialty</i>
Specialty Courses	<i>as per specialty</i>
Specialization Option Courses	<i>as per specialty</i>
Concluding Courses	<i>as per specialty</i>
Required Nursing Administration Emphasis Courses	9 units

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

Examples:

Total Requirements for CNS with Nursing Administration Emphasis **47–49 units**

Total Requirements for FNP with Nursing Administration Emphasis **53–55 units**

Second Careers and Nursing (S.C.A.N.) Program

This accelerated master's entry into nursing graduate program is designed for students who hold a baccalaureate or higher degree in other disciplines who desire to enter the nursing profession. Students are admitted into the graduate program in the School of Nursing and complete all pre-licensure courses, both theoretical and clinical, in an accelerated format. Upon successful completion of the pre-licensure portion of the program and NCLEX-RN licensure exam, the Bachelor of Science in Nursing (BSN) is awarded. Students continue with graduate courses and preparation in advance practice leading to a Master of Science in Nursing (MSN).

This program is located at the main Azusa campus and at the regional sites in San Diego and San Bernardino/Inland Empire. For the first four semesters, students take all of the pre-licensure theory and clinical courses and selected graduate nursing courses, followed by a clinical residency, in preparation for the RN licensure examination. Upon completion of the pre-licensure component of the program, the student earns a BSN. This program meets Board of Registered Nursing (BRN) requirements for licensure. Students then progress with more graduate courses, selecting the nursing specialty practice area they wish to pursue. Upon successful completion of all graduate coursework, the MSN is awarded.

The four-semester pre-licensure portion of this program is offered in an intensive format and must be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday–Saturday. The program is designed as an intensive three-year sequence of pre- and post-licensure study that enables students to become registered nurses and also leads to the MSN degree with a clinical specialty.

The program is designed as an intensive three-year sequence of pre- and post-licensure study that enables students to become registered nurses and also leads to the MSN degree with a clinical specialty.

This program meets Board of Registered Nursing (BRN) requirements for licensure.

Mission Statement

The Second Degree Program offers entry-level nursing, second baccalaureate, and Master of Science programs to prepare nurses for entering into professional nursing and subsequently advanced practice roles. This program prepares students to take the NCLEX for RN licensure, to apply for a California PHN certificate, and upon completion of the master's program, to be eligible for state certification and national certification in advanced practice specialties.

Admission Requirements for S.C.A.N. Program

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

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

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

Additional Requirements

At the beginning of clinical coursework, graduate students are required to provide documentation concerning certifications, results of background checks, screening tests and immunizations. Please refer to the S.C.A.N. Student Handbook and specific program manuals/course syllabi for details.

Program Requirements

PRE-LICENSURE

The four-semester plus clinical residency pre-licensure portion of this program is offered in an intensive format and **must** be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday–Saturday. This program meets Board of Registered Nursing (BRN) requirements for licensure. For the BSN degree in the S.C.A.N. program, the following courses are required of students in all clinical specialties.

Program: Pre-licensure

Semester 1		15 units
GNRS 500	Conceptual Foundations of Professional Nursing	2
GNRS 574	Foundations of Professional Nursing	4
GNRS 576	Pharmacology	2
GNRS 578	Health Assessment	3
GNRS 579A	Nursing Care of Adults and Elderly	4
Semester 2		16 units
GNRS 577	Nutrition	2
GNRS 579B	Nursing Care of Adults and Elderly	4
GNRS 582	Pathophysiology	3
GNRS 584	Mental Health Nursing	4
GNRS 585	Restorative Nursing	3
Semester 3		17 units
GNRS 504	Bioethics and Health Policy	3
GNRS 505	Christian Formation in Holistic Care	3
GNRS 507	Scientific Writing	3
GNRS 575	Nursing Care in Maternal, Newborn, and Women's Health	4
GNRS 583	Nursing Care of Children and Young Adults	4
Semester 4		17 units
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
GNRS 586	Leadership and Management in Professional Practice	2
GNRS 587	Community Health Nursing	5
GNRS 588	Advanced Nursing Care of Adults—Leadership	6
Clinical Residency		
GNRS 573	Internship	4
Total Pre-licensure		65 units

Clinical Residency - This intensive period of clinical education and continuing preparation for leadership takes place in a health care agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. This intensive period of clinical education and continuing preparation for leadership takes place in a health care agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. Upon completion of this seven-week internship, students will have completed 252 hours in an acute-care setting. This consists of three (3) as-hour shifts per week for seven weeks. The full-time residency program qualifies students for continued financial aid. At the same time, students review pre-licensure subject matter in preparation for NCLEX examinations (RN exams). The BSN is awarded at completion of pre-licensure portion of program. Students may choose to take GNRS 503 (2 units) and/or GNRS 510 (2 units) in this semester.

Total pre-licensure portion of S.C.A.N. Program:

69 units

NOTE: **Before taking advanced practice clinical**

courses for completion of the MSN degree, the student must successfully complete the clinical internship and achieve the passing score required by the California Board of Registered Nursing (BRN) on the NCLEX exam.

In addition to coursework and clinical practicums (within courses), post-licensure students are required to have outside clinical work experience as well. This may be no more than 20 hours per week for international students.

Student should request approval prior to taking coursework to ensure credit will be given. A maximum of 6 units may be transferred in with prior approval.

POST-LICENSURE

The post-licensure portion of this program is offered in an intensive format. Students must take 7 units of electives during this component of the program. Students' programs are planned individually according to course sequencing for their clinical specialty. As an alternative to full-time study, students may elect to complete master's degree requirements through studying in a part-time format while taking courses each semester. Whether they choose to study full or part time, all students may:

- Elect to write a thesis or take a comprehensive exam to complete the degree.
- Elect 9–12 units of additional courses with an emphasis in nursing education or administration.

Any student who elects to write a thesis must take GNRS 514 Research Proposal Writing (2).

Post-Master's Credential Programs

Post-master's credential programs are available in: Adult Clinical Nurse Specialist (CNS), Parent-Child Clinical Nurse Specialist (CNS), Parish Nursing, Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Nursing Administration, and Nursing Education. Please contact the graduate program for specific requirements at (626) 815-5391 or fax (626) 815-5414.

Admission Requirements for Post-Master's Programs

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

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

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

Prerequisites

1. Master's degree in nursing
2. Completion of an undergraduate health assessment course

Mission Statement

The School of Nursing offers a Master of Science in Nursing and credential programs to prepare nurses for advanced practice roles. The curriculum for these programs reflects the School of Nursing mission, philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education, the California State Board of Registered Nursing, and the State of California Commission on Teacher Credentialing. Graduates are eligible to apply for state certification or credential in their specialties and may write national certification examinations where these are offered through specialty boards.

Adult Clinical Nurse Specialist (CNS)

Students must be admitted into the university before registering for this program. The Adult Clinical Nurse Specialist Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program provides theory and clinical experiences to prepare the nurse for certification by the state of California and for national certification as an adult clinical nurse specialist (CNS).

Academic and Advanced Practice

Core Courses 17 units

GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)

Advanced Practice Specialty Courses 12 units

GNRS 520	Theory and Practice in Adult Nursing	6 (2/4)
GNRS 521	Clinical Specialization in Adult Nursing	6 (2/4)

Specialization Option Courses 4 units

GNRS 540	Care Management	2 (2/0)
– and –		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
– or –		
GNRS 593	Psychosocial PHC of the Adult and Aging Family	4 (2/2)
– or –		
GNRS 589	Adolescent Health Care	4 (2/2)

Overall Post-Master's Adult CNS Total 33 units

* Students may be given transfer credits for previous content completed in a master's degree program.

**This requirement is waived for APU master's graduates between the years of 1992–93 to 1995–96, as the content was integrated in the clinical courses.

Parent-Child Clinical Nurse Specialist (CNS)

Students must be admitted into the university before registering for this program. The Parent/Child Clinical Nurse Specialist Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program provides theory and clinical experiences to prepare the nurse for certification by the state of California and for national certification as a parent/child clinical nurse specialist (CNS).

Academic and Advanced Practice

Core Courses **17 units**

GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion***	4 (3/1)
— or —		
GNRS 512	Advanced Health Assessment and Health Promotion***	4 (3/1)

Advanced Practice Specialty Courses **12 units**

GNRS 530	Theory and Practice in Parent-Child Nursing	6 (2/4)
GNRS 531	Clinical Specialization in Parent-Child Nursing	6 (2/4)

Specialization Option Courses **4 units**

GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
— or —		
GNRS 593	Psychosocial PHC of the Adult and Aging Family	4 (2/2)
— or —		
GNRS 589	Adolescent Health Care	4 (2/2)

Overall Post-Master's Parent-Child CNS Total **33 units**

* Students may be given transfer credits for previous content completed in a master's degree program.

**This requirement is waived for APU master's graduates between the years of 1992–93 to 1995–96, as the content was integrated in the clinical courses.

***Students who want a pediatric focus take GNRS 511; those who want a perinatal focus take GNRS 512.

Parish Nursing (PN)

Required Courses **23 units**

GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church*	4
GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry	2
GMIN 569	Field Education in Ministry	1
GMIN 618	Philosophy of Ministry	4

NOTE: The Parish Nursing Credential is an interdisciplinary nondegree program. Students may take the theology courses at a denominational seminary. Coursework in theology from this program may be applied toward a degree in theology at APU.

*Parish nursing students must take the constructive theology course series as offered by APU's Haggard Graduate School of Theology; however, that series may be constituted.

Family Nurse Practitioner (FNP)

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for national certification as a family nurse practitioner.

Academic and Advanced Practice

Core Courses		17 units
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)

Advanced Practice Specialty Courses

		18 units
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)

Specialization Option Courses

		4 units
GNRS 540	Care Management	2 (2/0)
— and —		
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
— or —		
GNRS 593	Psychosocial PHC of the Adult and Aging Family	4 (2/2)
— or —		
GNRS 589	Adolescent Health Care	4 (2/2)

Overall Post-master's FNP Total

39 units

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Family Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, as the content was integrated in the clinical courses.

Adult Nurse Practitioner (ANP)

Students must be admitted into the university before registering for this program. This program prepares registered nurses with master's degrees in nursing to be nurse practitioners with adults in primary health care settings. It is designed as a nondegree course credit option for nurses with a master's degree in nursing.* The program is designed so graduates can be licensed by the state of California and can also take the Adult Nurse Practitioner National Certification Examination. This advanced clinical practice specialty includes direct client assessment; diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning; implementation; evaluation; and research.

Academic and Advanced Practice

Core Courses		17 units
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)

Advanced Practice Specialty Courses

		20 units
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2/2)
GNRS 540	Care Management	2 (2/0)
GNRS 541	Clinical Practicum in Care Management	2 (0/2)

Overall Post-master's ANP Total

37 units

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Adult Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, as the content was integrated in the clinical courses.

Pediatric Nurse Practitioner (PNP)

Students must be admitted into the university before registering for this program. The Pediatric Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing.* This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for national certification as a pediatric nurse practitioner.

Academic and Advanced Practice

Core Courses		17 units
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 513	Advanced Nursing Practice Role**	2
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 512	Advanced Health Assessment and Health Promotion	4 (3/1)

Advanced Practice Specialty Courses **18 units**

GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	3 (0/3)
GNRS 532	Advanced Nursing Practice in Pediatrics	5 (2/3)
GNRS 589	Adolescent Health Care	4 (2/2)

Specialization Option Courses **No requirement**

Students may elect these courses

GNRS 540	Care Management	2 (2/0)
GNRS 541	Clinical Practicum in Care Management	2 (0/2)
GNRS 593	Psychosocial PHC of the Adult and Aging Family	4 (2/2)

Overall Post-master's PNP Total **35 units**

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Pediatric Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, as the content was integrated in the clinical courses.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

Students must be admitted to the university before registering for this program. The Psychiatric Mental Health Nurse Practitioner Credential Program is designed as a non-degree course credit option for nurses with a master's degree in nursing.* This program prepares nurses to work respectfully and collaboratively with client consumers who are experiencing severe mental illness to determine bio-psychosocial health care needs within a complex and changing environment. The program is designed so that graduates can be licensed by the state of California and can also take the Adult Psychiatric and Mental Health Nurse Practitioner National Certification examination. Students must provide proof of equivalency of the academic and advanced practice core coursework, such as bioethics, spiritual care, advanced nursing practice role, family theory, advanced pathophysiology, advanced pharmacology and advanced health assessment.

Advanced Practice Specialty Courses **28 units**

GNRS 533	Psychiatric Theories across the Life Span	3
GNRS 534	Psychiatric Assessment across the Life Span	2
GNRS 535	Psychiatric Interventions and Health Promotion across the Life Span	5
GNRS 536	Psychiatric Interventions with the Adult and Aging Client	3
GNRS 537	Psychiatric Interventions with Adolescents	3
GNRS 538	Psychiatric Interventions with Selected Vulnerable Populations	4
GNRS 589	Adolescent Health Care	4
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4

*Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS) may challenge or request waiver of the coursework required for the Psychiatric Mental Health Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

Nursing Administration

Students must be admitted into the university before registering for this program. The Nursing Administration Post-Master's Credential Program prepares students for administration of nursing service in a variety of health care settings. Coursework focuses on combining the resources of nursing, organizational development, and business management. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Prerequisite

Master's degree in nursing

Required Courses 9 units

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

Total Requirements for Nursing Administration

Post-master's Credential 9 units

Nursing Education

Students must be admitted through Graduate Admissions into the university before registering for this program. The Nursing Education Post-master's Program prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Prerequisite

Master's degree in nursing

Required Courses 12 units

GNRS 660	Theories of Teaching and Instruction	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 663	Clinical Practicum in Nursing Education	3

Total Requirements for Nursing Education

Post-master's Credential 12 units

Doctor of Philosophy in Nursing

Introduction

The program is designed for nurses who hold master's degrees and wish to pursue a doctoral degree in nursing. Graduates of this program, in their future roles as academicians, will contribute to the body of nursing knowledge in order to improve the health of society and prepare the next generation of nurses. The purpose of the nursing Ph.D. Program is to prepare nursing leaders, educators, and scholars:

- In the development, testing, and utilization of theoretical knowledge that will advance nursing science and improve health outcomes.
- For a lifetime of systematic intellectual and scholarly inquiry relevant to the discipline of nursing and health care.
- For careers in the academy, government, and health care in order to further the growth of nursing knowledge and teach the next generation of nurse practitioners, researchers, and educators.
- To develop ethical, social, cultural, and health policy for the advancement of nursing education, research, and the health of those whom nursing serves.

Mission Statement

The purpose of the Ph.D. program is the enrichment of the mind and spirit, the lifelong pursuit of knowledge, and the discovery and advancement of nursing knowledge for the health of all persons and society.

Christian Perspectives

Consistent with the mission and purpose of the university, the School of Nursing is a Christian community of disciples, scholars, and practitioners. Its purpose is to advance the work of God in the world through nursing education, research, professional practice, community, and church service.

Health is defined and understood by the faculty as totality or completeness whether for an individual, family, or community. That totality or completeness, within this conceptual definition, can not be seen apart from the constitutive element of spirituality. Our conceptual approach to health highlights our distinctive as a Christian university and provides the discipline of nursing a distinctive domain for research.

Program Goals

Through scholarly exchange and engagement with faculty, students are socialized to discover, examine critically, preserve, and transmit knowledge. The program prepares scholars with knowledge and expertise to assume independent roles in the development, evaluation, and dissemination of nursing knowledge through systematic inquiry. The objectives of the program are to prepare students who will:

- Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
- Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
- Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
- Articulate the intersection of the Christian tradition with the nursing profession.

Screening of Applicants

Both the Graduate Center and the School of Nursing handle screening of applicants for admission in the nursing Ph.D. Program. Screening of applicants' portfolios is conducted by the Graduate Center and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the Nursing Doctoral Admission Screening Committee forwards a list of qualified/alternate applicants to the Graduate Center. The Graduate Center officially notifies applicants of admission decisions.

Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research and for the advance of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and utilize methods of scientific inquiry in researching questions in their substantive area of interest. Coursework in the substantive area of interest will enable students to identify and formulate a research focus and to create and conduct original research toward the development of a program of scientific inquiry. The core courses are offered sequentially and are designed to:

- Provide students with the scientific and theoretical foundations of the discipline.
- Enable students to utilize frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.

- Enable students to critique, articulate, test, utilize, and develop theories.
- Enable students to articulate how the nursing profession is informed by the Christian faith.
- Empower students with the knowledge base and ethical framework to promote social change.

The overarching rubric of the curriculum is wellness promotion and health maintenance within which specific areas of concentration have been identified. These areas of concentration are:

- Health of the Family and the Community
- International Health (specifically including health missions)

A sub-specialization in Nursing Education is also available.

These areas of concentration and the sub-specialization reflect the changing trends in health care and accommodate the diverse research interest of students.

Coursework consists of 52 units beyond the Master of Science in Nursing with an additional 12 units allocated for dissertation research. The 52 units of required and elective courses include an area of concentration. A total of 37 units are allocated to core courses in nursing science, theory development, research methodologies and statistical analysis.

Based on the student's area of interest and chosen method of inquiry, another 3-unit course is required in one of the following research methods:

- Advanced Quantitative Methods
- Advanced Qualitative Research Methods
- Advanced Research in the Humanities
- Advanced Evaluation Research

A maximum of 9 doctoral-level semester units may be transferred from another regionally accredited university with approval of the program chair.

Course Requirements

Knowledge/Theory (6 courses required)

GNRS 700	Philosophy of Science	4
GNRS 701	Nursing Knowledge Development	4
GNRS 702	Nursing Theory	4
GNRS 703	Spirituality and Health	4
GNRS 704	Faith Integration and Nursing Scholarship	4
GNRS 705	Social Ethics and Social Change	4

Total 24 units

Statistical Analysis (one course required)

GNRS 713	Advanced Statistical Analysis	4
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Research (3 courses required)

GNRS 706	Methods of Inquiry	3
GNRS 707	Quantitative Nursing Research Designs	3
GNRS 708	Qualitative Research Designs	3

Cumulative total of core courses 37 units

Method of Inquiry 3 units

(Students are required to choose one of following courses.)

GNRS 709	Advanced Quantitative Methods	3
GNRS 710	Advanced Qualitative Research Methods	3
GNRS 711	Advanced Research in the Humanities	3
GNRS 712	Advanced Evaluation Research	3

Two areas of concentration courses

Two areas of elective courses

Study Progression and Graduation Requirements

Progression in the program requires active enrollment status and maintaining a minimum cumulative 3.0 GPA. Graduation requirements include a minimum cumulative 3.0 GPA, successful completion of the preliminary and qualifying exams, and completion of student's original dissertation research. See "Grading" and "Academic Probation and Disqualification" in the "Academic Policies and Procedures" section of this catalog.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the chair of the doctoral studies in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of re-enrollment. If the student went on leave with conditions for re-enrollment, these must be fulfilled before re-enrollment may occur. If a student is on leave for two years, the Doctoral Admissions Committee, as well as the student's advisor, the doctoral studies director, and the dean, will review her/his re-enrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

Preliminary Examination

The preliminary examination is taken upon the completion of 22 units and not more than 32 units of doctoral work, including GNRS 700, 701, 702, 704, and 706 (student must petition for exceptions.) The examination is comprised of a relatively brief paper, (i.e., 25–35 pages) and oral review by a committee of faculty. The purpose of the paper is to encourage synthesis of first-year coursework as it relates to the student's current research interest area. The focus of the paper specifies the student's interest area with potential researchable questions and methodological approaches, together with relevant aspects of nursing theory, nursing knowledge development, and faith integration. The subsequent oral examination provides the student an opportunity to formulate a synthesis of her/his thinking in response to questions.

Qualifying Examination

The qualifying examination is taken at about the time coursework is completed. The examination is comprised of three papers that may be related to the student's area of research or may be the first three chapters of the dissertation proposal.

Students are expected to complete their qualifying examination within approximately one academic year of the completion of their preliminary examination.

The examination tests:

- Familiarity with the state of the science in a particular area.
- Awareness of currently active topics of investigation in the area.
- Theoretical dimensions and design issues related to potential questions.
- Recognition of potential practical and ethical challenges arising at the intersection of questions, population, and instruments.

The ability to analyze and synthesize in written form within each of the three papers and extemporaneously across exam areas in the oral examination is the focus of the committee's assessment.

Dissertation Proposal Defense

Successful completion of the dissertation proposal signifies competence to pursue independent research with the advice and guidance of the dissertation committee. The dissertation proposal defense allows the student to demonstrate familiarity with the state of the science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population and instruments.

Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary responsibility for support by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and post-degree program of research.

Students may not participate in commencement or have the degree posted to their transcript until the document has been accepted by the library. Any exceptions are by petition only.

Master's Course Descriptions

GNRS 500 Conceptual Foundations of Professional Nursing (2)

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized. *Prerequisite: admission to the S.C.A.N. or EENAP program*

GNRS 501 Theoretical Thinking in Nursing (2)

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined and selected theoretical models and theories are explored. *Prerequisite: completion of undergraduate research course or instructor's consent*

GNRS 502 Advanced Clinical Decision Making (2)

The theory and practice of clinical decision making in nursing provides the major course focus. Factors which influence the clinical decision-making process are examined, and practical applications within the clinical area identified. The relationship between clinical decision making and policy formulation is analyzed. The role of nursing diagnoses in clinical decision making is critiqued.

GNRS 503 Cultural Competency in Health Care (2)

This course focuses on understanding general and specific culture concepts relevant to health and health-seeking behaviors of diverse ethnic/cultural groups in the United States. These concepts serve as the basis for formulating culturally competent health care interventions for individuals, families, and communities. In addition, the course addresses the concept of acculturation as a major source of inter- and intra-ethnic/cultural diversity.

GNRS 504 Bioethics and Health Policy (3)

This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Health-related cases, issues, and policy are addressed as related to the professions represented by the students enrolled in the course. Health is broadly understood as encompassing a wide range of professional and social issues (such as world hunger, poverty, euthanasia and assisted suicide, organ transplantation, state and national health policy, etc.). *Prerequisite: graduate standing*

GNRS 505 Christian Formation for Holistic Care (3)

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

GNRS 506 Spiritual Care (3)

Selected concepts in the spiritual care of persons from the traditional Judeo-Christian perspective provide a central focus to the course. The goal is to apply spiritual concepts to the care of persons with complex health or illness care needs. Students are introduced to and engage in the process of scholarly research. The course is conducted as a tutorial/seminar experience. *Prerequisites: graduate standing for nurses, instructor's permission for others*

GNRS 507 Scientific Writing (3)

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

GNRS 508A Research and Theory in Advanced Practice Nursing (4)

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included. *Prerequisites: computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing*

GNRS 509 Qualitative Research: Grounded Theory (3)

A variety of qualitative research approaches and issues, including grounded theory, phenomenology, and ethnography, are introduced and explored. Students collect and analyze qualitative data using the constant comparative methodology of grounded theory. *Prerequisites: GNRS 508A and instructor's consent*

GNRS 510 Family Theory in Health Care (2)

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. *Prerequisite: graduate standing*

GNRS 511 Advanced Pediatric Health Assessment and Health Promotion (4)

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and to identify culturally relevant and age appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease. *Prerequisites: undergraduate health assessment, pathophysiology, Academic Core, and all other Advanced Practice Core courses*

GNRS 512 Advanced Health Assessment and Health Promotion (4)

The course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within a family, community, and cultural context. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and to identify culturally relevant and age appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease. *Prerequisites: undergraduate health assessment, pathophysiology, Academic Core, and all other Advanced Practice Core courses*

GNRS 513 Advanced Nursing Practice Role (2)

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role. *Prerequisite: graduate standing*

GNRS 514 Research Proposal Writing (2)

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel. *Prerequisite: GNRS 508A*

GNRS 515 Advanced Pathophysiology (2)

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses. *Prerequisites: graduate standing and undergraduate pathophysiology*

GNRS 520 Theory and Practice in Adult Nursing (6)

Critical concepts in the care of selected adult-client populations are studied. Evidence-based nursing is practiced within a specialty that results in competencies to (a) expand the boundaries of nursing practice by focusing on illness management, (b) advance the practice of other nurses and nursing personnel, and (c) develop organizational/system modifications to support and improve the practice of nursing. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 521 Clinical Specialization in Nursing Care of Adults (6)

The course includes continued study of the clinical nurse specialist role and competencies and extension of professional knowledge and skills in a selected clinical area. Implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicum and seminars are planned according to the students' clinical interests. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 530 Theory and Practice in Parent-Child Nursing (6)

Critical concepts in the care of selected parent-child client populations are studied. Evidence-based nursing is practiced within a specialty that results in competencies to (a) expand the boundaries of nursing practice by focusing on illness management, (b) advance the practice of other nurses and nursing personnel, and (c) develop organizational/system modifications to support and improve the practice of nursing. Client populations may be selected from the areas of obstetrics, perinatal, pediatrics, or critical care with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 531 Clinical Specialization in Parent-Child Nursing (6)

The course includes continued study of the clinical nurse specialist role and competencies and extension of professional knowledge and skills in a selected clinical area. Implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicum and seminars are planned according to the students' clinical interests. *Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, malpractice insurance, and fulfilled health screening requirements*

GNRS 532 Advanced Nursing Practice in Pediatrics (5)

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course. *Prerequisites: Graduate status, completion of GNRS 590A and GNRS 590B*

GNRS 533 Psychiatric Theories across the Life Span (3)

This course presents neurochemical, neuroendocrine, genetic, behavioral, and Psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework on psychiatric and primary health assessment and intervention is provided by the psychiatric nurse practitioner. *Prerequisite: graduate standing; corequisite: GNRS 534*

GNRS 534 Psychiatric Assessment across the Life Span (2)

Students learn to apply psychiatric interviewing and other data collection methods to elicit and analyze information regarding signs and symptoms of psychiatric mental illness as experienced and understood by the client. Diagnostic reasoning as articulated in the Diagnostic Statistical Manual of Mental Disorders-IV-TR is foundational to the course. *Corequisite: GNRS 533*

GNRS 535 Psychiatric Interventions and Health Promotion across the Life Span (5)

Students apply theoretical, empirical, and evidence-based psychotherapeutic modalities to promote client stabilization, rehabilitation, and functional recovery from severe and persistent psychiatric and mental illness. Health protection and promotion are included. Students learn verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery. *Prerequisites: GNRS 533 and 534*

GNRS 536 Psychiatric Interventions with the Adult and Aging Client (3)

Students increase competence in the assessment of psychosocial illness, implementation of psychotherapy, medication management and health promotion interventions with aging adults. The practicum focus is on developing therapeutic verbal skills with aging adult clients, medication furnishing, and ensuring the coordination of support services. *Corequisite: GNRS 537*

GNRS 537 Psychiatric Interventions with the Adolescents (3)

Students discuss assessment and evidence-based treatment of adolescent disorders and medication management. Developmentally related responses to abuse, violence, and trauma are included, as is the importance of the therapeutic alliance. The practicum focuses on integrating primary and psychosocial health care needs, medication furnishing, and coordination of support services. *Corequisite: GNRS 536*

GNRS 538 Psychiatric Interventions with Selected Vulnerable Populations (4)

Students increase competence in the assessment of psychosocial illness, implementation of psychotherapy, medication management, and health promotion interventions with their selected population. The clinical practicum focuses on integrating and practicing all aspects of the psychiatric mental health nurse practitioner role with clients who are experiencing acute and/or long-term illness/disability. *Prerequisite: GNRS 537*

GNRS 540 Care Management (2)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement and advocacy. *Prerequisite: completion of one graduate clinical specialty course*

GNRS 541 Clinical Practicum in Care Management (2)

This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and health outcomes. Evaluation of clinical and case management activities is an integral component of the course. *Prerequisite: completion of one graduate clinical specialty course*

GNRS 546 Theory and Practice in Health Care Systems in the Community (6)

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 547 Nursing Leadership in Acute Care Settings (6)

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 550A Theory and Practice in School Nursing (6)

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings. *Prerequisites: All School Nurse Services Credential courses except GNRS 590A; GNRS 589 may be taken concurrently*

GNRS 559 Audiometry for School Nurses (3)

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a \$10 registration fee is required with the application).

GNRS 560 Theory and Practice in Nursing Administration (5)

The advanced study of management theories and their relationship to nursing and health care facilities are addressed. Emphasis is on organizational and communication theories, nursing care delivery systems, and quality of care. *Prerequisites: GNRS 501, GNRS 504, GNRS 510, and GNRS 568*

GNRS 568 Issues in Health Care Finance (4)

An introduction to control mechanisms for use in nursing administration is provided. Content in strategic planning, forecasting, goal setting, and financial planning in health care is emphasized. Development of skills in planning and measuring the cost-effectiveness of nursing care delivery, plus program planning and budgeting for nursing services, is included.

GNRS 570 Parish Nursing/Health Ministries (2)

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 573 Clinical Residency (4)

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. *Prerequisites: Successful completion of all pre-licensure clinical courses*

GNRS 574 Foundations of Professional Nursing (4)

This course focuses on the core scientific concepts, psychomotor techniques, therapeutic interventions, and communication skills that serve as the foundation for clinical professional nursing practice. Beginning nursing students are introduced to the nursing process as the framework for critical thinking and clinical decision making. *Prerequisite: admission to the S.C.A.N. or EENAP Program*

GNRS 575 Nursing Care in Maternal, Newborn, and Women's Health (4)

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences. *Prerequisites: admission to the S.C.A.N. or EENAP Program; successful completion of semesters one and two*

GNRS 576 Pharmacology (2)

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications. *Prerequisite: admission to the S.C.A.N. or EENAP Program*

GNRS 577 Nutrition (2)

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise. *Prerequisite: admission to the S.C.A.N. or EENAP Program*

GNRS 578 Health Assessment (3)

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. *Prerequisite: admission to the S.C.A.N. or EENAP Program*

GNRS 579A Nursing Care of Adults and Elderly (4)

This course involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology and development, fluid and electrolytes, diabetes, and hypertension are discussed related to the medical/surgical setting. Nursing process is utilized to provide care to one or two adult clients, within the health care delivery system of an acute hospital. *Prerequisite: Admission into S.C.A.N. or EENAP Program; completion of all prerequisite courses for the program*

GNRS 579B Nursing Care of Adults and Elderly (4)

This course is an extension of GNRS 579A and involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology, pre- and post-operative/surgical care, gastroenterology, oncology, and ostomies are discussed related to the medical/surgical setting. Nursing process is utilized to provide care to three or four adult clients within the health care delivery system of an acute hospital. *Prerequisites: Successful completion of GNRS 579A*

GNRS 582 Pathophysiology (3)

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized. *Prerequisite: admission to the S.C.A.N. or EENAP Program*

GNRS 583 Nursing Care of Children and Young Adults (4)

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family. *Prerequisites: admission to the S.C.A.N. or EENAP Program; successful completion of semesters one and two*

GNRS 584 Mental Health Nursing (4)

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders. *Prerequisites: admission to the S.C.A.N. or EENAP Program; successful completion of semesters one and two*

GNRS 585 Restorative Nursing (3)

This course enables the student to focus on integrating biological, psychosocial, and spiritual care of an adult or geriatric client with a long-term health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Prerequisites: admission to the S.C.A.N. or EENAP Program; successful completion of semesters one and two*

GNRS 586 Leadership and Management in Professional Practice (2)

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

GNRS 587 Community Health Nursing (5)

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. *Prerequisites: admission to the S.C.A.N. or EENAP Program; successful completion of semesters one, two, and three*

GNRS 588 Advanced Nursing Care of Adults—Leadership (6)

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included. *Prerequisites: GNRS 579 A and B, GNRS 582, GNRS 585*

GNRS 589 Adolescent Health Care (2–4)

This course focuses on the assessment and management of adolescents with respect to their health needs. Emphasis is on preservation of health with a focus on illness prevention and screening, pregnancy prevention and screening, teenage sexual issues, and the prevention and treatment of common health conditions and infections. Cross-cultural aspects related to health are addressed. *Prerequisites: academic and advanced practice core courses, and GNRS 511*

GNRS 590A Primary Health Care of the Young Family (6)

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 590B Clinical Practicum in Pediatrics (3)

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years. *Prerequisites: successful completion of GNRS 511 or GNRS 512*

GNRS 591 Primary Health Care of the Childbearing Family (4)

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592A Primary Health Care of the Mature and Aging Family (6)

This combined theory and clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592B Primary Health Care Clinical Practicum (2)

A continuation of GNRS 592, this course provides the final comprehensive clinical management experience, allowing FNP and ANP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings and includes those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. *Prerequisites: successful completion of GNRS 592A*

GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family (4)

This combined theory and clinical course focuses on psychosocial primary health care of the mature and aging family members. Theory and clinical experiences emphasize advanced practice nursing assessment and management of common psychosocial issues of these groups. Review, analysis, and synthesis of current theory and research related to symptom meaning, presentation, and management are applied. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 594 Pharmacology in Advanced Practice Nursing (3)

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a “furnishing number” by the advanced practice nurse in California. *Prerequisites: Academic Core courses*

GNRS 595 Special Topics in Nursing (1–6)

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic. *Prerequisite: graduate standing*

GNRS 596 Nursing Informatics in Advanced Nursing Practice (3)

This course focuses on the management of information and application of computer and information science and technology to support and enhance advanced nursing practice, especially in the delivery of quality health care, decision making, and strategic planning. Students are assisted in becoming proficient users of computers and information technology in their professional and academic roles.

GNRS 597 Comprehensive Examination Directed Study (1)

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar. *Prerequisites: completion of all Academic Core, Advanced Practice Core, and Specialty courses*

GNRS 598 Thesis (1)

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed. *Prerequisites: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses*

GNRS 599 Readings/Independent Study in Nursing (1–4)

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation. *Prerequisite: graduate standing*

GNRS 613 Graduate Statistics (3)

This course presents the knowledge of descriptive, correlational, and inferential statistics used in nursing research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

GNRS 660 Theories of Teaching and Instruction (3)

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored. *Placement of the course: This course is the first course in the education emphasis of the nursing Ph.D. program.*

GNRS 661 Leadership and Role Development in Nursing Education (3)

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 662 Assessment, Curriculum, Development, and Outcomes (3)

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures. *Placement of the course: This course is the third course in the education emphasis of the nursing Ph.D. program.*

GNRS 663 Clinical Practicum in Nursing Education (3)

This practicum course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty/mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from the faculty/mentors, students, self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting post-care conferences, clinical evaluation of nursing student performance, and student counseling. *Prerequisite: Admission to the Post-master's Academic Nurse Faculty Program or permission of program chair and instructor*

GNRS 695 Special Topics (1-4)

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of six units applied toward the MSN or Ph.D. degree; each course must address a different topic.

Ph.D. Course Descriptions

GNRS 700 Philosophy of Science (4)

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of the nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701 Nursing Knowledge Development (4)

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance goes hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702 Nursing Theory (4)

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703 Spirituality and Health (4)

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic, religious and Christian spiritualities. While the course focuses on theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality both for spiritual integration as well as for its development in nursing practice. *Prerequisite: GNRS 704*

GNRS 704 Faith Integration and Nursing Scholarship (4)

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705 Social Ethics and Social Change (4)

To be human is to participate in community. The state is the institution in which the ultimate social authority and power are located to maintain order and to give direction to the life of a society. Social ethics is to convey the ethical and theological implication that society is subject to higher moral criticism. This course seeks to provide a social ethics frame of reference for health care. Every political theory is formed within a broader system of philosophy and beliefs. Politics or the civil community orders its life together on the basis of the public good. Medical and biological advances have contributed to a rapidly expanding human control over human and natural processes and over genetic potential and behaviors. This new power raises moral questions and the need for discussion and legislation of the complex issues raised by the developments in health care, medical technology, and science. A comprehensive social ethics places decisions about health care within the context of a fuller account of purpose and meaning in life.

GNRS 706 Methods of Inquiry (3)

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707 Quantitative Nursing Research Designs (3)

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, evaluation and outcomes research as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

GNRS 708 Qualitative Research Designs (3)

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709 Advanced Quantitative Methods (3)

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized. *Prerequisite: GNRS 707*

GNRS 710 Advanced Qualitative Research Methods (3)

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized. *Placement of the course: GNRS 708 is a prerequisite to this course.*

GNRS 711 Advanced Research Methods in the Humanities (3)

This seminar and consultation course introduces Ph.D. students to non-scientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. *Prerequisites: (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor (Enrollment limited to eight.)*

GNRS 712 Advanced Evaluation Research (3)

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713 Advanced Statistical Analysis (4)

This course presents common nonparametric and parametric statistical techniques used in health care research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis. The course provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published health care research is also emphasized.

GNRS 720 Wellness Promotion and Health Maintenance (3)

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

GNRS 721 Health Disparities and Vulnerable Populations (3)

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

GNRS 722 Research in Nursing and Health (3)

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

GNRS 730 Comparative Health Care Systems (3)

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 780 Dissertation Seminar I (3)

This first dissertation seminar supports students' development of their dissertation proposals. Focus of this seminar is on content and process of developing a dissertation proposal as well as on the dissertation process. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of proposals and completed dissertations; (3) discussions of strategies for completing proposals and dissertations; and (4) preparation and critiques of student proposal drafts.

GNRS 781 Dissertation Seminar II (3)

This second dissertation seminar supports students' process of data collection. Focus of this seminar is on obtaining IRB approval and on the process of data collection, qualitative approaches/quantitative measurement, coding, and data entry. The seminar includes: (1) discussion of ethical conduct of research; (2) discussion of research approaches and methodologies; (3) theoretical and conceptual approaches to data collection and subsequent approaches to analysis; and (4) critiques and discussion of students' work.

GNRS 782 Dissertation Seminar III (2-4)

This third dissertation seminar supports students' process of data analysis and discussion of findings. Focus of this seminar is on providing students the guided and structured opportunity to develop the findings of their dissertation research and the audience to critique their work in progress.

GNRS 783 Dissertation Seminar IV (2-4)

This fourth dissertation seminar supports students' research findings, dissemination and publication. Focus of this seminar is on completing the findings and discussion section of students' dissertation research and on writing three publishable manuscripts. The seminar includes: (1) discussion of research findings in relation to existing evidence; (2) discussion of appropriate venue and audience for communicating findings; (3) discussion of students' program of research trajectory; and (4) sources and mechanisms of grant funding.

GNRS 784 Dissertation Seminar V (2-4)

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. *Placement of the Course: This seminar is required of all nursing Ph.D. students and is offered to students who have completed the data collection of their dissertation research as well as GNRS 780, GNRS 781, GNRS 782, and GNRS 783.*

GNRS 795 Special Topics (1-4)

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the Ph.D.; each course must address a different topic.

GNRS 798 Dissertation Study (2-4)

Students who have not completed the dissertation by the completion of GNRS 784 enroll in this course. Students must re-enroll each semester until the dissertation is completed, defended, submitted to the library, and approved. In the final semester wherein the student will be completing, defending, and submitting to the library the dissertation, the student must take the course for four units. *Prerequisite: successful completion of GNRS 784*

GNRS 799 Independent Study (1-4)

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring Ph.D. faculty member and approved by the Ph.D. department chair.

C.P. HAGGARD GRADUATE SCHOOL OF THEOLOGY

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C.P. Haggard Graduate School of Theology

Faculty

Dean and Professor: T. Scott Daniels, Ph.D.

Associate Dean and Professor: Russell Duke, Ph.D.

*Associate Dean, Regional Centers and Multicultural Programs;
and Professor: Enrique Zone, Ed.D.*

*Chair, Department of Theology and Ethics; and Professor:
Don Thorsen, Ph.D.*

*Chair, Department of Biblical Studies; and Associate Professor:
Lynn Allan Losie, Ph.D.*

*Chair, Department of Ministry; and Professor:
Keith J. Matthews, D.Min.*

*Director, Doctor of Ministry Program; and Professor:
Paul Alexander, Ph.D.*

Chair, Advanced Studies; and Professor: Don Thorsen, Ph.D.

Professors: John Hartley, Ph.D.; Karen Strand Winslow, Ph.D.

Part-time Professor: Lane Scott, Ph.D.; Roger White, Ed.D.

*Associate Professors: Gordon Coulter, Ed.D.;
Elizabeth A. Leahy, M.A.; Timothy D. Finlay, Ph.D.;
Robert A. Muthiah, Ph.D.; Daniel Newman, Ph.D.;
Arlene Sánchez-Walsh, Ph.D.; Kenton Walkemeyer, D.Min.*

*Professors Emeriti: Les Blank, Ph.D.; Earl Grant, Ph.D.;
Everett Richey, Th.D.*

Programs Offered

- Master of Divinity (M.Div.)
- Master of Arts in Pastoral Studies (M.A.P.S.)
- Master of Arts (Theological Studies)
- Master of Arts in Youth Ministry (M.A.Y.M.)
- Doctor of Ministry (D.Min.)

Accreditation

- All Azusa Pacific University programs are accredited by the Western Association of Schools and Colleges (WASC).
- C.P. Haggard Graduate School of Theology is accredited by the Association of Theological Schools (ATS).

For more detailed information about the C.P. Haggard Graduate School of Theology, please visit www.apu.edu/theology/.

Admission

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

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

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

Mission Statement

Haggard Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, prepares men and women for effective, practical ministry in the Church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.

Spiritual Life

The faculty of C.P. Haggard Graduate School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry.

Accordingly, the development of spiritual life is integral to every course. In addition, there are opportunities for the graduate school community to pray together and share experiences in Jesus Christ. Students and faculty are encouraged to attend the university chapels as well as special services and lectures.

Experiential Learning

C.P. Haggard Graduate School of Theology utilizes an experiential learning model. The Master of Divinity (M.Div.), Master of Arts in Pastoral Studies, Master of Arts in Youth Ministry (M.A.Y.M.), and the Doctor of Ministry (D.Min.) programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Field education, the central component in the M.Div., M.A.P.S., and M.A.Y.M. degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least eight hours per week to some form of supervised ministry for the duration of their master's degree program.

Biblical Languages

Master of Divinity students are required to obtain competence in at least one biblical language for use as an exegetical tool in the study of the Bible. This requirement may be met by the course GBBL 500; by transcript evidence of one year of biblical Greek or Hebrew at the undergraduate level; or by GBBL 510, 520 or GBBL 530, 540. It is strongly recommended, however, that students who anticipate further graduate study in theology complete a full-year course in biblical Greek and/or Hebrew. To obtain full benefit from courses in biblical studies, students should enroll in the biblical language course, as well as in GBBL 511, as early as possible in their academic program.

Asian Program

The Asian Program offers courses in Korean (directly or translated) for the various graduate degree programs in C.P. Haggard Graduate School of Theology. This program seeks to make an impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Daniel Newman, Ph.D., is the director of the program. For information, call (213) 252-0962 or (626) 815-5439.

Hispanic Program

C.P. Haggard Graduate School of Theology is committed to equipping leaders for the Hispanic church of the 21st century. With such focus in view, the school provides Hispanic students a graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies/M.A.P.S. (60 units) and the Master of Divinity/M.Div. (90 units) programs are offered in a bicultural setting, and all classes are taught in Spanish or in English and translated in Spanish. Hispanics who understand both languages gain an expanded worldview that will enhance their witness in church leadership. Enrique Zone, Ed.D., is director of the Hispanic Program. For information, call (626) 815-5448.

Friends Center

The Friends Center is the seminary education and ministry training program of Evangelical Friends Church Southwest at C.P. Haggard Graduate School of Theology. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. For information, call Kent Walkemeyer, D.Min., director, (626) 815-5077.

Free Methodist Center

The Free Methodist Center at C.P. Haggard Graduate School of Theology was established by the Southern California Conference of the Free Methodist Church in partnership with Azusa Pacific University to provide seminary education for people called to serve God, the church, and the world in the emerging generation. In addition to training, equipping, and mentoring students for godly, competent ministry, the Free Methodist Center provides a link between APU and local churches. This includes bringing the resources of the university to the Free Methodist constituency and placing graduates where they are most suited to minister. In keeping with the Wesleyan tradition, the Free Methodist Center emphasizes the significance of Scripture, reason, tradition, and experience as the bases for growing in stature with God and humans and becoming thoroughly Christian. For information, call Karen Strand Winslow, Ph.D., director (626) 815-6000, Ext. 5655.

Regional Centers

Some programs within C.P. Haggard Graduate School of Theology are also offered at APU's regional centers at Los Angeles, Orange County, and San Diego. For more details, visit www.apu.edu/locations/.

Library and Information Resources

The James L. Stamps Theological Library, located in the Duke Academic Complex, houses the university library collections in the areas of the biblical studies, theology, philosophy, church history, and ethics. The collection currently numbers approximately 60,000 volumes and is complemented with collections in the Marshburn Memorial Library and Hugh and Hazel Darling Library, also at the Azusa campus, as well as small theological collections at the Los Angeles and San Diego centers.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, and Salvation Army.

The university library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of biblical studies and languages, theology, and church history. Access to many of the resources are available through the Internet. Current journal holdings are over 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Area Theological Library Association (SCATLA), collections of libraries throughout the Inland Empire (IEALC), and through the Link+ system, which connects the APU libraries with libraries throughout the state of California. Additionally, contractual arrangements exist with the Claremont School of Theology Library and Bethel Seminary San Diego.

The theological librarian serves on the faculties of both the university library and C.P. Haggard Graduate School of Theology, serves as the subject specialist, and oversees the collection development for the theological disciplines. Training in the use of the resources is available to classes and by appointment.

Advanced Standing

- M.Div. students may petition for up to 15 units of advanced standing from upper-division undergraduate work in religion.
- The number of core courses in any department that may be replaced by advanced standing is limited to two.
- M.A.P.S. students may petition for up to 10 units of advanced standing from upper-division undergraduate work in religion
- M.A. (Theological Studies) students may petition for up to 10 units of advanced standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.
- M.A.Y.M. students may petition for up to 8 units of advanced standing from undergraduate work in religion.

- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- All advanced standing examinations are administered in a proctored setting twice a year: the second Friday of October and March.
- Students must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is \$50 per unit. If the student passes the exam(s), then he/she will not be required to pay full tuition for those units.
- A student may repeat advanced standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for advanced standing.
- Students admitted under the exceptional category may not petition for advanced standing units.
- Undergraduate work must be from an accredited college or university.

Transfer Units

A student may petition for up to 45 units for the M.Div., less any advanced standing units (e.g., 30 units transfer and 15 units advanced standing or any other combination totaling 45 units for the M.Div.), and 30 units for the M.A.P.S. and M.A. (Theological Studies), and up to 24 units for M.A.Y.M., less any advanced standing units, from other regionally or ATS-accredited graduate degree programs. Units transferred are limited to one-third of an earned master's degree. A minimum of 45 units for the M.Div.; and 30 units for the M.A.P.S. and M.A. (Theological Studies), and 24 units for the M.A.Y.M. must be completed at C.P. Haggard Graduate School of Theology.

Advancement to Candidacy

In order to progress beyond the initial courses of the degree program and be admitted to full graduate standing, the student must be granted candidacy. Candidacy is granted by faculty approval upon the completion of the stated candidacy requirements for the respective degrees, and after the faculty (through a careful review) is satisfied with the student's progress in his/her field education studies, spiritual formation, and personal growth. Specific requirements for attaining candidacy are listed under the respective degree program descriptions.

Master of Divinity

Program Director: Don Thorsen, Ph.D.
(626) 815-6000, Ext. 5650
dthorsen@apu.edu

The Master of Divinity Program prepares men and women for professional ministry in the Church. A biblical studies emphasis in the Master of Divinity Program serves students who wish to prepare for postgraduate work in biblical studies for careers teaching in colleges, universities, or seminaries. The core curriculum provides students with solid training in biblical, theological, and ministerial studies. A unique feature of the program is its intentional integration of academic and experiential components. Students must engage in some form of supervised ministry during their degree programs. C.P. Haggard Graduate School of Theology's faculty brings to the program a unique combination of the highest academic credentials and extensive ministerial experience.

Mission Statement

The Master of Divinity Program prepares men and women for vocational ministry in the church through a course of study comprising 90 units in theological, biblical, and ministerial studies. An important feature of the program includes an intentional integration of academic and experiential components: students must engage in some form of supervised ministry during their degree program. A biblical studies emphasis in the Master of Divinity Program serves students who wish to prepare for postgraduate work in biblical studies for careers of teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.

Additional Admission Requirements

A limited number of applicants who do not have baccalaureate degrees, but have extensive ministerial experience and at least 60 units of accredited academic work, may be considered for admission. For a description of the standards governing this exception, please write to the dean of C.P. Haggard Graduate School of Theology. Students admitted under this exception must obtain a B or better in their first 12 units of coursework.

Program Outcomes

The M.Div. Program prepares ministry graduates who:

1. Study Scripture historically and critically, emphasizing an inductive approach in its interpretation.
2. Embody and model a holy life that is being formed in faith and love, reflective of a Wesleyan heritage.
3. Reflect theologically, integrating Scripture, Church tradition, reason, and experience.
4. Practice Christian faith with global awareness and cultural sensitivity.
5. Minister effectively in the Church throughout the world.
6. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
7. Integrate social justice and social action into their various ministries.

Program of Studies

The Master of Divinity Program requires 90 units of coursework comprising 20 units of biblical studies, 20 units of theology and ethics, 20 units of ministry studies, 10 units in the professional block, 4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), and 16–20 units of electives.

Requirements for the Master of Divinity Program

Biblical Language Requirement 4 units

Students who have completed one year of undergraduate Hebrew or Greek with a grade of B or better may waive this requirement. The requirement may be filled with either GBBL 500 Elements of Greek Exegesis, GBBL 530, 540 Hebrew I, II, or GBBL 510, 520 New Testament Greek I, II.

Biblical Studies Core 20 units

GBBL 511	Seminar in Biblical Interpretation*	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God**	4
GBBL 532	Paul the Apostle and Theologian	4

*GBBL 511 is offered as 511A and 511B at some centers.

**Students may substitute GBBL 631 by petition to the department chair.

Theology and Ethics Core 20 units

GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, Holy Spirit, and the Church	4
GTHE 615	Church and Society	4

One of the following:

GTHE 503	History of Early and Medieval Church	4
GTHE 505	Christian Ethics	4

Ministry Core 20 units

GMIN 507	Preaching and Worship	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 518	Pastoral Servant Leadership	4
GMIN 547	Foundations for Ministry Life	4
GMIN 548	Pastoral Counseling	4

Professional Block

Field Education 6 units

GMIN 569	Field Education in Ministry*	1
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*Repeated for total of 6 units

Philosophy of Ministry Requirement 4 units

GMIN 618	Philosophy of Ministry**	4
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**An oral exam is taken in GMIN 618.

Electives 16–20 units

If a student takes GBBL 500, only 16 elective units are required.

APU graduate courses outside C. P. Haggard Graduate School of Theology are allowed as electives for the M.Div. Program, provided they can be demonstrated by petition to the appropriate chair and the associate dean to apply to the preparation for pastoral ministry. Courses approved for elective credit must be graduate level and the content must substantially promote the student's achievement of one or more of the goals of the M.Div. Program.

Total 90 units

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Divinity degree, the student must attain candidacy by completing 60 units of coursework with a grade-point average of 2.7 or better, including GBBL 500 Elements of Greek Exegesis or a year of Greek or Hebrew, GBBL 511 Seminar in Biblical Interpretation, and 3 units of field education. In addition, students must comply with the following requirements:

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by C.P. Haggard Graduate School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Divinity Program must devote at least eight hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center.

In order to graduate, a student must maintain at least a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Master of Divinity: Anglican Studies Emphasis

Program Director: Keith Matthews, D.Min.
(626) 815-6000, Ext. 5451
kmatthews@apu.edu

The Master of Divinity: Anglican Studies Emphasis Program requires 90 units of coursework comprising 20 units of biblical studies, 20 units of theology and ethics, 12 units of ministry studies, 10 units in the professional block, 24 units in Anglican studies, 0–4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), and 0–4 units of electives. This emphasis meets the academic requirements for ordination within the Anglican Communion.

Requirements for the Master of Divinity Program with an Anglican Studies Emphasis

Biblical Language Requirement **4 units**

Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement. The requirement may be filled with either GBBL 500, 510, 520, 530, and 540.

Biblical Studies Core **20 units**

GBBL 511	Seminar in Biblical Interpretation*	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4

*GBBL 511 is offered as 511A and 511B at some centers.

Theology and Ethics Core **20 units**

GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Christ, Holy Spirit, and the Church	4
GTHE 615	Church and Society	4
GTHE 503	History of Early and Medieval Church	4

Ministry Core **12 units**

GMIN 507	Preaching and Worship	4
GMIN 547	Foundations for Ministry Life	4
GMIN 548	Pastoral Counseling	4

Professional Block

Field Education **6 units**

GMIN 569	Field Education in Ministry*	6
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*Repeated for total of 6 units

Philosophy of Ministry Requirement **4 units**

GMIN 618	Philosophy of Ministry**	4
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**An oral exam is taken in GMIN 618.

Anglican Studies Emphasis **24 units**

GMIN 517	Preaching and Liturgy in the Anglican Tradition	4
GMIN 536	Ascetical Spirituality	4
GMIN 537	Anglican Parish Ministry	4
GTHE 515	Anglican Ethics and Moral Theology	4
GTHE 533	Anglican Church History	4
GTHE 543	History of Worship and Liturgy	4

Electives **0–4 units**

If a student takes GBBL 500, no elective units are required.

APU graduate courses outside C.P. Haggard Graduate School of Theology are allowed as electives for the M.Div. Program, provided they can be demonstrated by petition to the appropriate chair and the associate dean to apply to the preparation for pastoral ministry. Courses approved for elective credit must be graduate level and the content must substantially promote the student's achievement of one or more of the goals of the M.Div. Program.

Total **90 units**

Master of Divinity: Biblical Studies Emphasis

Program Director: Lynn Losie, Ph.D.
(626) 815-6000, Ext. 5748
llosie@apu.edu

Requirements for the Master of Divinity Program with a Biblical Studies Emphasis

Biblical Language Requirement **8 units**

GBBL 510	New Testament Greek I	4
GBBL 520	New Testament Greek II	4
— or —		
GBBL 530	Hebrew I	4
GBBL 540	Hebrew II	4

Biblical Studies Core **20 units**

GBBL 511	Seminar in Biblical Interpretation*	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God**	4
GBBL 532	Paul the Apostle and Theologian	4

*GBBL 511 is offered as 511A and 511B at some centers.

**Students may substitute GBBL 631 Community of God by petition to the department chair.

Theology and Ethics Core **20 units**

GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, Holy Spirit, and the Church	4
GTHE 615	Church and Society	4

One of the following:

GTHE 503	History of Early and Medieval Church	4
GTHE 505	Christian Ethics	4

Ministry Core **20 units**

GMIN 507	Preaching and Worship	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 518	Pastoral Servant Leadership	4
GMIN 547	Foundations for Ministry Life	4
GMIN 548	Pastoral Counseling	4

Professional Block

Field Education **6 units**

GMIN 569	Field Education in Ministry*	1
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*Repeated for total of 6 units

Philosophy of Ministry Requirement **4 units**

GMIN 618	Philosophy of Ministry*	4
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*An oral exam is taken in GMIN 618.

Biblical Studies Emphasis **12 units**

Select three of the following:

GBBL 522	The Gospel of Mark	4
GBBL 552	Epistle to the Romans	4

GBBL 561	Psalms as Resource for Ministry	4
GBBL 562	Biblical Foundations for Worship	4
GBBL 591	Isaiah	4
GBBL 611	Old Testament Seminar	4
GBBL 612	New Testament Seminar	4
GBBL 621	Jeremiah	4
GBBL 622	The Church of the First Century	4
GBBL 631	Community of God	4
GBBL 632	The New Testament World	4
GBBL 641	Theological Themes of the Old Testament	4
GBBL 651	Scripture and Canon	4

NOTE: A second biblical language can also be used to fulfill the biblical studies emphasis.

Total **90 units**

Master of Arts in Pastoral Studies

Program Director: Keith Matthews, D.Min.
(626) 815-6000, Ext. 5451
kmatthews@apu.edu

Mission Statement

The Master of Arts in Pastoral Studies Program prepares men and women for a specialized field of church ministry through a program of study comprising 60 units in biblical, theological, and ministerial studies. An important feature of the program includes an intentional integration of academic and experiential components: students must engage in some form of supervised ministry during their degree program. Students concentrate in one area of ministry: church leadership and development, intercultural studies, urban studies, worship leadership, or youth ministry.

Additional Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, please contact the dean of C.P. Haggard Graduate School of Theology. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The Master of Arts in Pastoral Studies Program helps the student who has a specific call to ministry to develop a practical theology in church leadership. The Master of Arts in Pastoral Studies Program prepares graduates to:

- Study and exegete Scripture historically and critically, emphasizing an inductive approach to its interpretation.
- Embody and model a holy life that is being formed in faith and love, reflective of a Wesleyan heritage.
- Reflect theologically, integrating Scripture, Church tradition, reason, and experience.
- Practice Christian faith with global awareness and cultural sensitivity.
- Minister effectively in the Church throughout the world.
- Integrate personal and vocational development through disciplined reflection on ministerial, personal, and academic experiences.
- Develop vocational proficiency and leadership ability in a specialized field of ministry.

Program of Studies

The Master of Arts in Pastoral Studies requires 60 units of coursework: 32 units of core courses, 16 units in selected concentration of ministry, 4 units of field education, 4 units of elective coursework, and 4 units of capstone project.

Requirements for the Master of Arts in Pastoral Studies

Core Courses	36 units
GBBL 511 Seminar in Biblical Interpretation*	4
GBBL 512 Gospels' Witness to Christ	4
GBBL 521 People of God	4
GTHE 504 God, Creation, and Humanity	4
GTHE 513 History of the Modern Church	4
GTHE 514 Jesus Christ, Holy Spirit, and the Church	4
GTHE 516 Dynamics of Christian Formation	4
GMIN 547 Foundations for Ministry Life	4
GMIN 548 Pastoral Counseling	4

*GBBL 511 is offered as 511A and 511B at some centers.

Concentration 16 units

Complete four courses in a specialized area of ministry:

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

Field Education	4 units[^]
GMIN 569 Field Education in Ministry*	1

*Repeated for total of 4 units

[^]The Youth Ministry concentration requires 6 units of field education; this reduces the elective to 2 units.

GMIN 608	Integrative Ministry Project	4 units
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Total		60 units
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Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Pastoral Studies, the student must attain candidacy by completing 20 units of coursework, including 2 units of field education with a grade-point average of 2.7 or better. In addition, the student must comply with three candidacy requirements.

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by C.P. Haggard Graduate School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Arts in Pastoral Studies Program should devote at least eight hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center. In order to graduate, a student must maintain at least a 2.7 grade-point average.

Time Limit

The Master of Arts in Pastoral Studies must be completed within eight years from the date of admission. APU coursework completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Concentrations in Pastoral Ministry

Church Leadership and Development Concentration 16 units

Today's hurried, fragmented society calls for healthy, effective ministry leaders. This concentration provides students with education in practical ministry with particular focus on leadership development and spiritual formation, equipping ministers for the broad, multifaceted needs of the contemporary church. Program outcomes build on the graduate school of theology's core competencies and M.A.P.S. program outcomes.

Concentration Outcomes

- Synthesize the vital role of healthy church management for the empowerment of the laity.
- Develop vocational proficiency and leadership ability.
- Apply ministry principles of Christ-like formation for lifelong ministry effectiveness and personal growth.

Required Courses **8 units**

GMIN 508	Church Leadership and Administration	4
GMIN 518	Pastoral Servant Leadership	4

Select two of the following: **8 units**

GMIN 528	Contemporary Issues in Ministry	4
GMIN 538	Evangelism and Discipleship	4
GMIN 598	Growing Healthy Churches	4

Urban Studies Concentration **16 units**

The North American church is becoming increasingly urbanized. To prepare students for ministry in the city, this concentration engages students with urban social structures, trends, and ministry strategies. Issues of contextualization, social analysis, and cross-cultural communication will be addressed.

Concentration Outcomes

- Evaluate and apply ministry concepts, theories, and methodologies found in the urban setting.
- Develop cultural awareness and sensitivity for ministry in the urban context.
- Analyze the methods of evangelism and discipleship unique to the city.

Required Courses **8 units**

GMIN 509	Urban Anthropology and Christian Ministry	4
GMIN 519	Current Issues in Urban Ministry	4

Select two of the following: **8 units**

GMIN 538	Evangelism and Discipleship	4
GMIN 528	Contemporary Issues in Ministry	4
GMIN 559	Urban Cross Cultural Ministry	4

Worship Leadership Concentration **16 units**

The postmodern worship leader combines theology, skill, and heart in order to facilitate the Church's corporate worship experience. This concentration includes worship history, worship planning, development of musical ensembles, and communication and leadership theory.

Concentration Outcomes

- Demonstrate experience in the leading of worship, with an emphasis on strategic worship service design.
- Construct a theology of ministry, worship, and the sacraments based on the development of worship in the history of the Church, including ancient and modern liturgy and postmodern worship styles.

Required Courses **8 units**

GMIN 578	Worship Leadership	4
GMIN 579	Church Music Administration	4

Select two of the following: **8 units**

GTHE 543	History of Worship and Liturgy	4
GMIN 577	Music in the Worshiping Church	4
GMIN 580	Aesthetics, Arts, and Actions in Corporate Worship	4

Youth and Family Ministry Concentration **16 units**

21st-century youth and family ministry must be rooted in scriptural principles and be able to address the challenges facing youth and families in today's complex culture. This concentration trains students to assist parents, youth, and family ministry staff to plan and engage in intentional spiritual formation in the home and church.

Concentration Outcomes

- To think theologically and biblically about the nature of youth and families in relationship to the church and family
- To comprehend youth and family issues that are impacting the home, church, and community
- To identify strategic resources, including theory and research from the social sciences, that will assist in developing healthy intergenerational relationships within the church
- To develop a contextualized application model of church family ministry that recognizes various ethnic diversities in family systems

Required Courses **8 units**

GMIN 500	Introduction to Youth and Family Ministry	4
GMIN 587	Advanced Youth and Family Ministry	4

Select two of the following: **8 units**

GMIN 501	Foundations of Youth Ministry	4
GMIN 526	Curriculum and Instruction	4
GMIN 528	Contemporary Issues in Ministry	4

Master of Arts (Theological Studies)

Program Director: Lynn Losie, Ph.D.
(626) 815-6000, Ext. 5748
llosie@apu.edu

The Master of Arts (Theological Studies) Program is designed for students who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. It may also serve as the foundation for doctoral studies in biblical studies or theology and ethics.

Mission Statement

The Master of Arts (Theological Studies) Program prepares men and women for teaching in Christian schools or colleges, or for further doctoral studies, with a course of study comprising 60 units in biblical and theological studies, with a specialization in one of these fields.

Program Goals

The Master of Arts (Theological Studies) Program provides a general foundation in the biblical and theological disciplines as well as an opportunity for specialized training in either biblical studies or theology and ethics.

Specifically, the goals of the program are to prepare graduates who:

- Analyze biblical texts through a close reading that employs an inductive approach and determines various aspects of their structure.
- Identify and differentiate the historical and cultural setting of biblical texts.
- Compare and contrast critically different interpretations of biblical texts.
- Identify and differentiate the central themes of biblical theology.
- Analyze theological and ethical issues through theological methodology.
- Identify and outline the historical development of Christian doctrine and ethics.
- Identify and differentiate the central doctrines of Christian theology and the foundations of Christian ethics.
- Demonstrate mastery of the craft of scholarly research and writing.

Program of Studies

The Master of Arts (Theological Studies) Program requires 60 units of coursework comprising 8–16 units of biblical languages (Hebrew and Greek), 16 units in each of the two core areas of biblical studies and theology and ethics, and 12–20 units of concentration in either biblical studies or theology and ethics, including 4 units for the preparation of a research paper/thesis, which will be defended in an oral examination. Each student is assigned a faculty advisor who will give guidance in the selection of courses and composition of the research paper/thesis.

Requirements for the Master of Arts (Theological Studies)

Biblical Language Requirement*		8–16 units
GBBL 510	New Testament Greek I	4
GBBL 520	New Testament Greek II	4
GBBL 530	Hebrew I	4
GBBL 540	Hebrew II	4

*Students concentrating in theology and ethics take one biblical language, and students concentrating in biblical studies take two biblical languages. Students who demonstrate transcript evidence of a year of undergraduate Hebrew and/or Greek may apply for advanced standing of up to 10 units of credit. In the case of students concentrating in biblical studies who have had a year of both undergraduate Hebrew and Greek, courses of advanced language study will be taken for the additional 6 units beyond advanced standing credit.

Biblical Studies Core		16 units
GBBL 511	Seminar in Biblical Interpretation**	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4

Choice of one:

GBBL 531	Kingdom of God***	4
GBBL 532	Paul the Apostle and Theologian	4

**GBBL 511 is offered as 511A and 511B at some centers.

***Students may substitute GBBL 631 by petition to the department chair.

Theology and Ethics Core		16 units
GTHE 504	God, Creation, and Humanity	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, Holy Spirit, and the Church	4

Choice of one:

GTHE 503	History of Early and Medieval Church	4
GTHE 505	Christian Ethics	4

Concentration **8–16 units**

The student chooses a concentration in either biblical studies or theology and ethics and selects 8–16 units of courses from the area of concentration.

Research Paper/Thesis **4 units**

The student selects GBBL/GTHE 570 Directed Research/590 Thesis for the preparation of the research paper/thesis, which is defended orally before a panel of faculty examiners.

Total **60 units**

Additional Degree Requirements

Candidacy

When students have completed 20 units of study, they must be advanced to candidacy in the Master of Arts (Theological Studies) Program. Candidacy is granted by the faculty of C.P. Haggard Graduate School of Theology after a review of the student's progress in the program.

In order to graduate, a student must have at least a 3.0 grade-point average.

Research Paper or Thesis

To receive the Master of Arts (Theological Studies), students must demonstrate the ability to conduct scholarly research and present this in a logically argued and properly documented written form in their area of concentration. Under the supervision of a faculty member approved by the relevant department chair, in a course of independent study (GBBL/GTHE 570 Directed Research/590 Thesis), the student prepares a major research paper/thesis, which is defended in an oral examination before the supervising faculty member and two other faculty members approved by the relevant department chair. The oral defense may be scheduled when the student is within eight units of the completion of coursework, and must be sustained before the degree is awarded. The research paper/thesis must be distributed to the examiners at least two weeks before the date of the oral defense, and a copy must be given to the HGST office to be kept on file.

Time Limit

The Master of Arts (Theological Studies) must be completed within eight years from the date of admission. APU coursework completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Youth Ministry

Program Director: Keith Matthews, D.Min.
(626) 815-6000, Ext. 5451
kmatthews@apu.edu

Mission Statement

The Master of Arts in Youth Ministry prepares men and women for the specialized field of youth ministry through a diversified program of study comprising 48 units of biblical, theological, and youth ministry studies, as well as a supervised ministry component. This program may be desirable for leaders in youth ministry not seeking ordination. An important feature of the program is its intentional integration of academic and experiential components.

Additional Admission Requirements

A limited number of applicants who do not have baccalaureate degrees, but have extensive ministerial experience, may be considered for admission. For a description of the standards governing this exception, please contact the dean of C.P. Haggard Graduate School of Theology. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The Master of Arts in Youth Ministry Program helps the student who has a specific call to ministry to develop a practical theology in youth ministry. The Master of Arts in Youth Ministry Program prepares graduates to:

- Study Scripture historically and critically, emphasizing an inductive approach in its interpretation.
- Embody and model a holy life that is being formed in faith and love, reflective of a Wesleyan heritage.
- Reflect theologically, integrating Scripture, Church tradition, reason, and experience.
- Practice Christian faith with global awareness and cultural sensitivity.
- Minister effectively in the Church throughout the world.
- Integrate personal and vocational development through disciplined reflection on ministerial, personal, and academic experiences.
- Develop vocational proficiency and leadership ability in a specialized field of youth ministry.

Program of Studies

The Master of Arts in Youth Ministry requires 48 units of coursework: 28 units of core courses, 12 units in the ministry concentration, 4 units of field education, and 4 units of capstone project.

Requirements for the Master of Arts in Youth Ministry

Core Courses			28 units
GBBL	511	Seminar in Biblical Interpretation*	4
GBBL	512	Gospels' Witness to Christ	4
GBBL	521	People of God	4
GTHE	504	God, Creation, and Humanity	4
GTHE	513	History of the Modern Church	4
GTHE	514	Jesus Christ, Holy Spirit, and the Church	4
GMIN	547	Foundations for Ministry Life	4

*GBBL 511 is offered as 511A and 511B at some centers.

Concentration Required

Concentration			12 units
GMIN	501	Foundations of Youth Ministry	4
Select two of the following:			
GMIN	502	Discipleship and Evangelism of Youth	4
GMIN	503	Multicultural Youth Ministry	4
GMIN	504	Pastoral Counseling of Youth	4

Field Education

Field Education			4 units
GMIN	569	Field Education in Ministry*	1

*Repeated for four semesters

Capstone Course

Capstone Course			4 units
GMIN	605	Leadership in Youth Ministry	

Total

48 units

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Youth Ministry degree the student must attain candidacy by completing 20 units of coursework, including 2 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with three candidacy requirements.

1. A satisfactory evaluation by the director of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by C.P. Haggard Graduate School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Arts in Youth Ministry Program must devote at least eight hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain at least a 2.7 grade-point average.

Time Limit

The Master of Arts in Youth Ministry must be completed within eight years from the date of admission. APU coursework completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Doctor of Ministry

Interim Program Director: Keith Matthews, D.Min.
(626) 815-6000, Ext. 5451
kmatthews@apu.edu

The Doctor of Ministry (D.Min.) represents the highest professional degree in the practice of ministry. It builds on education received through the Master of Divinity and on experience gained in the practice of ministry. The Doctor of Ministry offered by C.P. Haggard Graduate School of Theology focuses on spiritual formation and ministry leadership. It helps students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice. The D.Min. Program is available in English and Korean.

Mission Statement

The Doctor of Ministry Program focuses on spiritual formation and ministry leadership. Through 36 units in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

Additional Admission Requirements

Admission decisions to the Doctor of Ministry Program are based initially on three primary criteria: Prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Graduate Center or online at www.apu.edu/apply/)
2. An M.Div. from an ATS-accredited school or its educational equivalent, achieved with a grade-point average of at least 3.0 (on a 4.0 scale) and verified by the submission of an official transcript (Educational equivalent is evidenced by 90 semester units of theological study in coursework commensurate with requirements by C.P. Haggard Graduate School of Theology for granting an M.Div. For more information on equivalency, contact C.P. Haggard Graduate School of Theology.)

3. Transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and current involvement in ministry leadership (This must include a written letter of support for doctoral studies from the applicant's current ministry assignment.)
5. A 1,500-word written statement that addresses ministerial and educational goals, personal spiritual and leadership journey, and recent theological reading (Please contact the Office of the Doctor of Ministry for details on completing this admission requirement.)
6. Three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills (Forms are included with application materials.)
7. A current résumé
8. A personal interview with the program director may be required.
9. Applicants for whom English is a second language must demonstrate language aptitude for advanced studies at the doctoral level by the following minimum international iBT (Internet-based TOEFL) scores:

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

Students who have completed at least 48 units in an accredited English-speaking program just prior to application may be admitted without the TOEFL.
10. Availability of a computer with Internet access is highly recommended for all students.

All materials should be submitted to:

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

Located at:

568 E. Foothill Blvd.
 Azusa, CA 91702
 (626) 815-4570

Fax: (626) 815-4545 • (626) 815-4571
 graduatecenter@apu.edu
 www.apu.edu/graduatecenter

Send international applications to:

International Center
 Azusa Pacific University
 PO Box 7000
 Azusa, CA 91702-7000 USA
 +1-626-812-3055
 Fax: +1-626-815-3801
 international@apu.edu
 www.apu.edu/international

Program Outcomes

The Doctor of Ministry in spiritual formation and ministry leadership offers a comprehensive curriculum track that focuses on the real-world skills ministry leaders need today. The ultimate goal is to renew and transform ministry leaders, churches, and communities toward those of Jesus Christ.

In general, the goals of the Doctor of Ministry Program focus on growth in specific skills for spiritual formation and ministry leadership. In this context, doctoral scholarship and research are emphasized to bring theory and praxis into practical ministry application. The program seeks to accomplish these goals by focusing on the following outcomes:

- **Personal Spiritual Formation:** Students will learn the theory and practice of personal spiritual formation, develop habits for continued spiritual growth, develop a theology of spiritual formation, and apply this knowledge personally.
- **Ministry Leadership:** Students will gain knowledge of leadership development, personal leadership styles, the art of spiritual leadership, and learn how to apply this knowledge in ministry practice.
- **Community Impact:** Students will study historical and contemporary church movements and reflect on contemporary concerns in the practice of ministry. Students will learn how to apply their knowledge in local ministry practice and will make a contribution to the greater Christian community through completion of a written doctoral project.

Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. Program. A maximum of 6 semester units of doctoral-level work which have been completed within the past eight years will be allowed as transfer credit.

Full-time Status

Full-time status in the D.Min. Program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after satisfactory completion of 16 units of coursework (minimum of 3.0 GPA in all coursework with no grade less than B-), satisfactory completion of two doctoral project seminars, approval of the student's doctoral project proposal by the director and the D.Min. committee, and an interview with the director. Final approval for candidacy is granted by the D.Min. committee.

Written Project

Students will demonstrate academic and practical learning through completion of a major written project. They will conduct research and develop and write their project in a ministry practice field of interest. Ordinarily the project will be a minimum of 100 pages and a maximum of 250 pages in length. Complete information on the doctoral project process and standards is available from the Office of the Doctor of Ministry.

Requirements for Doctor of Ministry

Core Courses		20 units
GDMN 704	Research and Design	4
GDMN 710	History of Christian Spirituality	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4
GDMN 740	Spiritual Leadership	4
Electives		12 units
GDMN 750	Civic Spirituality	4
GDMN 760	Christian Spirituality and Modern Technology	3
GDMN 762	Spiritual Practices in the Church	4
GDMN 764	History and Theology of Worship	3
GDMN 766	Empowering the Laity	3
GDMN 768	Urban Immersion	3
GDMN 770	Church Growth and Church Planting	3
GDMN 772	Contemplative Spirituality	4
GDMN 782	Scripture: Its Spirituality and Proclamation	4
GDMN 799	Readings in Doctoral Ministry	1–4
Project		
GDMN 790	Ministry Project	4
Total		36 units
GDMN 792	Ministry Project Continuation	0

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790, must enroll for subsequent semesters in this course.

Instructional Format

Each course is structured to include three components which incorporate the theoretical, practical, and collegial aspects of the learning experience:

- Preliminary reading.** Assigned reading must be completed prior to the classroom experience, fulfilling a requirement of 1,800–2,000 pages of reading for a 3-unit course and 2,400–2,500 pages for a 4-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
- Classroom experience.** Classroom experience is in concentrated sessions during two-week residency periods held each January and July. The residency periods involve significant interaction with a faculty instructor in a peer-learning, seminar format. The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using

his or her academic and practical experience to bring in-depth analysis, critical thinking, integration, and application to the topic.

- Grading.** Students must achieve a minimum grade of *B-* in order to receive credit for work in a course. If a student receives a grade of *C+* or lower in a course, the course may be repeated, and the new grade, if higher, will replace the former grade in the computation of the grade-point average.
- Course project.** An extensive post-classroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Classes are scheduled two times during the year – January and July.

Time Limit

A maximum of 16 units of coursework may be completed during one calendar year, requiring a minimum of two years for completion of all required coursework. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is seven years from the time of enrollment.

Course Descriptions

Biblical Studies

GBBL 500 Elements of Greek Exegesis (4)

Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament.

GBBL 510 New Testament Greek I (4)

This class introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

GBBL 511 Seminar in Biblical Interpretation (4)

This course examines the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 511A Seminar in Biblical Interpretation I (2)

This course examines the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 511B Seminar in Biblical Interpretation II (2)

This course completes the study begun in GBBL 511A. Students must take both GBBL 511A and GBBL 511B to meet the core requirement in their degree program. *Prerequisite:* GBBL 511A

GBBL 512 The Gospels' Witness to Christ (4)

This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism. *Prerequisite:* GBBL 511

GBBL 520 New Testament Greek II (4)

This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

GBBL 521 People of God (4)

This course addresses the theology of Creation, including history and covenant. Genesis, Exodus, and Deuteronomy are used as primary source material. *Prerequisite: GBBL 511*

GBBL 522 The Gospel of Mark (4)

Students study the Gospel of Mark with attention to developing skill in the methods of Gospel criticism and engaging the Gospel's implicit theology and teaching about the Christian life. *Prerequisite: GBBL 511*

GBBL 530 Hebrew I (4)

This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

GBBL 531 Kingdom of God (4)

The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets. *Prerequisite: GBBL 511*

GBBL 532 Paul the Apostle and Theologian (4)

This course studies the Apostle Paul's pastoral work in the establishment and care of churches and his formative contribution to the theology of the church through examination of his letters. *Prerequisite: GBBL 511*

GBBL 540 Hebrew II (4)

This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

GBBL 541 Exegetical Study of the Greek or Hebrew Text (4)

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

GBBL 551 Geographical and Historical Setting of the Bible (4)

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

GBBL 552 Epistle to the Romans (4)

Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought. *Prerequisite: GBBL 511*

GBBL 561 Psalms as Resource for Ministry (4)

The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry. *Prerequisite: GBBL 511*

GBBL 562 Biblical Foundations of Worship (4)

This course is a study of the worship of the believing communities of the Bible and early Christianity within the context of the ancient Near East and the Greco-Roman world, with special attention to its historical expressions and theological foundations. *Prerequisite: GBBL 511*

GBBL 570 Directed Research (1-4)

This is a course of independent research directed by the instructor.

GBBL 571 Readings in the Hebrew Text of the Pentateuch (1-4)

Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

GBBL 572 Readings in the Greek Text of the Gospels (1-4)

Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

GBBL 581 Readings in the Hebrew Text of the Prophets (1-4)

Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

GBBL 582 Readings in the Greek Text of the Epistles (1-4)

Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

GBBL 590 Thesis (4)

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GBBL 591 Isaiah (4)

This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40-55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56-66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ. *Prerequisite: GBBL 511*

GBBL 599 Readings in Biblical Studies (1-4)

This is a course of independent study supervised by the instructor.

GBBL 611 Old Testament Seminar (4)

Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized. *Prerequisite: GBBL 511*

GBBL 612 New Testament Seminar (4)

Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research. *Prerequisite: GBBL 511*

GBBL 621 Jeremiah (4)

The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6th century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition. *Prerequisite: GBBL 511*

GBBL 622 The Church of the First Century (4)

Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis. *Prerequisite: GBBL 511*

GBBL 631 Community of God (4)

The history of Jewish communities in the Persian, Greek, and Roman periods form a context for understanding the formation of Judaism as centered in the Torah and the rebuilt Temple in Jerusalem. This course examines the biblical and extra-biblical resources, including the Dead Sea Scrolls, which demonstrate the development and concerns of different Jewish groups for texts, traditions, rituals, social practices, and interpretive discourses that form a foundation for rabbinic Judaism and the early Jesus movement. *Prerequisite: GBBL 511*

GBBL 632 The New Testament World (4)

This course gives students an encounter with Jewish and Greco-Roman primary texts from the Hellenistic Age in order to gain an understanding of the history, religion, and culture that formed the milieu of the New Testament.

GBBL 641 Theological Themes of the Old Testament (4)

This course investigates contemporary approaches to Old Testament theology. These methods are studied and critiqued. Specific theological themes are pursued, including God's self-revelation, God's holiness, justice, wisdom, love, the view of humans, sin and atonement, praise, and lament. Very important is a consideration of the relationship of both testaments for practicing biblical theology. *Prerequisite: GBBL 511*

GBBL 651 Scripture and Canon (4)

This course traces how the Jewish and Christian Scriptures were produced, preserved, transmitted, authorized, and canonized in living communities of faith. It explores how inspiration and revelation – as well as social structures, historical events, and politics – feature in the development and persistence of a sacred canon. *Prerequisite: GBBL 511*

GBBL 661 Women in the Bible (4)

This course is an inductive survey of female characters' roles in the Bible and biblical discourse regarding women. This in-depth examination of biblical and interpretive traditions informs students' understanding of the vocations of women serving God today.

Ministry

GMIN 500 Introduction to Youth and Family Ministry (4)

This course offers an introductory overview of youth and family ministries, including biblical and theological foundations as well as theory and research from the social sciences. Emphasis is given to contemporary changes in youth and family systems as they relate to the Church. Various ministry models are introduced along with the implications for ministry.

GMIN 501 Foundations of Youth Ministry (4)

Students are exposed to selected theologies that provide the underpinnings of various youth ministries. The course includes discussion regarding current adolescent culture and issues and contemporary youth ministry issues. Each student is required to integrate the course content into the various projects assigned, demonstrating a thorough understanding of the course content.

GMIN 502 Discipleship and Evangelism of Youth (4)

This course promotes a biblical theology of discipleship and evangelism and its practical application toward youth ministry. Extensive focus is given to being and making disciples and evangelizing others. Students are required to integrate the course content into the various projects assigned which shows a depth of understanding of principles taught in the course.

GMIN 503 Multicultural Youth Ministry (4)

This course is a study of contemporary social problems theory with special emphasis on cross cultural perspectives as found in the urban/multicultural youth environment. Complex issues emerging from multicultural youth perspectives of various ethnicities are explored in the light of contextually relevant church ministry.

GMIN 504 Pastoral Counseling of Adolescents (4)

This course introduces students to the pastoral counseling field and assists with the development of specific skills and competencies in the counseling process with adolescents and their families. It also builds biblical and theological foundations for pastoral counseling with adolescents and gives students an opportunity to engage in an actual pastoral counseling experience.

GMIN 506 Foundations of Educational Ministries (4)

Students explore the history of Christian education and its influence as a church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

GMIN 507 Preaching and Worship (4)

The preparation of the preacher, sermon construction, and delivery are studied. Students are supervised in the development of effective communication skills, with attention given to the different elements of Christian worship, leadership in worship, and planning the worship service.

GMIN 508 Church Leadership and Administration (4)

The nature and function of church administration are studied in light of a process through which the church moves to fulfill its central purpose. The role of leadership in giving direction is examined.

GMIN 509 Urban Anthropology and Christian Ministry (4)

This course provides an introduction to sociological and cultural theories of urban areas. In order to understand the pressing cultural and social needs of the city, this course prepares ministry students to approach their urban churches within the broader framework of understanding systemic social pathologies, theories of race and class, and urbanism.

GMIN 516 Dynamics of Christian Formation (4)

This course offers a study of foundational principles and models of Christian formation and discipleship, with special emphasis on edification and evangelism, and human growth and development. Consideration is given to the varying needs of each student.

GMIN 517 Preaching and Liturgy in the Anglican Tradition (4)

This course examines the Sacraments and proclamation of the Word in Anglican liturgy throughout the ecclesiastical year. Special focus is given to the various rites and services found in the Book of Common Prayer. Attention is given to sermon construction and leading the worship experience during the liturgical year.

GMIN 518 Pastoral Servant Leadership (4)

This introductory course explores the varied and many roles and aspects of pastoral ministry. Emphasis is given to the strategies necessary in handling the responsibilities of family, church, and community.

GMIN 519 Current Issues in Urban Ministry (4)

This course examines the critical issues affecting the quality of life for those living in major urban areas. The course focuses on in-depth examination of the contributions of faith communities to social analysis, public theology, and transformation of community in relation to issues such as homelessness, violence, family dissolution, and gentrification.

GMIN 526 Curriculum and Instruction (4)

Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

GMIN 527 Expository Preaching (4)

The principles and techniques of expository preaching are covered. Students are supervised in the practice of preaching from a biblical text.

GMIN 528 Contemporary Issues in Ministry (4)

The church and its ministry are studied. The course emphasizes contemporary changes in the church, directions in which the church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the church's ministry strategy.

GMIN 529 The City in Theological Perspective (4)

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GMIN 536 Ascetical Spirituality (4)

This course introduces students to the theology and historical foundations of Ascetical Spirituality in the Anglican tradition. It includes the doctrine of salvation and the human person, foundational elements of Christian spirituality, and an overview of key personalities and movements within the universal Christian tradition up to the Reformation.

GMIN 537 Anglican Parish Ministry (4)

This course examines the place of the ordained ministry in the mission of the church, and the development of Catholic Order, the Canon Law of the Episcopal Church, with particular attention to ordained leadership of congregations of different sizes and settings and various issues of ministerial ethics.

GMIN 538 Evangelism and Discipleship (4)

Students undertake an analysis of the principles and methods of establishing interpersonal relationships, fellowship, and resources necessary to communicate and live out the Gospel message.

GMIN 546 Seminar in Educational Ministry (4)

An important area in the field of educational ministry and spiritual formation is selected and studied each semester. Areas of study may include family ministry, age-group studies, leadership, spirituality, and ministry.

GMIN 547 Foundations for Ministry Life (4)

This course prepares students for a successful educational experience and lifelong development as a minister by introducing foundational concepts related to crucial personal and professional growth issues.

GMIN 548 Pastoral Counseling (4)

This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

GMIN 558 Women and Men in Ministry (4)

Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and cross-gender communication skills.

GMIN 559 Urban Crosscultural Ministry (4)

Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

GMIN 568 Field Education in Ministry (2)

Field Education consists of two components. The first is the student's supervised ministry experience in a church or other organization (8 hours/week). The second component is the Field Education Reflection Group. Each reflection group meets regularly with a faculty mentor for the purpose of processing, direction, and peer support in relation to students' ministry site experiences, personal awareness, academic studies, and spiritual formation. This two-unit version of Field Education is available in conjunction with intensive field experiences which go beyond normal church ministry requirements.

GMIN 569 Field Education in Ministry (1)

Field Education consists of two components. The first is the student's supervised ministry experience in a church or other organization (8 hours/week). The second component is the Field Education Reflection Group. Each reflection group meets regularly with a faculty mentor for the purpose of processing, direction, and peer support in relation to students' ministry site experiences, personal awareness, academic studies, and spiritual formation.

GMIN 570 Directed Research (1-4)

This is a course of independent research directed by the instructor.

GMIN 577 Music in the Worshiping Church (4)

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the Psalter, hymnody and hymn writers, and a survey of contemporary worship styles including blended, Gen-X, Taize, and multicultural worship.

GMIN 578 Worship Leadership (4)

This course equips the student to become a servant leader. It is a practical class designed to help worship leaders succeed as family members, team players, event coordinators, budget managers, vision casters, congregational guides, and reproducers of other leaders. Discussions are focused on the complex set of challenges that worship leaders typically face.

GMIN 579 Church Music Administration (4)

This course examines the calling and role of the worship leader, care of music participants, and various planning tools. Also included is an introduction to the use of technology and the preparation, direction, rehearsal, arranging and incorporation of various ensembles (praise team, choir, rhythm section, church orchestra) encountered in Church ministries.

GMIN 580 Aesthetics, Arts, and Actions in Corporate Worship (4)

This course helps students develop a philosophy of aesthetics and the arts in corporate worship. An investigation of spirituality in the post-modern world includes suggestions for the inclusion of sacred time, sacred space, drama, dance, sacred action, sign, and symbol in Protestant worship.

GMIN 587 Advanced Youth and Family Ministry (4)

This course addresses the various age groups and family systems within the church. Primary emphasis is placed on helping churches develop into communities that are nurturing and supportive of the variety of family systems and how they impact spiritual formation. Consideration is given to promoting intergenerational faith communities.

GMIN 588 The Missional Church (4)

This course offers an introduction to the missiological insights required to lead the North American church in the post-modern world. These insights reflect the interdisciplinary interaction of theology, anthropology, and missiological strategy for penetrating the culture of the North American 21st century.

GMIN 590 Thesis (4)

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GMIN 598 Growing Healthy Churches (4)

The basic principles of church growth, with special application to evangelism, mission, education, and administrative leadership, are covered.

GMIN 599 Readings in Ministry (1-4)

This is a course of independent study supervised by the instructor.

GMIN 605 Leadership in Youth Ministry (4)

This course teaches students the roles and responsibilities of Christian leadership in youth ministry. This capstone course includes the meaning of being a Christian leader and organization and administration of youth ministry programs.

GMIN 606 Current Issues in Educational Ministries (4)

Each term, a selected topic in educational ministry is chosen, building upon and integrating ideas from theology, the social sciences, education, and leadership.

GMIN 608 Integrative Ministry Project (4)

This course serves as a capstone for the MAPS degree. It is designed primarily as a practical ministry project with a specialized focus from the student's concentration. This course integrates praxis with disciplines within the degree: biblical studies, theology, and ministry.

GMIN 618 Philosophy of Ministry (4)

Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

GMIN 628 Seminar in Ministry (1-4)

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

Theology and Ethics

GTHE 503 History of the Early and Medieval Church (4)

The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church.

GTHE 504 God, Creation, and Humanity (4)

This course introduces students to basic beliefs about God and the methods of Christian theology. The doctrines of revelation, Scripture, creation, humanity, and sin are studied from the perspective of historical and systematic theology, based on a biblical foundation.

GTHE 505 Christian Ethics (4)

The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

GTHE 513 History of the Modern Church (4)

Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church.

GTHE 514 Jesus Christ, the Holy Spirit, and the Church (4)

This course helps students develop their basic Christian beliefs about Jesus Christ and the Holy Spirit. The doctrines of atonement, salvation, church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 515 Anglican Ethics and Moral Theology (4)

This course examines a contemporary Anglican approach to moral theology or Christian Ethics. Primary attention is given to basic Christian moral principles and the use of Scripture in ethics as the basic structure of Christian doctrine and the consequences for moral theology.

GTHE 523 Seminar in Church History (4)

Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

GTHE 529 The City in Theological Perspective (4)

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 533 Anglican Church History (4)

The course traces the history of the Anglican Christian tradition from its pre-Reformation roots to modern times.

GTHE 534 Interdisciplinary Seminar in Theology (4)

A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

GTHE 543 History of Worship and Liturgy (4)

This course is a study of worship and liturgy in the history of the church. Attention is given to the relationship between theological commitments and worship and to the development of liturgical expressions in the various Christian communities from the first century to the present.

GTHE 544 The Theology of John Wesley (4)

Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

GTHE 553 Evangelical Friends History: Birth, Growth, and Organization (4)

This course provides a survey of the Friends Church from its origins in the 17th century to the present. The birth, growth, and organization of Quakerism is delineated, along with Quaker distinctives in thought and practice, the role of evangelicalism, reform efforts, church polity, and the ongoing challenges of cultural relativism and relevancy. Special attention is given to the experiences and practices of American Friends in general and of Evangelical Friends in the Southwest in specific.

GTHE 554 Friends Theology, Worship, and Leadership (4)

Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

GTHE 563 American Church History (4)

This course will present an introduction and study of the major themes, persons and movements within the history of the American church from the Puritan church to the present, and will primarily focus upon Protestant Christianity.

GTHE 564 Contemporary Theology (4)

This course investigates contemporary issues of theology as they emerged within the context of the modern and/or postmodern world. Special emphasis is placed upon the reading of primary texts and upon relating to issues in a way that is responsible to historic Christianity as well as contemporary concerns. Issues include those related to existentialism and such contextualized theologies as liberation, ethnic, and feminist theologies.

GTHE 570 Directed Research (1-4)

This is a course of independent research directed by the instructor.

GTHE 573 History of the Church in Latin America (4)

This course traces the history of the Church in Latin America and its diverse relationships with its religious, economic, political, and cultural surroundings from the Conquest (1492) to the 20th Century.

GTHE 574 Theological Issues in the Hispanic Church (4)

This course examines a variety of theological issues facing the Hispanic church today. It engages the social and cultural contexts in which today's Church serves. It also places these issues in theological context to supply students with practical and applicable strategies for working through these issues in their local communities.

GTHE 590 Thesis (4)

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GTHE 599 Readings in Church History, Theology, and Ethics (1-4)

This is a course of independent study supervised by the instructor.

GTHE 615 Church and Society (4)

This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

GTHE 625 Seminar in Christian Ethics (4)

A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

Doctor of Ministry

GDMN 704 Research and Design (4)

Students are introduced to the practical application of the doctor of ministry coursework as it relates to their needs and ministerial context. Special attention is given to developing a lifelong appreciation of active discovery. Focus is on tools for study and research, developing a design proposal for the D.Min. project, and the methods of research and writing.

GDMN 710 History of Christian Spirituality (4)

The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

GDMN 720 Theology for Spiritual Formation (4)

Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the *imitatio Christi*, is the focus of the integration process; practical application is made to congregational life.

GDMN 730 Church Renewal (4)

Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

GDMN 740 Spiritual Leadership (4)

Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

GDMN 750 Civic Spirituality (4)

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

GDMN 760 Christian Spirituality and Modern Technology (3)

Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

GDMN 762 Spiritual Practices in the Church (4)

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the *via positiva*, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764 History and Theology of Worship (3)

This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

GDMN 766 Empowering the Laity (3)

This course focuses on the universal ministry of all Christians, the priesthood of all believers. Attention is given to everyday life as the place for effective spiritual formation, the exercise of discernment in the common life of the Christian community, and the role of the enabling pastor in mobilizing Christians for ministry.

GDMN 768 Urban Immersion (3)

Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

GDMN 770 Church Growth and Church Planting (3)

This course stresses the dynamics of church growth in the context of planting churches both mono- and crossculturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

GDMN 772 Contemplative Spirituality (4)

This course explores the history and theology of Ignatian spirituality, and the unique contribution that it makes to spiritual formation. Course material examines the world in which Ignatius of Loyola lived when he created the "Spiritual Exercises" as well as the practice and use of the exercises throughout the history of the church, and their significance for believers today.

GDMN 782 Scripture: Its Spirituality and Proclamation (4)

The Christian Scriptures exist as a great variety of manuscript and printed texts. They express a spectrum of content in many different genres, and they have evoked an enormous range of thoughtful responses. Viewed from the perspective of God's community, all of these aspects are manifestations of the work of God's Spirit. In this course students will seek to better understand the spiritual phenomena collectively known as Christian Scripture. Students will explore the relevance of the spiritual dimensions of Scripture to Christian ministry.

GDMN 790 Ministry Project (4)

Students work with their D. Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

GDMN 792 Ministry Project Continuation (0)

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project, must enroll for subsequent semesters in this course.

GDMN 799 Readings in Doctoral Ministry (1-4)

This is a course of independent study supervised by the instructor.

Council of Church Leaders

The following church leaders advise the dean and faculty of C.P. Haggard Graduate School of Theology on program development to ensure the practicality and relevance of program content.

Rev. Anthony Baron, Psy.D., Saint Anne's Church, Oceanside, California

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Evan Collins, APU Board Representative, First Vice President, Prudential Securities, Inc., Santa Barbara, California

Bishop Gregory Dixon, First Church of God, Inglewood, California

James Garlow, Ph.D., Senior Pastor, Skyline Wesleyan Church, La Mesa, California

John Johnson, Senior Pastor, Covina Assembly of God, Covina, California

David Le Shana, Chairman of the Board of Trustees of APU, Scottsdale, Arizona

Jim Le Shana, Senior Pastor, Rose Drive Friends Church, Yorba Linda, California

Stan Leach, D.Min., Evangelical Friends Church Southwest, Yorba Linda, California

Steve Mays, Senior Pastor, Calvary Chapel South Bay, Gardena, California

Neil Rimington, Retired Businessman, La Verne, California

Earl Schamehorn, Ph.D., Associate Pastor for Administration, Riverside Free Methodist Church, Redlands, California

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Kay Wilson, Associate Pastor, Arcadia Friends Community Church, Arcadia, California

Ex Officio Member: Don Marshburn, M.A., Chair of the Board of Trustees, Azusa Pacific University

Centro Teológico Hispano (CTH)

Dedicated to fostering the field of Hispanic church studies, *el Centro Teológico Hispano* at C.P. Haggard Graduate School of Theology offers unique courses, guest speakers, and relationship-building opportunities. It also provides a place for pastors and students to meet and discuss current issues, gain diverse training, and tap into multicultural resources that enable Hispanics to adequately minister within their particular contexts. For more information about *Centro Teológico Hispano*, contact Enrique Zone, Ed.D., associate dean at (626) 815-6000, Ext. 5653 or ezone@apu.edu.

The advisory members of Centro Teológico Hispano are:

Agustin Barajas, M.Div., Senior Pastor Eagle Rock, Overseer Liberia Victory Outreach Churches

Aureliano Flores, Pastor Emeritus, Church of the Redeemer, Assembly of God.

Eddie Ruano, Senior Pastor, Azusa Foursquare Church

Edgar Mohorko, M.A., Executive Director of Youth Outreach Gang Intervention for the City of Oxnard, Co-founder of the Homeless Taskforce, Founder of the Messiah Discipleship Home, Senior Pastor Messiah Foursquare Church

Eduardo Font, Ph.D., President, Alberto Motessi Escuela de Evangelismo

Gladys Trejo, M.Div., Assistant Pastor Comunidad Cristiana Iglesia del Nazareno

Heliberto Cayetano, M.Div., Director of the Hispanic Ministry Church of the Sacred Heart

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Sergio Navarrete, D.Min., Superintendent of the Southern Pacific District of the Assembly of God

Jimmy Perez-Johnson, Student Body Representative

FACULTY DEVELOPMENT

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Faculty Development

Introduction

Recognizing teaching as a domain of scholarship in various disciplines worthy of direct attention, focus, and constant improvement, APU supports learning research and encourages the integration of faith and learning. APU is committed to fostering an atmosphere wherein academics are not simply taught, but lived. Faculty are called to scholarship permeated by their Christian faith and are committed to teaching excellence.

Toward this end, in addition to a variety of colloquia, workshops, and resources, professional development graduate courses are offered. These courses are designed for Christian faculty, but could be taken for elective credit by graduate students if approved by a program director.

Course Offerings

GRAD 501	Faith Integration and Curriculum Development	3
GRAD 521	Theological Research for Academic Disciplines	3

Course Descriptions

GRAD 501 Faith Integration and Curriculum Development (3)

This course provides an introductory overview of Christian theology including biblical, historical, and constructive theological processes and methodologies. Special emphasis is placed on basic scriptural hermeneutics (exegesis and interpretation) and major Christian doctrines for the layperson. This lecture/seminar course is oriented toward Christian faculty in higher education who seek to develop professional tools to integrate Christian precepts and theology in curriculum.

GRAD 521 Theological Research for Academic Disciplines (3)

This seminar course builds upon the theological background developed in GRAD 501, continuing the development of theological research skills for the purpose of articulation of theology with non-theological academic disciplines. Each student pursues a particular concept or topic for theological research. The research is applied to the participant's academic discipline.

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BARBER, ROBERT, Professor Emeritus of Music; B.A., Cascade College

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BULLOCK, ROBERT, Professor Emeritus of Art; B.A., M.A., California State University, Los Angeles

CAMPBELL, WENDELL, Professor Emeritus of Social Work and Sociology; B.A., College of Emporia; M.S., Emporia State; MSW, University of Kansas; Ph.D., University of Southern California

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ROBINSON, IRENE, Associate Chair, Marshburn Library, Associate Professor Emerita; B.A., Fairleigh Dickinson University; M.L.S., Rutgers University; M.A., Azusa Pacific University

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Academic Calendar 2010–11

Fall 2010 Term

Traditional Session (15-week)

Tuesday, July 13, 2010 Registration Opens
 Tuesday, August 17, 2010 Continuing Students' Registrations Due

Wednesday, August 18, 2010–
 Friday, September 3, 2010 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, September 3, 2010 Last Day to Register

Tuesday, September 7, 2010 Fall Traditional Session
 Classes Begin

TBA Community Chapel
 (No Classes; Offices Closed 9:30–11 a.m.)

Monday, September 20, 2010 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Friday, September 24, 2010 Last Day to Submit Notice of
 Intent to Graduate for
 December 18, 2010 Commencement

October TBD Dinner Rally

Monday, November 15, 2010 Last Day to Withdraw
 from Classes

Thursday–Sunday
 November 25–28, 2010 HOLIDAY*: Thanksgiving Break
 (No Classes; Offices Closed)

Friday, December 17, 2010 Fall Traditional Session
 Classes End

Saturday, December 18, 2010 Winter Commencement

Monday, January 3, 2011 Fall Traditional Session
 Grades Due

Fall 2010 Term

Traditional 9-week Session 1 (formerly Fall I)

Tuesday, July 13, 2010 Registration Opens
 Tuesday, August 17, 2010 Continuing Students' Registrations Due

Wednesday, August 18, 2010–
 Friday, September 3, 2010 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, September 3, 2010 Last Day to Register

Tuesday, September 7, 2010 Fall 9-week Session 1
 Classes Begin

TBA Community Chapel
 (No Classes; Offices Closed 9:30–11 a.m.)

Monday, September 13, 2010 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Friday, September 24, 2010 Last Day to Submit Notice of
 Intent to Graduate for
 December 18, 2010 Commencement

Monday, October 18, 2010 Last Day to Withdraw
 from Classes

October TBD Dinner Rally

Monday, November 8, 2010 Fall 9-week Session 1
 Classes End

Monday, November 15, 2010 Fall 9-week Session 1
 Grades Due

Saturday, December 18, 2010 Winter Commencement

Fall 2010 Term

Traditional 9-week Session 2 (formerly Fall II)

Tuesday, July 13, 2010 Registration Opens

Friday, September 24, 2010 Last Day to Submit Notice of
 Intent to Graduate for
 December 18, 2010 Commencement

Monday, October 25, 2010 Continuing Students'
 Registrations Due

Tuesday, October 26, 2010–
 Friday, November 12, 2010 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, November 12, 2010 Last Day to Register

Monday, November 15, 2010 Fall 9-week Session 2
 Classes Begin

Friday, November 19, 2010 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Thursday–Sunday
 November 25–28, 2010 HOLIDAY*: Thanksgiving Break
 (No Classes; Offices Closed)

Saturday, December 18, 2010 Winter Commencement

Friday–Sunday
 December 24, 2010–January 2, 2011 HOLIDAY*:
 Christmas Vacation
 (No Classes; Offices Closed)

Monday, January 3, 2011 Last Day to Withdraw
 from Classes

Monday, January 17, 2011 HOLIDAY*:
 Martin Luther King, Jr. Day
 (No Classes; Offices Closed)

Saturday, January 29, 2011 Fall 9-week Session 2
 Classes End

Friday, February 4, 2011 Fall 9-week Session 2
 Grades Due

Friday, February 11, 2011 Last Day to Submit Notice of
 Intent to Graduate for
 May 7, 2011 Commencement

Saturday, May 7, 2011 Spring Commencement

*Students are advised to review syllabus for classes which fall on holidays.

**Spring 2011 Term
Traditional Session (15-week)**

Tuesday, November 16, 2010	Registration Opens
Monday, December 13, 2010	Continuing Students' Registrations Due
Tuesday, December 14, 2010– Friday, January 7, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, January 7, 2011	Last Day to Register
Monday, January 10, 2011	Spring Traditional Session Classes Begin
Monday, January 17, 2011	HOLIDAY*: Martin Luther King, Jr. Day (No Classes; Offices Closed)
Friday, January 21, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, February 11, 2011	Last Day to Submit Notice of Intent to Graduate for May 7, 2011 Commencement
Friday, February 18, 2011	HOLIDAY*: Presidents' Day Observed (No Classes; Offices Closed)
Friday, March 18, 2011	Last Day to Withdraw from Classes
Wednesday, TBA	Community Chapel (No Classes; Offices Closed 9:30–11 a.m.)
Monday–Thursday April 18–21, 2011	HOLIDAY*: Easter Vacation (No Classes; Offices Closed)
Friday, April 22, 2011	HOLIDAY*: Good Friday (No Classes; Offices Closed)
Friday, May 6, 2011	Spring Traditional Session Classes End
Saturday, May 7, 2011	Spring Commencement
Friday, May 13, 2011	Spring Traditional Session Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**Spring 2011 Term
Traditional 9-week Session 1 (formerly Spring I)**

Tuesday, November 16, 2010	Registration Opens
Tuesday, January 18, 2011	Continuing Students' Registrations Due
Wednesday, January 19, 2011– Friday, February 4, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, February 4, 2011	Last Day to Register
Monday, February 7, 2011	Spring 9-week Session 1 Classes Begin
Friday, February 11, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, February 11, 2011	Last Day to Submit Notice of Intent to Graduate for May 7, 2011 Commencement
Friday, February 18, 2011	HOLIDAY*: Presidents' Day Observed (No Classes; Offices Closed)
Friday, March 18, 2011	Last Day to Withdraw from Classes
Saturday, April 9, 2011	Spring 9-week Session 1 Classes End
Friday, April 15, 2011	Spring 9-week Session 1 Grades Due
Saturday, May 7, 2011	Spring Commencement

**Spring 2011 Term
Traditional 9-week Session 2 (formerly Spring II)**

Tuesday, November 16, 2010	Registration Opens
Friday, February 11, 2011	Last Day to Submit Notice of Intent to Graduate for May 7, 2011 Commencement
Monday, March 28, 2011	Continuing Students' Registrations Due
Tuesday, March 29, 2011– Friday, April 8, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, April 8, 2011	Last Day to Register
Monday, April 18, 2011	Spring 9-week Session 2 Classes Begin
Friday, April 22, 2011	HOLIDAY*: Good Friday (No Classes; Offices Closed)
Monday, April 25, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, May 6, 2011	Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement
Saturday, May 7, 2011	Spring Commencement
Friday, May 27, 2011	Last Day to Withdraw from Classes
Monday, May 30, 2011	HOLIDAY*: Memorial Day (No Classes; Offices Closed)
Saturday, June 18, 2011	Spring 9-week Session 2 Classes End
Monday, June 27, 2011	Spring 9-week Session 2 Grades Due
Friday, July 29, 2011	Summer Commencement

**Summer 2011 Term
Traditional Session (12-week)**

Tuesday, March 15, 2011	Registration Opens
Monday, April 25, 2011	Continuing Students' Registrations Due
Tuesday, April 26, 2011– Friday, May 6, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, May 6, 2011	Last Day to Register
Friday, May 6, 2011	Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement
Monday, May 9, 2011	Summer Traditional Session Classes Begin
Friday, May 20, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, May 30, 2011	HOLIDAY*: Memorial Day (No Classes; Offices Closed)
Friday, June 24, 2011	Day of Prayer*: (No Classes; Offices Closed)
Friday, July 1, 2011	Last Day to Withdraw from Classes
Monday, July 4, 2011	HOLIDAY*: Independence Day (No Classes; Offices Closed)
Friday, July 29, 2011	Summer Traditional Session Classes End
Friday, July 29, 2011	Summer Commencement
Friday, August 5, 2011	Summer Traditional Session Grades Due

**Summer 2011 Term
Traditional 6-week Session 1 (formerly Summer I)**

Tuesday, March 15, 2011	Registration Opens
Monday, April 25, 2011	Continuing Students' Registrations Due
Tuesday, April 26, 2011– Friday, May 6, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, May 6, 2011	Last Day to Register
Friday, May 6, 2011	Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement
Monday, May 9, 2011	Summer 6-week Session 1 Classes Begin
Friday, May 13, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, May 30, 2011	HOLIDAY*: Memorial Day (No Classes; Offices Closed)
Friday, June 3, 2011	Last Day to Withdraw from Classes
Friday, June 17, 2011	Summer 6-week Session 1 Classes End
Monday, June 27, 2011	Summer 6-week Session 1 Grades Due
Friday, July 29, 2011	Summer Commencement

**Summer 2011 Term
Traditional 6-week Session 2 (formerly Summer II)**

Tuesday, March 15, 2011	Registration Opens
Friday, May 6, 2011	Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement
Monday, June 6, 2011	Continuing Students' Registrations Due
Tuesday, June 7, 2011– Friday, June 17, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, June 17, 2011	Last Day to Register
Monday, June 20, 2011	Summer 6-week Session 2 Classes Begin
Friday, June 24, 2011	Day of Prayer*: (No Classes; Offices Closed)
Monday, June 27, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, July 4, 2011	HOLIDAY*: Independence Day (No Classes; Offices Closed)
Friday, July 15, 2011	Last Day to Withdraw from Classes
Friday, July 29, 2011	Summer 6-week Session 2 Classes End
Friday, July 29, 2011	Summer Commencement
Friday, August 5, 2011	Summer 6-week Session 2 Grades Due

**Summer 2011 Term
Traditional 5-week Session (formerly Summer III)**

Tuesday, March 15, 2011	Registration Opens
Friday, May 6, 2011	Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement
Monday, June 13, 2011	Continuing Students' Registrations Due
Tuesday, June 14, 2011– Thursday, June 23, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Thursday, June 23, 2011	Last Day to Register
Friday, June 24, 2011	Day of Prayer*: (No Classes; Offices Closed)
Monday, June 27, 2011	Summer 5-week Session Classes Begin
Friday, July 1, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, July 4, 2011	HOLIDAY*: Independence Day (No Classes; Offices Closed)
Tuesday, July 19, 2011	Last Day to Withdraw from Classes
Friday, July 29, 2011	Summer 5-week Session Classes End
Friday, July 29, 2011	Summer Commencement
Friday, August 5, 2011	Summer 5-week Session Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

Summer 2011 Term**Graduate Psychology Summer Session**

Tuesday, March 15, 2011 Registration Opens
 Monday, April 25, 2011 Continuing Students' Registrations Due

Tuesday, April 26, 2011–
 Friday, May 6, 2011 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, May 6, 2011 Last Day to Register
 Friday, May 6, 2011 Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement

Monday, May 9, 2011 Summer Graduate Psychology Session Classes Begin

Friday, May 13, 2011 Last Day to Add or Drop Classes or Submit Independent Study Proposals

Monday, May 30, 2011 HOLIDAY*: Memorial Day (No Classes; Offices Closed)

Tuesday, June 14, 2011 Last Day to Withdraw from Classes
 Friday, July 1, 2011 Summer Graduate Psychology Session Classes End

Friday, July 8, 2011 Summer Graduate Psychology Session Grades Due

Friday, July 29, 2011 Summer Commencement

Summer B 2011 Term**Social Work (Advanced Standing) Session**

Tuesday, March 15, 2011 Registration Opens
 Monday, May 30, 2011 HOLIDAY*: Memorial Day (No Classes; Offices Closed)

Friday, August 5, 2011 Last Day to Register
 Monday, August 8, 2011 Classes Begin

Friday, August 12, 2011 Last Day to Add or Drop Classes or Submit Independent Study Proposals

Friday, August 19, 2011 Last Day to Withdraw from Classes
 Friday, August 26, 2011 Classes End

Friday, September 2, 2011 Grades Due

Summer 2011 Term**Study Abroad Session (TESOL Study Abroad)**

Monday, March 14, 2011 Graduate Study Abroad Registration Forms Due to the Center for Global Learning & Engagement

Thursday, July 14, 2011 TESOL Study Abroad Session Classes Begin

Thursday, July 21, 2011 Last Day to Add or Drop Classes or Submit Independent Study Proposals

Thursday, August 4, 2011 TESOL Study Abroad Trip Begins

Wednesday, August 24, 2011 TESOL Study Abroad Trip Ends

Wednesday, September 7, 2011 Last Day to Withdraw from Classes

Wednesday, September 14, 2011 TESOL Study Abroad Session Classes End
 Final Coursework Due

Friday, September 30, 2011 TESOL Study Abroad Session Grades Due

College Counseling and Student Development (CCSD)**Summer Intensive Track**

Monday, June 14, 2010 On-campus Intensive Classes Begin
 Wednesday, June 16, 2010 2010-11 CCSD Summer Track Registration Form Due

Friday, June 18, 2010 On-campus Intensive Session Ends
On-campus Intensive Classes are followed by enrollment in Summer B 6-week Session 2, Fall 9-week Sessions 1 and 2, Spring 9-week Session 1. See Graduate Academic Calendar – Traditional Terms for specific dates.

Doctoral Programs in Higher Education (Ph.D. and Ed.D.)**Summer B 2010 Term****Higher Education Doctoral Session (Summer-Fall)**

Tuesday, March 16, 2010 Registration Opens for HED Summer-Fall 2010 Session

Friday, May 7, 2010 Last Day to Submit Notice of Intent to Graduate for July 30, 2010 Commencement

Thursday July 16, 2010–
 Sunday, July 18, 2010 New Student Orientation for HED Summer-Fall 2010 Session

Monday, July 19, 2010 HED Spring 2010 On-campus Closing Session Begins

Friday, July 23, 2010 HED Spring 2010 On-campus Closing Session Ends

Monday, July 26, 2010 HED Summer-Fall 2010 On-campus Opening Session Begins

Tuesday, July 27, 2010–
 Friday, July 30, 2010 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, July 30, 2010 Last Day to Register for HED Summer-Fall 2010 Session

Friday, July 30, 2010 HED Summer-Fall 2010 On-campus Opening Session Ends

Friday, July 30, 2010 Summer Commencement

Friday, August 6, 2010 Last Day to Add and Drop Classes or Submit Independent Study Proposals for HED Summer-Fall 2010 Session

Friday, September 24, 2010 Last Day to Submit Notice of Intent to Graduate for December 18, 2010 Commencement

Saturday, December 18, 2010 Winter Commencement

Monday, January 3, 2011 HED Summer-Fall On-campus Closing Session Begins

Wednesday, January 5, 2011 Last Day to Withdraw from HED Summer-Fall 2010 Session Classes

Friday, January 7, 2011 HED Summer-Fall 2010 Session Ends

Friday, January 21, 2011 HED Summer-Fall 2010 Session Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

Spring 2011 Term**Higher Education Doctoral Session (Spring)**

Tuesday, November 16, 2010 Registration Opens for HED Spring 2011 Session

Monday, January 3, 2011 HED Summer-Fall 2010 On-campus Closing Session Begins

Friday, January 7, 2011 HED Summer-Fall 2010 On-campus Closing Session Ends

Monday, January 10, 2011 HED Spring 2011 On-campus Opening Session Begins

Wednesday, January 12, 2011–
Friday, January 14, 2011 Late Registration Period (\$125 Late Fee for Continuing Students)

Friday, January 14, 2011 Last Day to Register for HED Spring 2011 Session

Friday, January 14, 2011 HED Spring 2011 On-campus Opening Session Ends

Friday, January 21, 2011 Last Day to Add and Drop Classes or Submit Independent Study Proposals for HED Spring 2011 Session

Friday, February 11, 2011 Last Day to Submit Notice of Intent to Graduate for May 7, 2011 Commencement

Friday, May 6, 2011 Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement

Saturday, May 7, 2011 Spring Commencement

Monday, July 11, 2011 HED Spring 2011 On-campus Closing Session Begins

Wednesday, July 13, 2011 Last Day to Withdraw from HED Spring 2011 Session Classes

Friday, July 15, 2011 HED Spring 2011 Session Ends

Friday, July 29, 2011 Summer Commencement

Friday, July 29, 2011 HED Spring 2011 Session Grades Due

Summer B 2011 Term**Higher Education Doctoral Session Summer-Fall)**

Tuesday, March 15, 2011 Registration Opens for HED Summer-Fall 2011 Session

Friday, May 6, 2011 Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement

Friday, July 15, 2011–
Sunday, July 17, 2011 New Student Orientation for HED Summer-Fall 2011 Session

Monday, July 25, 2011 HED Summer-Fall 2011 On-campus Opening Session Begins

Wednesday, July 27, 2011–
Friday, July 29, 2011 Late Registration Period (\$125 Late Fee for Continuing Students)

Friday, July 29, 2011 Last Day to Register for HED Summer-Fall 2011 Session

Friday, July 29, 2011 HED Summer-Fall 2011 On-campus Opening Session Ends

Friday, July 29, 2011 Summer Commencement

Friday, August 5, 2011 Last Day to Add and Drop Classes or Submit Independent Study Proposals for HED Summer-Fall 2011 Session

Friday, September 23, 2011 Last Day to Submit Notice of Intent to Graduate for December 17, 2011 Commencement

Saturday, December 17, 2011 Winter Commencement

Monday, January 2, 2012 HED Summer-Fall 2011 On-campus Closing Session Begins

Wednesday, January 4, 2012 Last Day to Withdraw from HED Summer-Fall 2011 Session Classes

Friday, January 6, 2012 HED Summer-Fall 2011 Session Ends

Friday, January 20, 2012 HED Summer-Fall 2011 Session Grades Due

Doctor of Ministry**Fall 2010 Term****Doctor of Ministry Session**

Tuesday, July 13, 2010	DMIN Fall Session Registration Opens
Monday, November 1, 2010	DMIN Fall Session Begins
Monday, November 15, 2010	Last Day to Register
Monday, January 3, 2011	DMIN Fall On-campus Intensive Classes Begin
Friday, January 7, 2011	DMIN Fall On-campus Intensive Classes End
Friday, January 14, 2011	Last Day to Add and Drop Classes or Submit Independent Study Proposals
Friday, February 4, 2011	Last Day to Withdraw from Classes
Friday, February 11, 2011	Last Day to Submit Notice of Intent to Graduate for May 7, 2011 Commencement
Friday, March 25, 2011	DMIN Fall Session Ends
Friday, April 8, 2011	DMIN Fall Session Grades Due
Saturday, May 7, 2011	Spring Commencement

Summer B 2011 Term**Doctor of Ministry Session**

Tuesday, March 15, 2011	DMIN Summer B Session Registration Opens
Monday, May 2, 2011	DMIN Summer B Session Begins
Monday, May 16, 2011	Last Day to Register
Monday, July 11, 2011	DMIN Summer B On-campus Intensive Session Begins
Friday, July 22, 2011	DMIN Summer B On-campus Intensive Session Ends
Friday, July 29, 2011	Last Day to Add and Drop Classes or Submit Independent Study Proposals
Friday, August 12, 2011	Last Day to Withdraw from Classes
Friday, September 23, 2011	Last Day to Submit Notice of Intent to Graduate for December 17, 2011 Commencement
Friday, September 30, 2011	DMIN Summer B Session Ends
Friday, October 14, 2011	DMIN Summer B Session Grades Due
Saturday, December 17, 2011	Winter Commencement

Doctor of Physical Therapy**2011 Cohort (students who began Spring 2011)****YEAR 1****Spring 2011 Term****Traditional 9-week Session 1 (formerly Spring I)**

Tuesday, November 16, 2010	Registration Opens
Tuesday, January 18, 2011	Continuing Students' Registrations Due
Wednesday, January 19, 2011–	
Friday, February 4, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, February 4, 2011	Last Day to Register
Monday, February 7, 2011	Spring 9-week Session 1 Classes Begin
Friday, February 11, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, February 18, 2011	HOLIDAY*: Presidents' Day Observed (No Classes; Offices Closed)
Friday, March 18, 2011	Last Day to Withdraw from Classes
Saturday, April 9, 2011	Spring 9-week Session 1 Classes End
Friday, April 15, 2011	Spring 9-week Session 1 Grades Due

Spring 2011 Term**Traditional 9-week Session 2 (formerly Spring II)**

Tuesday, November 16, 2010	Registration Opens
Monday, March 28, 2011	Continuing Students' Registrations Due
Tuesday, March 29, 2011–	
Friday, April 8, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, April 8, 2011	Last Day to Register
Monday, April 18, 2011	Spring 9-week Session 2 Classes Begin
Friday, April 22, 2011	HOLIDAY*: Good Friday (No Classes; Offices Closed)
Monday, April 25, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, May 27, 2011	Last Day to Withdraw from Classes
Monday, May 30, 2011	HOLIDAY*: Memorial Day (No Classes; Offices Closed)
Saturday, June 18, 2011	Spring 9-week Session 2 Classes End
Monday, June 27, 2011	Spring 9-week Session 2 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**Summer 2011 Term
DPT I Summer Session**

Tuesday, March 15, 2011 Registration Opens
 Monday, June 13, 2011 Continuing Students' Registrations Due
 Tuesday, June 14, 2011–
 Thursday, June 23, 2011 Late Registration Period (\$125 Late Fee for Continuing Students)
 Thursday, June 23, 2011 Last Day to Register
 Friday, June 24, 2011 Day of Prayer* (No Classes; Offices Closed)
 Monday, June 27, 2011 DPT I Summer Session Classes Begin
 Friday, July 1, 2011 Last Day to Add or Drop Classes or Submit Independent Study Proposals
 Monday, July 4, 2011 HOLIDAY*: Independence Day (No Classes; Offices Closed)
 Tuesday, August 2, 2011 Last Day to Withdraw from Classes
 Friday, August 19, 2011 DPT I Summer Session Classes End
 Friday, August 26, 2011 DPT I Summer Session Grades Due

2010 Cohort (students who began Spring 2010)

YEAR 1

**Fall 2010 Term
Traditional 9-week Session 1 (formerly Fall I)**

Tuesday, July 13, 2010 Registration Opens
 Tuesday, August 17, 2010 Continuing Students' Registrations Due
 Wednesday, August 18, 2010–
 Friday, September 3, 2010 Late Registration Period (\$125 Late Fee for Continuing Students)
 Friday, September 3, 2010 Last Day to Register
 Tuesday, September 7, 2010 Fall 9-week Session 1 Classes Begin
 TBA Community Chapel (No Classes; Offices Closed 9:30–11 a.m.)
 Monday, September 13, 2010 Last Day to Add or Drop Classes or Submit Independent Study Proposals
 Monday, October 18, 2010 Last Day to Withdraw from Classes
 October TBD Dinner Rally
 Monday, November 8, 2010 Fall 9-week Session 1 Classes End
 Monday, November 15, 2010 Fall 9-week Session 1 Grades Due

**Fall 2010 Term
Traditional 9-week session 2 (formerly Fall II)**

Tuesday, July 13, 2010 Registration Opens
 Monday, October 25, 2010 Continuing Students' Registrations Due
 Tuesday, October 26, 2010–
 Friday, November 12, 2010 Late Registration Period (\$125 Late Fee for Continuing Students)
 Friday, November 12, 2010 Last Day to Register
 Monday, November 15, 2010 Fall 9-week Session 2 Classes Begin
 Friday, November 19, 2010 Last Day to Add or Drop Classes or Submit Independent Study Proposals
 Thursday–Sunday
 November 25–28, 2010 HOLIDAY*: Thanksgiving Break (No Classes; Offices Closed)
 Friday, December 24, 2010–
 Sunday, January 2, 2011 HOLIDAY*: Christmas Vacation (No Classes; Offices Closed)
 Monday, January 3, 2011 Last Day to Withdraw from Classes
 Monday, January 17, 2011 HOLIDAY*: Martin Luther King, Jr. Day (No Classes; Offices Closed)

YEAR 2

**Spring 2011 Term
Traditional 9-week Session 1 (formerly Spring I)**

Tuesday, November 16, 2010 Registration Opens
 Tuesday, January 18, 2011 Continuing Students' Registrations Due
 Wednesday, January 19, 2011–
 Friday, February 4, 2011 Late Registration Period (\$125 Late Fee for Continuing Students)
 Friday, February 4, 2011 Last Day to Register
 Monday, February 7, 2011 Spring 9-week Session 1 Classes Begin
 Friday, February 11, 2011 Last Day to Add or Drop Classes or Submit Independent Study Proposals
 Friday, February 18, 2011 HOLIDAY*: Presidents' Day Observed (No Classes; Offices Closed)
 Friday, March 18, 2011 Last Day to Withdraw from Classes
 Saturday, April 9, 2011 Spring 9-week Session 1 Classes End
 Friday, April 15, 2011 Spring 9-week Session 1 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

Spring 2011 Term**Traditional 9-week Session 2 (formerly Spring II)**

Tuesday, November 16, 2010	Registration Opens
Monday, March 28, 2011	Continuing Students' Registrations Due
Tuesday, March 29, 2011– Friday, April 8, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, April 8, 2011	Last Day to Register
Monday, April 18, 2011	Spring 9-week Session 2 Classes Begin
Friday, April 22, 2011	HOLIDAY*: Good Friday (No Classes; Offices Closed)
Monday, April 25, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, May 27, 2011	Last Day to Withdraw from Classes
Monday, May 30, 2011	HOLIDAY*: Memorial Day (No Classes; Offices Closed)
Saturday, June 18, 2011	Spring 9-week Session 2 Classes End
Monday, June 27, 2011	Spring 9-week Session 2 Grades Due

Summer 2011 Term**DPT II Summer Session**

Tuesday, March 15, 2011	Registration Opens
Monday, June 13, 2011	Continuing Students' Registrations Due
Tuesday, June 14, 2011– Thursday, June 23, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Thursday, June 23, 2011	Last Day to Register
Friday, June 24, 2011	Day of Prayer*: (No Classes; Offices Closed)
Monday, June 27, 2011	DPT II Summer Session Classes Begin
Friday, July 1, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, July 4, 2011	HOLIDAY*: Independence Day (No Classes; Offices Closed)
Tuesday, July 28, 2011	Last Day to Withdraw from Classes
Friday, August 12, 2011	DPT II Summer Session Classes End
Friday, August 19, 2011	DPT II Summer Session Grades Due

2009 Cohort (students who began Spring 2009)**YEAR 2****Fall 2010 Term****DPT II Fall Session 1**

Tuesday, July 13, 2010	Registration Opens
Monday, August 2, 2010	Continuing Students' Registrations Due
Tuesday, August 3, 2010– Friday, August 13, 2010	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, August 13, 2010	Last Day to Register
Monday, August 16, 2010	DPT II Fall Session 1 Classes Begin
Friday, August 20, 2010	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Tuesday, September 21, 2010	Last Day to Withdraw from Classes
Friday, October 8, 2010	DPT II Fall Session 1 Classes End
Friday, October 15, 2010	DPT II Fall Session 1 Grades Due

Fall 2010 Term**DPT II Fall Session 2**

Tuesday, July 13, 2010	Registration Opens
Monday, September 27, 2010	Continuing Students' Registrations Due
Tuesday, September 28, 2010– Friday, October 15, 2010	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, October 15, 2010	Last Day to Register
Monday, October 18, 2010	DPT II Fall Session 2 Classes Begin
Friday, October 22, 2010	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Tuesday, November 23, 2010	Last Day to Withdraw from Classes
Thursday–Sunday November 25–28, 2010	HOLIDAY*: Thanksgiving Break (No Classes; Offices Closed)
Friday, December 10, 2010	DPT II Fall Session 2 Classes End
Friday, December 17, 2010	DPT II Fall Session 2 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

Spring 2011 Term**DPT II Spring 1A Session**

Tuesday, November 16, 2010 Registration Opens
 Monday, December 6, 2010 Returning Students' Registrations Due

Tuesday–Thursday
 December 7–23, 2010 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Thursday, December 23, 2010 Last Day to Register

Monday, December 27, 2011 DPT II Spring IA Session
 Classes Begin

Monday, January 3, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Monday, January 17, 2011 HOLIDAY*:
 Martin Luther King, Jr. Day
 (No Classes; Offices Closed)

Tuesday, February 1, 2011 Last Day to Withdraw

Thursday, February 17, 2011 DPT II Spring IA Session
 Classes End

Friday, February 18, 2011 HOLIDAY*: Presidents' Day
 Observed
 (No Classes; Offices Closed)

Friday, February 25, 2011 DPT II Spring IA Session
 Grades Due

YEAR 3**Spring 2011 Term****DPT III Spring Session 1**

Tuesday, November 16, 2010 Registration Opens
 Monday, February 7, 2011 Continuing Students' Registrations Due

Tuesday, February 8, 2011–
 Thursday, February 25, 2011 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, February 18, 2011 HOLIDAY*: Presidents' Day
 Observed
 (No Classes; Offices Closed)

Friday, February 25, 2011 Last Day to Register

Monday, February 28, 2011 DPT III Spring Session 1
 Classes Begin

Friday, March 4, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Friday, March 25, 2011 Last Day to Withdraw from Classes

Friday, April 8, 2011 DPT III Spring Session 1 Classes End

Friday, April 15, 2011 DPT III Spring Session 1 Grades Due

Spring 2011 Term**Traditional 9-week Session 2 (formerly Spring II)**

Tuesday, November 16, 2010 Registration Opens
 Monday, March 28, 2011 Continuing Students' Registrations Due

Tuesday, March 29, 2011–
 Friday, April 8, 2011 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, April 8, 2011 Last Day to Register

Monday, April 18, 2011 Spring 9-week Session 2
 Classes Begin

Friday, April 22, 2011 HOLIDAY*: Good Friday
 (No Classes; Offices Closed)

Monday, April 25, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Friday, May 27, 2011 Last Day to Withdraw from Classes

Monday, May 30, 2011 HOLIDAY*: Memorial Day
 (No Classes; Offices Closed)

Saturday, June 18, 2011 Spring 9-week Session 2
 Classes End

Monday, June 27, 2011 Spring 9-week Session 2
 Grades Due

Summer 2011 Term**DPT III Summer Session 1**

Tuesday, March 15, 2011 Registration Opens
 Tuesday, June 20, 2011 Continuing Students' Registrations Due

Tuesday, June 21, 2011–
 Friday, June 24, 2011 Late Registration Period
 (\$125 Late Fee for Continuing Students)

Friday, June 24, 2011 Last Day to Register

Monday, June 27, 2011 DPT III Summer Session 1
 Classes Begins

Monday, July 4, 2011 *HOLIDAY: Independence Day
 (No Classes; Offices Closed)

Tuesday, July 5, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals

Monday, July 25, 2011 Last Day to Withdraw from Classes

Friday, August 5, 2011 DPT III Summer Session 1
 Classes End

Friday, August 12, 2011 DPT III Summer Session 1
 Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

2008 Cohort (students who began Spring 2008)**Fall 2010 Term****DPT III Fall Session 1**

Tuesday, July 13, 2010	Registration Opens
Monday, August 30, 2010	Continuing Students' Registration Due
Tuesday, August 31, 2010– Friday, September 17, 2010	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, September 17, 2010	Last Day to Register
Monday, September 20, 2010	DPT III Fall Session 1 Classes Begins
Friday, September 24, 2010	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, September 24, 2010	Last Day to Submit Notice of Intent to Graduate for December 18, 2010 Commencement
October TBD	Dinner Rally
Friday, October 15, 2010	Last Day to Withdraw from Classes
Friday, October 29, 2010	DPT III Fall Session 1 Classes End
Friday, November 5, 2010	DPT III Fall Session 1 Grades Due

Fall 2010 Term**DPT III Fall Session 2**

Tuesday, July 13, 2010	Registration Opens
Monday, October 11, 2010	Continuing Students' Registrations Due
Tuesday, October 12, 2010– Friday, October 29, 2010	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, October 29, 2010	Last Day to Register
Monday, November 1, 2010	DPT III Fall Session 2 Classes Begin
Friday, November 5, 2010	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Thursday–Sunday November 25–28, 2010	HOLIDAY*: Thanksgiving Break (No Classes; Offices Closed)
Monday, November 29, 2010	Last Day to Withdraw from Classes
Friday, December 10, 2011	DPT III Summer Session 2 Classes End
Friday, December 17, 2011	DPT III Fall Session 2 Grades Due

Master of Fine Arts**Summer B 2011 Term****Traditional Session (12-Week)**

Tuesday, March 15, 2011	Registration Opens
Monday, April 25, 2011	Continuing Students' Registrations Due
Tuesday, April 26, 2011– Friday, May 6, 2011	Late Registration Period (\$125 Late Fee for Continuing Students)
Friday, May 6, 2011	Last Day to Register
Friday, May 6, 2011	Last Day to Submit Notice of Intent to Graduate for July 29, 2011 Commencement
Monday, May 9, 2011	Summer B Traditional Session Begins
Friday, May 20, 2011	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, June 27, 2011	MFA On-campus Intensive Classes Begin
Wednesday, June 29, 2011	Last Day to Register for New Students (via paper registration only)
Friday, July 1, 2011	Last Day to Withdraw from Classes
Monday, July 4, 2011	HOLIDAY*: Independence Day (No Classes; Offices Closed)
Friday, July 22, 2011	MFA On-campus Intensive Classes End
Friday, July 29, 2011	Summer B Traditional Session Ends
Friday, July 29, 2011	Summer Commencement
Friday, August 5, 2011	Summer B Traditional Session Grades Due

Coursework continues in the traditional Fall and Spring semesters.

Global Leadership – formerly Operation Impact**Fall 2010 Term****OI Session**

May through August	Intensive Sessions Abroad
Tuesday, August 17, 2010	Registration Due
Tuesday, September 7, 2010	OI Fall 2010 Session Begins
Monday, September 20, 2010	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, September 24, 2010	Last Day to Submit Notice of Intent to Graduate for December 18, 2010 Commencement
Monday, November 15, 2010	Last Day to Withdraw from Classes
Friday, December 17, 2010	OI Fall 2010 Session Ends
Saturday, December 18, 2010	Winter Commencement
Monday, January 3, 2011	OI Fall 2010 Session Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

**Spring 2011 Term
OI Session**

May through August, January Intensive Sessions Abroad
 Monday, December 13, 2010 Registration Due
 Monday, January 10, 2011 OI Spring 2011 Session Begins
 Friday, January 21, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals
 Friday, February 11, 2011 Last Day to Submit Notice of
 Intent to Graduate for
 May 7, 2011 Commencement
 Friday, March 18, 2011 Last Day to Withdraw from Classes
 Friday, May 6, 2011 Last Day to Submit Notice of
 Intent to Graduate for
 July 29, 2011 Commencement
 Friday, May 6, 2011 OI Spring 2011 Session Ends
 Saturday, May 7, 2011 Spring Commencement
 Friday, May 13, 2011 OI Spring 2011 Session Grades Due

**Summer 2011 Term
OI Session**

May through August, January Intensive Sessions Abroad
 Monday, April 25, 2011 Registration Due
 Friday, May 6, 2011 Last Day to Submit Notice of
 Intent to Graduate for
 July 29, 2011 Commencement
 Monday, May 9, 2011 OI Summer 2011 Session Begins
 Friday, May 20, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals
 Friday, July 15, 2011 Last Day to Withdraw from Classes
 Friday, July 29, 2011 Summer Commencement
 Friday, August 19, 2011 OI Summer 2011 Session Ends
 Friday, August 26, 2011 OI Summer 2011 Session
 Grades Due

TESOL Field-based Program

**Summer 2010 Term
TESOL Field-based Session**

Monday, July 12, 2010 Intensive On-campus Classes Begin
 Wednesday, July 21, 2010 Summer 2010 TESOL
 Field-based
 Registration Due
 Monday, July 26, 2010 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals
 Friday, July 30, 2010 Intensive On-campus Classes End
 Friday, July 30, 2010 Summer Commencement
 Friday, November 5, 2010 Last Day to Withdraw
 from Classes
 Friday, December 31, 2010 Summer 2010 TESOL
 Field-based Session Ends
 Friday, March 4, 2011 Summer 2010 TESOL
 Field-based Grades Due

**Spring 2011 Term
TESOL Field-based Session**

Monday, January 10, 2011 Intensive Abroad Classes Begin
 Wednesday, January 19, 2011 Spring 2011 TESOL
 Field-based Registration Due
 Friday, January 21, 2011 Intensive Abroad Classes End
 Monday, January 24, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals
 Friday, May 6, 2011 Last Day to Withdraw from Classes
 Friday, May 6, 2011 Last Day to Submit Notice of
 Intent to Graduate for
 July 29, 2011 Commencement
 Friday, July 1, 2011 Spring 2011 TESOL
 Field-based Session Ends
 Monday, September 5, 2011 Spring 2011 TESOL
 Field-based Grades Due

**Summer 2011 Term
TESOL Field-based Session**

Monday, July 11, 2011 Intensive On-campus Classes Begin
 Wednesday, July 20, 2011 Summer 2011 TESOL
 Field-based Registration Due
 Monday, July 25, 2011 Last Day to Add or Drop
 Classes or Submit
 Independent Study Proposals
 Friday, July 29, 2011 Intensive On-campus Classes End
 Friday, July 29, 2011 Summer Commencement
 Friday, November 4, 2011 Last Day to Withdraw
 from Classes
 Friday, December 30, 2011 Summer 2011 TESOL
 Field-based Session Ends
 Friday, March 2, 2012 Summer 2011 TESOL
 Field-based Grades Due

Note that students arrive on Sunday, but classes begin on Monday.

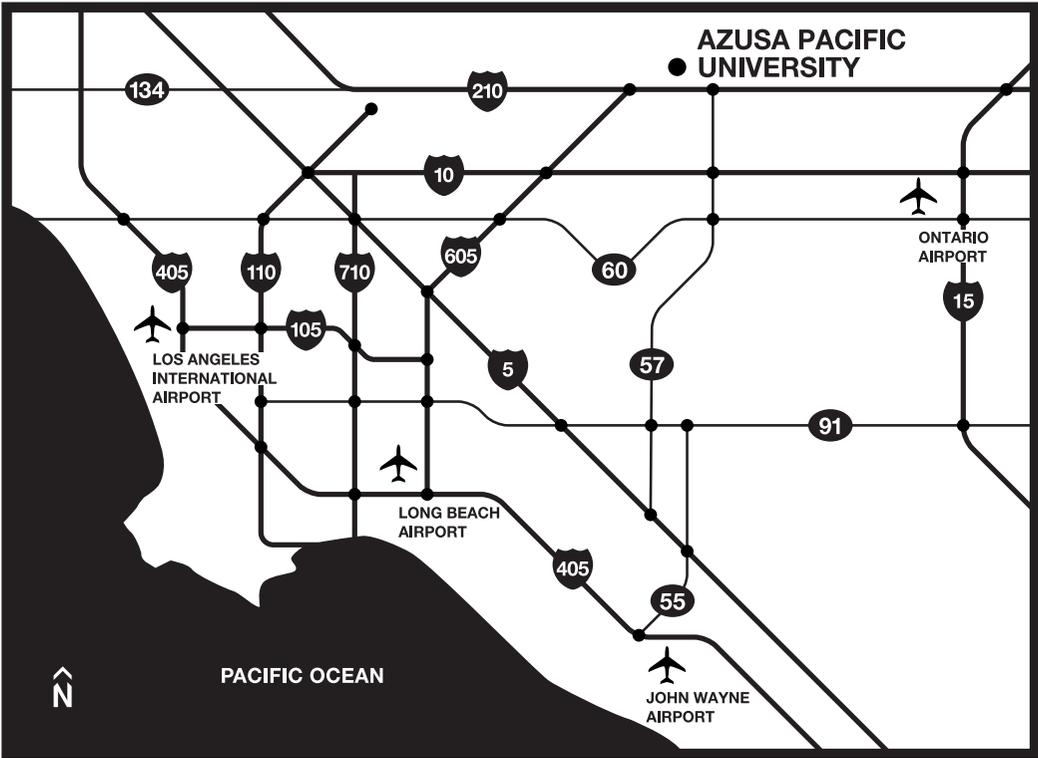
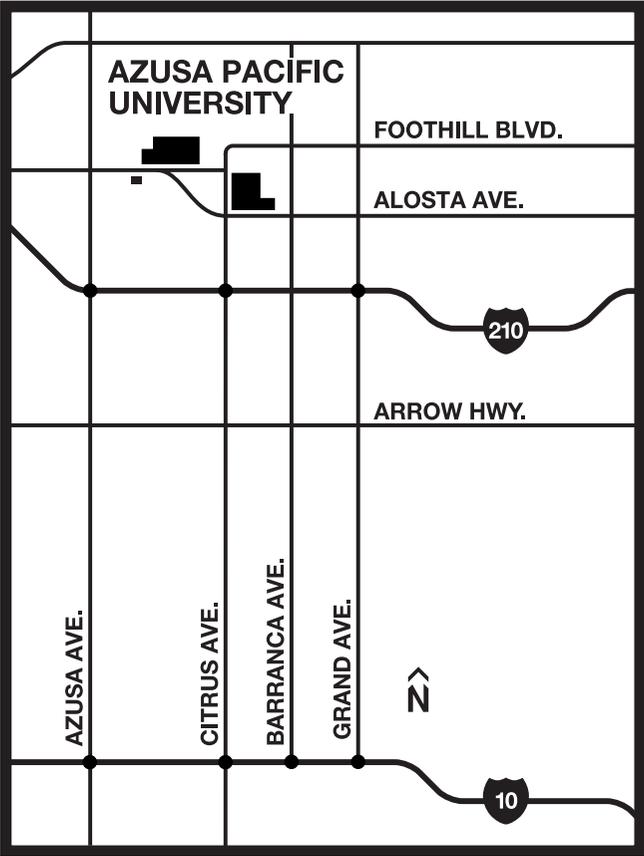
*Students are advised to review syllabus for classes which fall on holidays.

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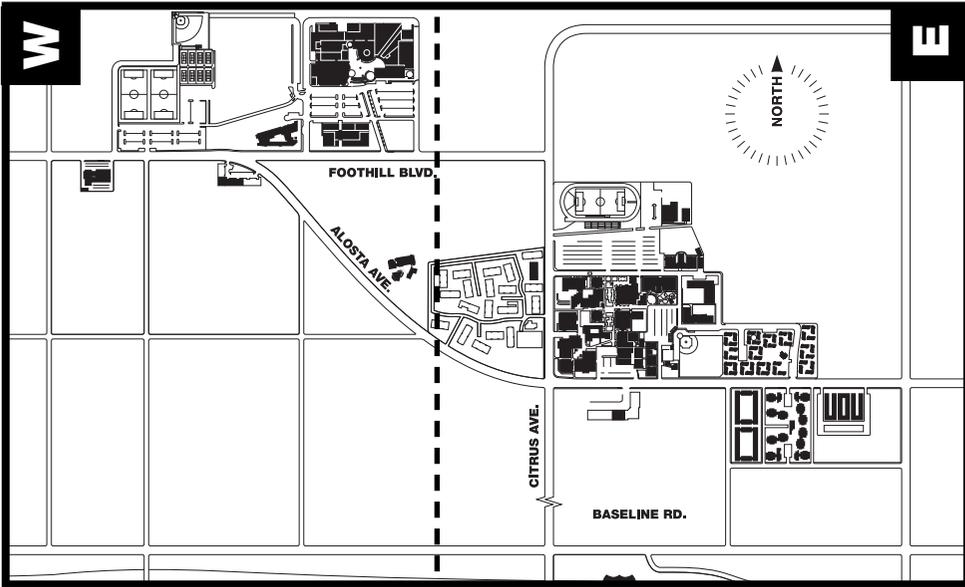
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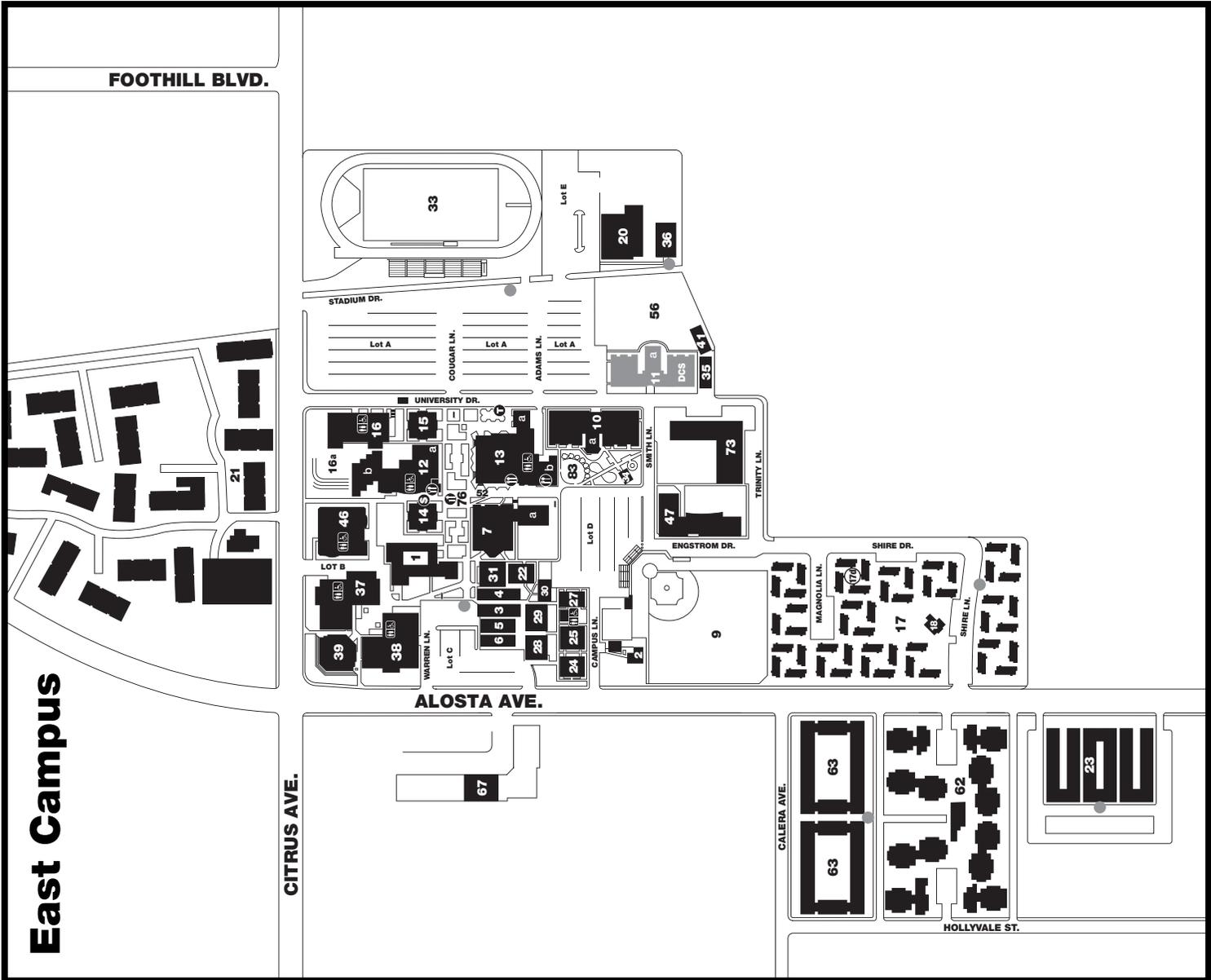
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- Automated Teller Machine
- Trolley Stop
- Campus Safety
- Code Blue (Emergency Response)

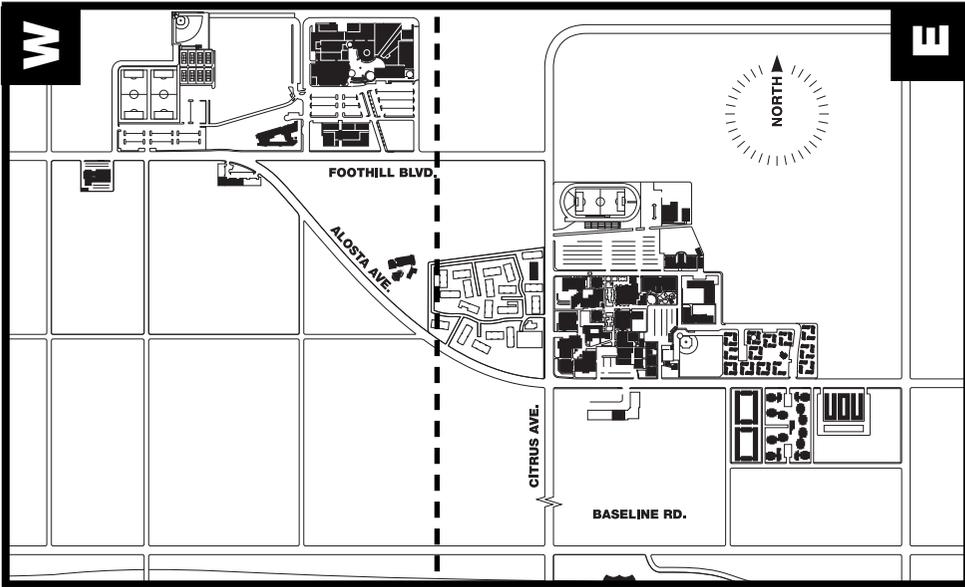
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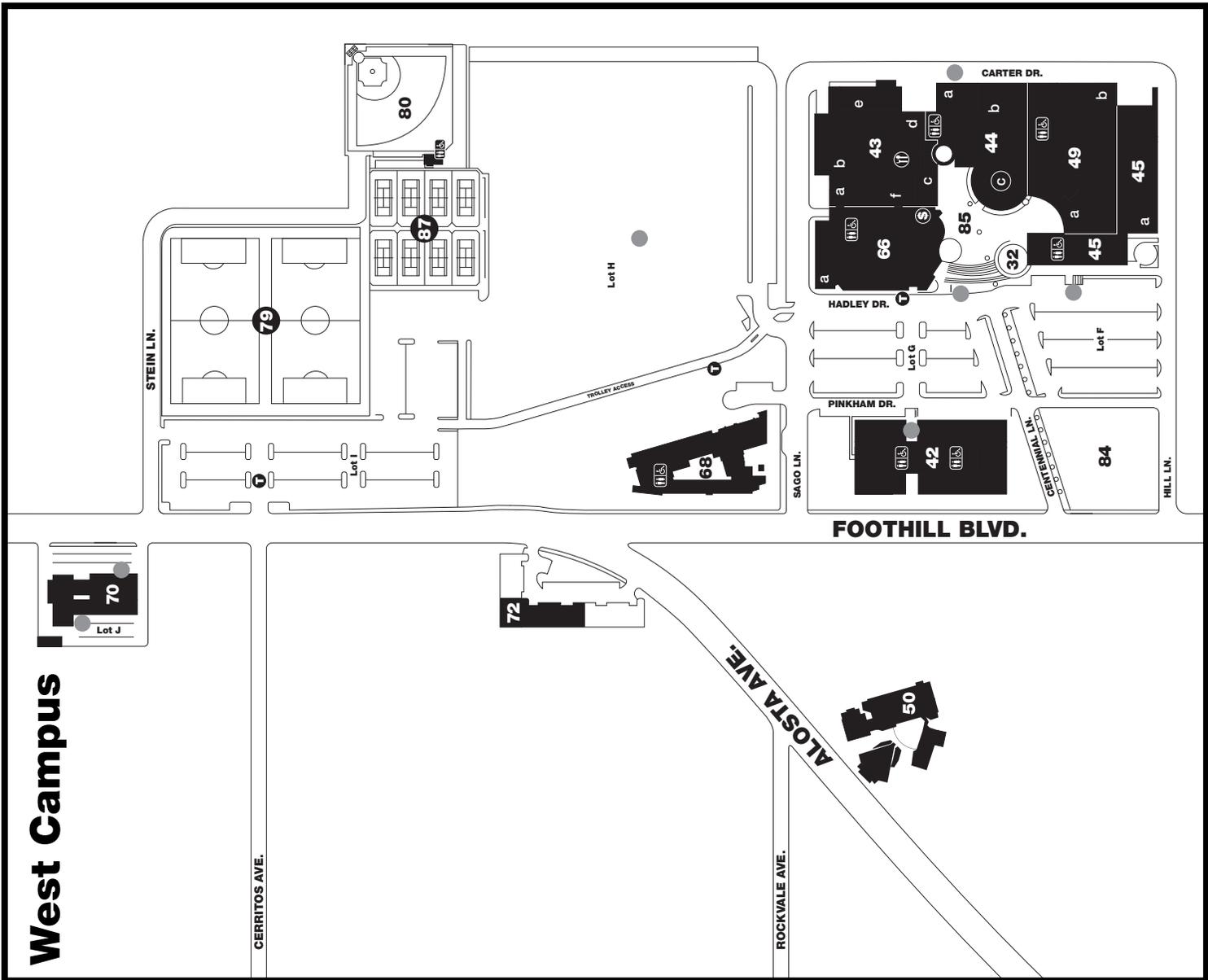
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